



**The Use of Electronic Devices in the Learning Process of English
as Foreign Language at CINDEA San Carlos**

Universidad Latina de Costa Rica

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**DECLARACIÓN JURADA**

(TFG E#07)

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CHAPTER I

INTRODUCTION

1.1 Purpose of the study

The traditional education is something that should be improved these days. Students are not interesting in obsolete programs and common classes, even more when it is related to learning a new language. The monotony in English classes makes students and even teachers get boring or distract easier; that is why, teachers have to think about new ways and new tools for encouraging students learning, leaving behind the traditional methods that some teacher are so attached due to many reasons like laziness, lack of knowledge about new technology implementation, lack of technological equipment, lack of training or being afraid of facing changes.

This is the main point of this project which pretends to familiarize students to technology in the learning process of English as a foreign language at Centros Integrados para la Educación de Jóvenes y Adultos (CINDEA) San Carlos, promoting better experiences to the students in the process of learning a foreign language. Most of the time, older people are afraid of using some technological devices. This includes teachers and students as well. That is a reason why some adults prefer to use the traditional methods which rely mainly on textbooks or monotonous activities based on papers or hands-on materials; of course they are not so bad at all, but the point here is to take the challenge of innovating and updating the teaching methods and taking advantages of the technological equipment that was provided to the CINDEA for educational purposes since the year 2013 and it has not been used until now.

The main objective of this action research is to analyze if the use electronic devices can influence and improve the learning process of English as a foreign language in the students at the CINDEA high school, applying new technological devices like, projectors, laptops, the use of speakers, interactive projectors; and take their use as part of the lesson plan to promote different pedagogical activities based on the English teaching.

1.2 Objectives

1.2.1 General Objective

- To analyze if the use of electronic devices influence the learning process of English as a foreign language at CINDEA San Carlos.

1.2.2 Specific Objectives

- To apply the use of new technological devices such as projectors, laptop computers, cell phones, speakers and interactive projectors in the academic classes of English at the CINDEA San Carlos.
- To set pedagogical activities in the classes of English at the CINDEA San Carlos based on the use of electronic devices.

1.3 Research Question

Learning a foreign language can be something that scares many people. However, it is part of the educational curriculum in Costa Rica. It refers that learning a foreign language or at least manage the basis, it is necessary to get an academic degree. Some public institutions are distinguished by their high level of English as a foreign language, but sadly this is not the case of the CINDEA San Carlos night high school. This high school has students between ages of fifteen to fifty years old approximately, and the variety of ages can be a factor that influence the learning process of English as a foreign language because some older people show some resistance to learn a new language due to many factors; nevertheless, young people also have their difficulty in the learning process of the language but their causes can be a little different from adult people like getting boring of traditional teaching.

As general issue, it is possible to say that the traditional methods of teaching English as a foreign language is one of the common factors that students have at CINDEA affecting their performance about the foreign language. That is why teachers should look for new ways of teaching and enhance the learning process of English. A good option is implementing new methods of activities and taking into account the use of electronic devices that were granted as a support for teachers in their classes; in that way, foster new methods of teaching based on the use of technology. But to achieve this purpose it is important to take into account what kind of activities are going to be applied and the correct use of these electronic devices to get better outcomes from students. For that reason, the main point of this research is to answer the next question:

Do electronic devices influence and improve the process of learning English as a foreign language in the students at CINDEA San Carlos?

1.4 Definition of terms

-CINDEA San Carlos

It was the first night school of the Northern Huetar area. At the beginning it was named Colegio Municipal de San Carlos but in 1995, was transformed and it was called Centros Integrados para la Educación de Jóvenes y Adultos (CINDEA).

-Interactive Projector

An interactive projector is an instructional tool that allows computer images to be displayed onto any surface, where the user has access to it through interactive pens, pointers or even the fingers interacting in a real way, and the user is able to control the computer through these optical media (pencils) and thus generate changes in what is being projected.

1.5 Significant of the study

The findings of this project aim to the use of electronic devices in the learning process of English as a foreign language in the academic English classes of the CINDEA San Carlos, and if the implementation of these technology can give different learning experiences to the students of a foreign language, taking into account the context of this institution and its population, getting to know that technology can be an important tool if it is applied in the right way in the educational area. In this case, the new technological devices were granted to the CINDEA San Carlos in the year of 2013 as part of a project for the implementation of educational innovations both in academic classes as their different vocational courses; however, this technological equipment has not ever been used until now.

Previously, it was possible to say that the lack of technological resources was one of the great limitations they had. However, with the arrival of these new technological devices to this high school, the lack of interest from the educators to complement their classes with the new technological innovations was shown, leaving behind the amount of benefits that the use of electronic devices could be able to contribute to any learning process.

Some educators even in the 21st century are avoiding the use of electronic devices in class ignoring that they can be an integral part of the process of learning. The project is based on carrying out a planning of an academic English lesson that is based on the use of electronic devices as a support for the teacher to influence and improve the learning process of English as a foreign language to the students, taking into account the integration of the four basic skills of listening, speaking, reading and writing in this language for the appropriated communication; as well to facilitate the same process of learning for each student according to their different abilities to each skill; in that way will be possible to analyze the influence that the use technological devices can have in a common class of English.

CHAPTER II

REVIEW OF LITERATURE

2.1 References

2.1.1 Supporting English Language Learners Through Technology

Using technology devices in Education is one of the most popular pedagogical innovations worldwide. For example; in United States the electronic magazine New York State United Teachers (NYSUT, 2011), stated that many schools are installing new types of hardware into classrooms and computer labs that can make a tremendous impact on instruction on the English language learners; and Costa Rica is not an exception of this phenomenon. In the last years, the educational systems in this country have changed their curriculum base on the implementation of new technologies in the classes; and the CINDEA San Carlos is part of this technological globalization as well.

In Costa Rican educational system learning English is part of the curriculum; therefore, students have to manage at least a basic level of this in order to get a degree. So, English teachers from CINDEA San Carlos should take as much advantage as they can of the technological tools they have around for teaching the language to influence and improve the learning process of it for the students. NYSUT (2011) stated: “As educators, we are in the unique position to embrace new technologies and use them to enhance curriculum while better engaging each of our students”. So, technology devices are a good tool as long as teachers know the best way to take advantage of it, even more in this context, which many students, because of their age, are a little more afraid of learning a foreign language than young people in traditional educational systems. Teachers need to know how to adapt the use of technology in their lessons plans, and to identify and adopt the best technological devices for the needs of the students in order to get better outcomes.

According to NYSUT (2011) “Utilizing and combining graphics, video, and audio can address varied styles of learning in a more effective way and be a tremendous support to English language learners”. At it is pointed, this is a good opportunity for teachers to encompass the variety of styles of learning of the students, since the different technological devices can cover the main skills of the English language, and to take advantage of every ability from each student taking into account that every person learns in a different way. Using the combination of all those elements that NYSUT pointed out, offer undoubtedly great experiences in the learning process of each student, and what is more, facilitate the material for the English Teacher to express better the ideas of the explanation in a specific topic.

Lacina, 2004; Lin, 2009 mentioned in NYSUT (2011) argued that finding a way to infuse technology into instruction not only helps English language learners acquire a second language, but also enhances motivation and confidence. Despite one of the issues that this high school presents about the implementation of technology is suffering some resistance from the part of some teachers and students to the use of these technological devices into academic English classes, Lacina and Lin (2009) assure that instruction with technological help will promote students active participation in activities of the classroom and it will get their interest bringing as a result a better performance of the students in the learning process of English as a foreign language.

Cruz, 2004 named in NYSUT (2011) said: “By using multimedia technology to incorporate pictures or video into the lesson, the teacher can provide students with the necessary contextual cues to understand new concepts. Visual information can provide the necessary bridge or scaffold between everyday language and more difficult academic language”. Without any doubt, visual aid is one of the best tools to be applied when teaching many topics and it opens the imagination of the students to go beyond what the teacher says.

2.1.2 Effective Implementation of Technology

According to Canough (2013) with new educational technologies becoming part of the classroom it has become imperative that educators not only possess this new technology, but more importantly be able to navigate through and manipulate this technology to best meet the needs of their students. It means there is an unavoidable impact of technology in education that can bring as many advantages as teachers can take of it, if the needs of the students are the priority, and they decide to get along with these modern technologies devices as part of the common classes.

Despite of the effect that the implementation of technology can have in the learning process of English as foreign language, all the technology in the world will not help educate students if teachers are uneducated on how to use technology or unwilling to use the technology provided for them (Canough, 2013). The purpose of applying the use of electronic devices in the classes of English is not just to do something different, it is about to incorporate these electronic devices as part of the lesson plans or as much as possible in order to get students interest and involve each electronic device as a help for teaching specific topics or being focus on a specific skill for better comprehension for the students.

Edmunds (2007), mentioned by Canough, (2013), states, “Proponents of computer-based technologies in the classroom have long argued that the use of technology can have a transformative power on teaching and learning” (p. 417). But for achieving this point it is necessary to get teachers in favor of the use of these technologies, and getting the commitment of changing traditional methods of teaching, since teachers are the main responsible for the outcomes of the development of the students, so, it means the main step in here is from part of teacher as responsible for the planning of the lesson in which they should implement the use of the electronic devices.

It is important to highlight how the different factors that have been disturbing the use of the granted technological devices as part of English Classes in this high school are so similar to other educational systems around the world; for example: Canough (2013) points out that “One such problem facing the use of technology is the ability of teachers to gain access to the types of resources needed to effectively implement these technologies.”. Join to these that the use of electronic devices is a problem for veteran teachers who are so attached to the monotony of elderly methods of teaching a language, and some of them can apply technology into classroom in not very appropriated way or even worst some of them simply do not want to change traditional pedagogy because they have had a long time working in that way and it is effective for them.

However, the much environment of the language the teacher creates for the students in the classroom the more they are going to learn. Teachers should have the ability to use their creativity to engage students in their topics of interest and assure themselves, students present instantaneous feedback which can be invaluable to a teacher and of course good outcomes, in that way, good teachers must have the ability of taking risks, and be willing of working, planning and utilize new methods and techniques in their classrooms.

2.1.3 The Use of Technology to Enhance English Language Teaching

For Barker, R., Minh Do, D. and Mailand, S. (2015), “One modern approach used in ESL classes is leveraging technology to help the students learn. Technology has been evolving rapidly over the past decade and, as such, some forms of it are beginning to play a role in the classroom.” Such is the technological advance that many institutions in spite of the lack of resources can count with some technological equipment because of its professionals. A few teachers make use of their own technological equipment to change the routine of common

classes, one of the main issues in this topic is that the point is not only to apply electronic devices in the class for entertainment or to fulfill time or for being creative; the use of technological devices should be combined with effective methods of teaching. Barker, R., Minh Do, D. and Mailand, S. (2015), recommend: “The general purpose of these technologies is to develop the students’ English proficiency through practice and exercises, as well as to increase their exposure to English”. It means there must be a commitment from teachers and students to use technology for educational purposes and based on pedagogical activities to enhance the English performance of students. Using pictures, music, graphics or videos, contribute to involve every person in the class in the development of the language acquisition.

Billy McGowan (2014) mentioned in the thesis of Barker, R., Minh Do, D. and Mailand, S. (2015), states that in his experience he found that the use of technology should help with interaction inside of the classroom but it depends greatly on how it is used. Interaction is one of the most important aspects in the learning process because thanks to interaction the teacher receives feedback from the students in order to know if they are having a significant learning or what things they have to reinforce or explain it again.

Applying electronic devices as part of English classes at CINDEA should be an opportunity to satisfy the needs of the students according to their learning styles. The use of electronic devices in the process of learning English as a foreign language has made a massive impact on the way in which language can be taught or can be learned. Boles (2011) cited by Barker, R., Minh Do, D. and Mailand, S, (2015) states: “It can foster interaction and motivation in students in ways that a class taught without technology simply could not”. The impact the technology can have in what used to be a regular class of English can be unthinkable, it has the power of engaging students with the language and making passive students, part of the active participation in the classroom.

2.1.4 The Use of Multimedia in English Teaching

First of all, it is very important to clarify what multimedia means according to Zhen (2016). He refers to multimedia as the use of computers to present text, graphics, video, animation, and sound in an integrated way. As it is possible to see, this kind of multimedia is much related to the electronic devices that were granted to the CINDEA San Carlos. It means that there is no doubt that the students or learners of English as a foreign language can take as part of their learning process this kind of methodology for better learning in their classrooms.

Zhen (2016) argues: “due to the conventional teacher-centered and text-oriented teaching, the phenomenon that English learners have low motivation and low efficiency in English learning is very common. Facing the challenges and demand of new century, English is no longer something carried by a single English teacher...” The implementation of new electronic devices with the correct methods of teaching can cause impacting changes in the learning process of English in the students. To face the challenge of using these electronic devices with the correct courseware and methodology encourages students to develop better performance on the English language.

According to Zhen (2016) “the development of modern educational technology not only promotes the development of educational methods and means, but also promotes the development of educational thinking and model”. With the implementation of electronic devices in the English classes, teachers have more opportunity to promote critical thinking skill on the students; and depending on the device and the activity selected, teachers can also encourage every skill of the communication like: listening, writing, reading and speaking. The variety of activities teachers can do with the help of electronic devices can lead to the improvements to active learning and student engagement with topics.

Base on Wang (1992) mentioned by Zhen (2016) Cognitive psychology studies have shown that 94% of the information learned through the visual and auditory access, of which 88% is obtained through the vision, 12% through hearing”. It shows how important it is to use visual aids into the classroom and how relevant can be the use of electronic devices as part of the lesson plan of the teachers. In accordance with Wang most of the information people receive is processed at first by the eyesight, and then the mental process with the information starts. So, using a projector with images about a specific topic undoubtedly contributes with better experiences in the learning process for each student.

2.1.5 The Necessity of Appropriate Application of Multimedia Instruction to English Teaching

At this time teachers should be aware of the amount of advantages implementing new electronic devices can bring to the performance of the students, taking into account that the main goal of this English subject according to Ministerio de Educación Pública is to make students been able to communicate in the English language. Yuanna (2015) states that: “there is no doubt that the multimedia plays a great role in auxiliary English teaching, which challenges the dominant status of the traditional English teaching mode”. As this author says there is not any doubt that the correct use of this equipment combined with the correct methodology provides abundant opportunities for students to build or improve their own knowledge through the rich experiences that technology affords.

As it was mentioned, the electronic devices are a complement for the learning process, they are not to alternate the role of the teacher, but it is completely sure that the result from the students are going to be better than applying the traditional methods based on materials in hard-copy like text books, note books and conventional dictionaries that make students and teachers to waste time that can be used to reinforce the language with the students.

According to Yuanna (2015) to attract students' attention and stimulate their practicality in English, we may as well make our lessons more vivid and interesting, which calls for the appropriate use of multimedia teaching. Teachers should be creative and know which are the appropriated strategies to use with the help of the electronic devices. And even more in this case of the CINDEA San Carlos that its population is about older people. So, every teacher should find the key for getting the interest of his students and make the English classes more active to avoid the passive learning and engage students to produce little by little the English language.

Every single electronic device has its own advantage; however, the mix of some of them can bring extraordinary and significant experience in the learning process of English as a foreign language for the students, and it should be the main purpose of its implementation in every classroom. Yuanna (2015) mentions some of the benefits that the use of electronic devices into classroom can produce.

Multimedia class instruction has started a multidimensional space for the students. In the space, students can become open, interactive and they may save a lot of time to exchange their ideas with peers and teachers. They can also do some teamwork to cultivate their cooperative learning spirit. Ultimately, it can arouse students' interest towards this subject and fill the lesson with something new, deep, outspread and vivid.

One of the most treasured benefits of the use of these electronic devices is to save time, traditional methods spent more time than teachers should, taking into account that students have to copy quickly while the teacher writes on the board before he rubs, what causes more spelling mistake and misunderstanding from them, causing to the students a feeling of stress and frustration. So, in that space the implementation of electronic devices facilitates, they have more chance of opening themselves to be more exposure to the language.

In the previous paragraph also was mentioned that electronic devices can promote interaction between teacher and students, and between students and peers which is very important for achieving successfully the language acquisition process. And according to Vygotsky, social interaction plays an important role in the learning process and proposed the zone of proximal development (ZPD), where learners construct the new language through socially mediated interaction (Brown, p. 287). That is why it is very important for teacher to break the ice between students and them, and promote active participation classes and focus on the student as the center. In other words, the role of interaction in classes of English as foreign language can have more impact of what is usually to think, and one of the ways to achieve this, is through the use of electronic devices into English classroom and the adequate pedagogical activities in which students are encourage to speak, listen, write and read in the foreign language applying the cooperative learning theory with the partners as well.

2.2 Summary

This summary shows the references in which is based the research. All of these authors mentioned in here are in favor of the implementation of these electronic devices in the process of English learning. They support how the use of electronic devices has a very important influence in the learning process of English as foreign language of the students.

Some of the topics contents and their authors in the literature review are: supporting English language learners through technology (NYSUT, 2011), effective implementation of technology (Canough, 2013), the use of technology to enhance English language teaching (Barker, r., Minh do, d. and Mailand, s. 2015), the use of multimedia in English teaching (Zhen, 2016), the necessity of appropriate application of multimedia instruction to English teaching (Yuanna, 2015). All of these topics affirm that the use of electronic devices is a good opportunity for teachers to encompass the variety of styles of learning of the students, since the different technological devices can cover the main skills of the English language and it can be adapted to every need students have.

The authors of the literature review make reference to the main benefits of using the electronic devices as part of the teaching process of English as a foreign language. They assure that English teachers should be part of this modern era in which traditional teaching has been supplied by devices like: projectors, laptop computers, cell phones, speakers and interactive projectors the same technological equipment granted for the CINDEA San Carlos. There is any doubt that the correct use of this equipment combined with the correct methodology provides abundant opportunities for students to build or enhance their own knowledge through the rich experiences that technology affords.

CHAPTER III
PROCEDURES

3.1 Rationalization for Qualitative Research (Or Quantitative Research)

The main objective of this research is to get the most reliable and accurate results as possible in order to find the best answer to the research question. To do this it is important to define what a quantitative research is and what a qualitative research is. This definition can be easy to understand if one is related to numerical data or information that can be converted into numbers and the other one generates non-numerical data. Each of them has its own strengths and weaknesses which actually vary depending upon the topic the researcher wants to discuss.

Strauss and Corbin (1990) define qualitative research as “any kind of research that produces findings not arrived by means of statistical procedures or other means of quantification”. Qualitative researches are more subjective, based most of the time on observations. They are based on categories and the study of phenomena. Quantitative methods are mostly standardized procedures, trying to measure social phenomena by numbers and testing hypotheses through fixed variables. Due to their standardized measures they are applicable for rather large samples (Silverman 2006). These kinds of researches are objective. They are based variable and the results can be predictable.

The choice of the methodology for being applied on a research should be based on the research question and the focus of the researcher.

3.2 Methodology (Data collection tools)

The research designed involved the utilization of both quantitative and qualitative research methods in addressing the research one observation chart, and two questionnaires, one made of nine closed questions and other of eleven questions, nine closed questions and two opened questions. These instruments were applied to the ninth graders students of the section 9-1 from the CINDEA San Carlos, for a total of twenty questions. This point makes of this project a mixed research. The methodology involved the collecting data, and then the analysis of their answers.

To obtain the information for the research, the first data is collected by an observation of the class in which the point were focused on what kind of support the teacher uses for the explanation of the topic, and how students reacted to this. Then, after the observation, the researcher applied two questionnaires, one made of nine closed questions used before the class with electronic devices, which was focused on general information of the students and to measure their knowledge about the electronic devices the CINDEA has by its own. Besides, the questionnaire also encompasses issues like preferences or oppositions in regards to the use of electronic devices in English classes, as well as the influence it could have in their learning process of English as foreign language.

The other questionnaire of eleven questions had nine closed questions and two opened questions, and it was applied after the class given with the support of the electronic devices in which the topics explained by the researcher in the role of teacher were travel plan vocabulary and future with “will vs. going to”. The questions of this second questionnaire were centered on the perspective of the students in these kind of English classes with the support of electronic devices and how it helped them to a better comprehension of the topics; in other words if they could learn better with the implementation of the electronic devices in class and if they have some influence in their learning process of the language.

3.3 Site and Participants

The participants for this action research project are students of section 9-1 from CINDEA San Carlos high school. The students are between the ages of fifteen and forty years old. This group is divided in 15 women and 9 men for a total of 24 students. Most of them belong to the worker class and the rest of the group is full-time students. The setting is the classroom of the teacher who is in charge of the groups in the same facilities from the CINDEA San Carlos. This home teacher plays a role as support for the application of the tools for the research.

3.4 The Plan of the Study Data Analysis Procedures

The collection of data is through a previous observation of the class and two questionnaires, one made of 9 closed questions applied before the class with electronic devices, and other of 11 questions, 9 closed questions and 2 opened questions applied after the class given with the electronic devices support. After students have answered all the questions the data will be selected and studied to get the answer of the problem.

Circle graphs, tables, and charts with the data collected will be used in order to interpret and analyze the information gathered from the instrument applied during the study. The instrument application is related to the general objective of the study in order to analyze if the use of electronic devices can influence and improve the learning process of English as a foreign language in the students at the CINDEA high school.

3.5 Summary

The methodology to be applied in this research is mixed, based on the quantitative and qualitative method. For this, the instruments used are an observation of the class and 2 questionnaires, one made of 9 closed questions, and other of 11 questions, 9 closed questions and 2 opened questions which are applied one before the class and the other after the class with the electronic devices support to the 24 students of the section 9-1 from CINDEA San Carlos high school. The ages of the students are between 15 to 40 years old, and most of them belong to the worker class. This questionnaires have questions to know if the learning process of English as a foreign language in the students at the CINDEA high school can be influenced and improved with the use of electronic devices as part as the English classes.

In order to get the most reliable and accurate results the instruments are an observation and the two questionnaires that will show the problem quantified in order to get numerical data for the final statistics and the perception of the students as well; in that way to find the better answer for the research question. To analyze the data gotten, the information will be interpreted through circle graphs, tables, and charts. All of these focused on the general objective.

CHAPTER IV

FINDINGS

4.1 Data

Questionnaire #1

According to the data results in the class there were 9 male students, which represent 23% of the population; and the other 15 answered to be female, which represents the 77% of the population, showing that most of them are female. They are between 15 to 40 years old but the major percentage is representing by students between 21 to 30 years old. In that group, 22 students assure to have a Smartphone, which represents 92% of the population; while only two students said not to have one, which represents the 8% of the population.

Thirteen students, representing by the 54% of the population, do not know about the electronic devices the CINDEA has by its own, while the 46% which is represented by 11 students answered to be aware of the electronic devices the CINDEA has. However, most of the students, representing by the 75% of the population, referred that teachers do not use the electronic devices as they could in class, 5 students said that teachers frequently use electronic devices in class, it represents the 21%, and only 1 student said that teachers very often use electronic devices in class with the 4%. This issue is supported by the results of the observation chart applied at the beginning of the action research, which shows that teachers at the CINDEA high school do not use electronic devices in class, there were not any electronic device as part of the class, only the cell phones of the students which were not used for academic purposes. The teacher did not use any kind of visual aid to help students to comprehend better the topic.

The results of the question if students feel any resistance towards the use of electronic devices in English classes was answered by 13 students, they do not feel any resistance towards the use of electronic devices in English classes, which represent the 54% of the population, by 7 students that they feel a very little resistance, which represent the 29% of the population, 2 students answered that they feel little resistance towards the use of electronic devices in English classes, which

represent the 8% of the population, and finally, 2 students answered that they feel very much resistance, which represent the other 8% of the population. This supports that most of the students have not a resistance for the electronic devices that can be used in English classes.

More than a half of the students, representing by 54%, like to work in English classes with the support of electronic devices, while the 4 students answered they do not like to work with the support of electronic devices. And the rest of the population that is represented by 7 students (30%) like a little or very little to work in class with the support of electronic devices. Besides, 18 students answered that they consider the implementation of electronic devices can improve very much their English learning process, representing 75% of the population, while only 1 student answered that he does not consider to improve his English learning process with implementation of electronic devices as part of his English Classes, which represents 4% of the population, 2 students said they consider it very little, which represents 8% of the population, 3 students said that the implementation of electronic devices can improve their English learning process a little, which represents 13%. That fact shows that the majority of students consider that the implementation of electronic devices as support can improve very much the English learning process at the CINDEA San Carlos.

According to the 50% of the students, representing by 12 students, the use of electronic devices in English classes has very high influence on their motivation towards language learning, for 3 students which represent the 13%, the use of electronic devices in English classes have no influence on their motivation towards language learning, while for other 3 students the use of electronic devices in English classes influence very little their motivation towards language learning, which represents 13% of the population; and 6 students consider that it influences a little their motivation towards language learning, which represents the 13% of the population. The facts support that half of the students consider that the use of electronic devices in English classes has very high influence on their motivation towards language learning.

Questionnaire #2

In the English class that was set with the pedagogical activities with the use of electronic devices, 12 students argued that they felt very good with the use of the projector, speakers and computer in the English class, representing 50% of the population, 7 students felt good which represents 29% of the population, 4 students said they felt regular, which represents 17% of the population, and only 1 student answered that he felt very bad, which represents 4% of the population. These facts show that the half of students felt very good with the use of the projector, speakers and computer in the English class. Some students felt between regular and good with the implementation of the electronic devices in the English Class, and only 1 felt very bad.

Eighteen students representing the majority part of the class with the 75% considered that the use of cell phones was very useful in the English Class, while a minority of 6 students representing by the 25% considered it was not useful. About the same class, 16 students assured that the use of the interactive projector was very much interesting, this represents the 67% of the population, 4 students answered that it was very little interesting, which represents the 17% of the population, and finally, 4 students answered that the use of the interactive projector as part of the English class was something interesting, which represents other 17% of the population. This fact supports that most of the students were very interesting about the use of the interactive projector in the English class.

For the majority of the students represented by the 71% of the population, the use of electronic devices helped them very much to have a better comprehension of the topics presented by the teacher, 5 students said that it helped them in a regular way to have a better comprehension of the topics with the 21% of the percentage, 1 students said that , it helped him to comprehend very little the topics, which represents other 4% of the population; and only 1 student answered that the use of electronic devices did not help him to a better comprehension of the topic, which represent the 4% of the population. The facts support that the use of electronic devices helped students to have a better comprehension of the topics in the majority of them.

Twenty students answered that English classes are more pleasant with the use of the electronic devices, which represent 83% of the population; and 4 students answered electronic devices do not make more pleasant the English classes, which represents the 17% of the population. The fact supports that the majority of students prefer to receive English classes with the support of electronic devices. That is why the a big percentage of the students (71%) prefer not to continue with the monotony of traditional teaching, while few students (20 %) answered to agree with the traditional methods of teaching English with reasons like: “It is a good kind of explanation for people who do not master English”, “I do not care”, “It is better” and they say “It contributes to practice more speaking and listening skills. In other side 9% of the students did not answered this item.

One of the important finding of this action research was the role that interaction plays with the use of electronic devices in English classes; due to 21 students answered that the use of the electronic devices helps in the interaction between teacher and students, which represent 87% of the population; and 3 students answered electronic devices do not help with the interaction of the class, which represents the 13% of the population. It shows that the majority of students believe that the use of electronic devices in English classes helps for interaction between teachers and students. Nevertheless, not only interaction is favored with the implementation of these technological devices, since 44% of the students said they improve or strength the skill of writing, 26% of students answered that they improve or strength the skill of listening, 26% of students answered that they improve or strength the skill of speaking; and 4% of the students answered that they improve or strength the skill of reading. The fact supports that in regards to the main skills of the communication can be strengthen or improve as well.

Asking about the preference of the use of electronic devices in English classes, 8% of the students prefer the use of the electronic devices in class between 1% and 25%, 17% of the students prefer the use of the electronic devices in class between 26% to 50%, the majority of students which

is a 42% of the class prefer the use of the electronic devices between 51% and 75%, and 33% of the students prefer the use of the electronic devices in class between 76% to 100%. The fact supports that a major percentage of the class prefers the use of the electronic devices as support of teaching English at CINDEA San Carlos.

In the other side, almost half of the students (42%) do not believe it is necessary to learn a new language with the support of the electronic devices, while the other half of the students (50 %) answered it is necessary to support the learning of a new language with the electronic devices with reasons like: “It helps to learn easier”, “It is more interactive”, “they are good tools” It strengthens some skills”. The lack 8% of students did not answered. These findings support the answers of the students in regards to learning better when the teacher uses electronic devices in class, where 19 students answered to learn better when the teacher use electronic devices in class, it represents a 79% of the class, 4 students answered they do not learn better when the teacher uses electronic devices in class, which represents 17% of students, finally 1 student did not answer, which represents the 4% of the class. The facts show that 79% of the students, more than a half of the class consider learning better when the teacher uses electronic devices in class for teaching the language one of the most important aspects of using electronic devices in the learning process of English as foreign language.

4.2 Restatement of Questions and discussion of the results

The research question of this action research is based on if the use of electronic devices influence and improve the process of learning English as a foreign language in the students at CINDEA San Carlos. After all the analysis of the instrument of data collection which were about one observation chart and two questionnaires, one applied in a regular class with traditional methods of teaching English and the other applied after a class given with the support of electronic devices as computer, speaker, cell phones and interactive projector, it is possible to say that the gotten results show that

the majority of students prefer to receive English classes with the support of electronic devices because it helps to a better comprehension of the topics explained by the teacher in Class; therefore, they can learn in a better way with the support of images, videos, audios, online games and practices strengthening and improving their knowledge about the language.

The majority of students argued to be against the monotony of the traditional teaching methods of English and some of them consider necessary to learn a new language with the support electronic devices leaving behind the traditional teaching methods. According to the students with the support of this technological equipment they can improve very much the language learning process having better experiences of this process and having more motivation to learn. As a result, they could have better performance and outcomes in regards to the language. In other words, the use of electronic devices in English classes has very high influence on the motivation of the students towards language learning.

According to the students, besides motivation, the use of the electronic devices also helps to the interaction between teacher and students doing the class more interesting for them. The interaction allows students to have greater experiences in the learning process related to real life, which makes more significant the learning experience. However, all these benefits that the use of the electronic devices bring to the students in their learning process teachers do not use as frequently as they could the electronic devices in their class, since students stated that they just use these technological equipment sometimes. It shows that the responsibility for the implementation of the electronic devices belongs to the teachers because most of the students refers have no resistance towards the use of the electronic devices in the class. So, the previous points give a positive answer to the research question, reaffirming that the use of electronic devices improves and has a direct influence on the learning process of English teaching.

4.3 Summary

In this chapter the finding of the data were analyzed. It is about the analysis of the chart observation, two questionnaires, one applied in a regular class with traditional methods of teaching English and the other applied after a class given with the support of electronic devices as laptop computer, speaker, cell phones and interactive projector. The two questionnaires make a total of twenty questions, two questions are opened questions, that is why there are eighteen graphics one for question and its respective answer, and two charts with the unit of analysis of the questions.

The findings give an affirmative answer to the research question, in which students consider that the use of the electronic devices in the learning process of English as a foreign language helps them to improve their learning of the language, promoting better performances and outcomes from the students. As well as improving motivation of the students towards the acquisition of the language and also enhancing interaction between teacher and students. It revealed that students do not have much resistance to the use of the electronic devices in English classes; however, teachers do not make use of them as they could even have the whole opportunity of doing.

The restatement of the research question is not necessary because the findings support even more of what the researcher was looking for. It shows how students prefer English classes with the support of electronic devices than traditional classes; as well as the use of the electronic devices in the learning process of English as a foreign language at the CINDEA San Carlos can have as many advantages as teachers can think.

CHAPTER V
DISCUSSION

5.1 Conclusion

This action research was carried out in a class at the CINDEA San Carlos in which there are 24 students, 9 are men and 15 are women. Their ages are between 15 to 40 years old. Despite the variety of ages most of the students agree in the answer for some of the main question about the use of electronic devices in the learning process of english as foreign language. The data collection showed that most of the students like very much to work in english classes with the support of electronic devices breaking in this way the traditional teaching methods of english which consist in hand made material, textbooks or monotonous activities, and teacher center classes. Students refer that the use of these devices in the class with the appropriated methods makes more pleasant the learning process for them and that is an enough reason to prefer the english classes based on this kind of technological equipment.

All the devices used in the class belongs to the CINDEA, they were granted since the year 2013 and many of them have not been used until now; with the exception of the cell phones which belong to each students. Almost all the students affirmed to have a smart phone while only 2 students of the class answered not to have one; however, they assured cell phones was very useful to work in class according to the instruction of the teacher. This point could help teachers to avoid the problem about the use of cell phones in class as a distraction for the students; teachers should look for the way to involve cell phones with academic purposes, the options could be as a translator, for games, practices and many things that can be to improve the learning process of the students.

The use of the interactive projector was a new experience for the students and even for the teacher who was always in charge of the group. It was the first time that this device was used at the CINDEA. A big percentage of students refer to feel very good with the implementation of this device in the English Class, it was something really different for them. Most of the students said that the use of the interactive projector was very interesting, while a minority said no to feel any

interest about it. Many students refers no to know if the CINDEA has its own electronic devices, as it is the case of this interactive projector, that even teachers did not know about the existence of this technological equipment.

The previous point supported the issue that many teachers do not use electronic devices to support their classes. A 75% of the students argued that teachers do not apply technological resources as frequently as they can. It means that teachers are the ones who have the resistance to the implementation of these electronic devices as part of English classes because in one of the questions 54% of the students answered to feel any resistance to it and 29% answered to have a very little resistance, what shows that the minority being a 17% has some resistance, showing that the resistance from the students is not a reason for not applying these technologies in the English Classes.

The majority of students representing a 75% of the class consider that the implementation of electronic devices can improve their English learning process because it facilitates a better comprehension of the topics for them and they learn better the foreign language. They affirmed they could understand better the topics explained by the teacher in that class with the support of the electronic devices thanks to the audios and visual aid through the interactive projector and the speakers as well as the activities proposed by the teacher which were more related to real life. This kind of teaching methods offer to the students more significant experiences in the acquisition of the language which increase interaction between teachers and students having a good impact in their motivation towards the learning process of the foreign language. That is why they pointed out that the use of the electronic devices like, projectors, laptops, the use of speakers, interactive projector and cell phones can influence and improve the process of learning of the English language.

5.2 Implications

The main aim of this action research was to analyze if the use electronic devices can influence and improve the learning process of English as a foreign language in the students at the CINDEA high school, working in academic English classes with the support of new electronic devices like, projectors, laptops, the use of speakers, interactive projectors and cell phones; and take them as part of the lesson plan to promote different pedagogical activities improving the traditional methods of teaching English with the purpose of enhancing the learning process of the students.

The findings point out to a specific set of techniques and strategies that have not been applied correctly to develop the knowledge and engagement from the students to learn English as foreign language what evidence that before applying the action research there were some possible reasons why English teachers do not use the electronic devices they have in their institution for free, and some of them could be proofed as something not real to avoid the electronic devices as support in the class. For example, it is not true that students have resistance towards electronic devices in class because they showed in the data collection that they prefer English classes with the support of these electronic devices and they referred to have more feedback learning the language with these methods. Students had a good reaction in front of this methodology of teaching the target language. And they even assured it helps them for the interaction and participation in the class, they can feel better in Academic English classes since it facilitates the comprehension of the topics. It strengthens the point that electronic devices in the company of good techniques and strategies of and learning will give better results in the academic performance of the students.

A second important implication of this action research derives from some teachers at the CINDEA San Carlos that did not know they had into their possibilities the access to this kind of technological equipment; they even did not know that they have this kind of electronic devices as the interactive projector or so many computers with full internet; it was the first time the interactive projector was used at the CINDEA after approximately five years without using at all. After the

application of this action research project many teachers were surprised because they could not take all the advantages of these electronic devices; however, it could be an issue that aims the lack of interest of some professionals to change traditional teaching because of course it means to plan the lessons in different ways and also to take the chance of suffering some unexpected situations as technological devices can go through in a middle of a class; without taking into account the training which could be necessary for the right use of each electronic device.

A third implication stems from the difference of ages at the CINDEA San Carlos. The findings suggest that despite the variety of ages in the class, most of the students agreed about the influence that electronic devices have in their learning process. The proper use of these devices in English classes influences the motivation of the students about learning the target language. For obvious reasons if students have better comprehension and good feedback, they would learn better and the frustration will not be part of their process. A motivated student is more excited to learn and participate, that is why the use of these devices also influences the interaction between teacher and students.

Finally, teachers should use electronic devices more frequently in English classes. An updated teacher is an important element of the learning experience of each student. It helps that students get interesting and feel comfortable in every class. Teachers have to facilitate the environment of learning according to the needs of every person in class. That is one of the important reasons of the use of electronic devices in English classes as foreign language because it can stimulate the different learning styles that can exist in a classroom. Students do not want traditional teaching methods anymore. It is necessary to strengthen every skill of communication in a foreign language and get students engaged with the learning of the language to have better outcomes from them.

5.3 Concluding Statement and Recommendations

It is time to evolve with the common academic English classes. The obsolete traditional methods are not part of the most popular pedagogical innovations. In many other countries classrooms have their own technological equipment and it is not something impossible for the Costa Rican education system but if teachers do not even use what they have around, hardly the government will make an effort to supply more technological devices in the institutions. Teachers and students as well should familiarize with technology because that is part of the new era, but the main reason here is the big impact that the use of electronic devices can have in the learning process of the students. Besides, students are eager for a new teaching model which can be more entertaining and allow them to comprehend better the topics explained by the teachers, that is why most of the students without taking into account their ages or their context they prefer the English classes with the support of electronic devices.

It has become evident that at least at the CINDEA San Carlos, many teachers have resistance to the use of electronic devices in English classes due to their own reasons because the institution has to their disposal a wide variety of technological equipment to be used in class, and they have been saved for around five years without any use. In contrast with students, many teachers prefer to continue with the monotony of traditional teaching to avoid changes in the methodology of the lesson plans they have worked until now or avoiding facing new changes or training about innovations.

Without any doubt the electronic devices have influence on the learning process of English as foreign language. If they are used in the correct way, they can collaborate with the learning environment and the learning experiences of each student. This action research pointed out the use of electronic devices in class promote the motivation of learning in the students since they like to work in class with the support of technology, and they consider it necessary for having a different environment and learn better a second language, since visual aid, audios, games, on line practices, the use of the cell phone as an instrument help to construct more real life situation increasing the

cognitive development towards the foreign language. The electronic devices in class also foster the active participation of students and stimulate an engagement of the students with the language and contents, hence, it also influence interaction in English classes.

The literature and the participant students assure they can learn better if teachers make the implementation in English classes of these electronic devices more often, in that way, they are able to improve their performance and outcomes about the foreign language. This is an enough reason for teacher to look for new methods and techniques of teaching based on technology. It is true that at the beginning it could require more time and preparation because of the training for the proper management of the equipment and sometimes as simple appliances they can break down at any moment; nevertheless, the amount of benefits that the use of electronic devices can offer to learning process of a foreign language to each student are more than significant. So, the resistance of the teachers to the implementation of these technological devices in their classrooms cannot be justified anymore at the CINDEA San Carlos.

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Annexes

Date: _____
 Institution: _____
 Group: _____
 Time of observation: _____
 Observer: _____

OBSERVATION CHART

The following observation chart aims to facilitate a preliminary diagnosis for the application of the project about the use of electronic devices in the English classes as foreign language at the CINDEA San Carlos high school. It focuses on what kind of support the teacher uses to explain the own topics of the language; as well as the reaction of the students to the methodology used by the teacher in the class.

This diagnostic is of great help to obtain better results at the time of analyzing the conclusions and recommendations of the project; It will also allow a better overview between the results of traditional methods and the possible results of the methods based on some type of technological support.

<i>OBSERVATION</i>	<i>YES</i>	<i>NOT</i>
There is some technological equipment in the class.		
The teacher uses electronic devices during the class.		
Students participate actively in the class.		
Students shows resistance to the electronic devices during the class.		
Do students use cellphones or any other electronic device during the class?		
Do the electronic devices help the interaction in the class?		
The teacher uses visual aid to explain the topics.		
Students comprehend the topic clearly with the methodology applied.		

CUESTIONARIO #1

INSTRUCCIONES

El siguiente cuestionario es parte de un estudio de la universidad el cual está enfocado en analizar la influencia de el uso de los aparatos electrónicos en el proceso de aprendizaje de Inglés como lengua extranjera. Su propósito es la recolección de datos por parte de los estudiantes relacionada a información personal y su relación con el uso de aparatos electrónicos en las tradicionales clases de Inglés, con el fin de obtener un diagnóstico previo a la implementación de los aparatos electrónicos dejando de lado la enseñanza tradicional utilizada hasta el día de hoy.

A continuación se presentan algunas preguntas de información personal y de el uso de aparatos electrónicos en el proceso de aprendizaje de Inglés como lengua extranjera. El cuestionario es anónimo, **favore** no de jarningunacuestiónsin contestar y debe marcar con una **e**quis (x) la casilla que corresponda con su respuesta.

1. Sexo: Hombre () Mujer ()

2. ¿Qué edad tiene?

() entre 15 y 20 () entre 21 a 30 () entre 31 y 40 () 41 o más

3. ¿Cuenta usted con un teléfono inteligente?

Si () No ()

4. Sabe usted si esta institución cuenta con aparatos electrónicos propios para para ser utilizados en clase?

Si () No ()

5. ¿Con qué frecuencia tus profesores de inglés utilizan algún recurso tecnológico en clase?

() Nunca () Algunas Veces () Frecuentemente () Muy Frecuentemente

6 ¿Siente usted alguna resistencia hacia el uso de los aparatos electrónicos en clases de Inglés?

() Nada () Muy Poco () Poco () Mucho

7. ¿Es de su agrado trabajar en clases con el soporte de algún aparato tecnológico?

() Nada () Muy Poco () Poco () Mucho

8. ¿Considera usted que la implementación de recursos tecnológicos puede mejorar su proceso de aprendizaje del idioma?

() Nada () Muy Poco () Poco () Mucho

9. ¿Cree usted que el uso de aparatos electrónicos en las clases de Inglés tienen alguna influencia en su motivación hacia el aprendizaje del idioma?

Nada Muy Poca Poca Mucha

Muchas Gracias!!!

CUESTIONARIO #2

INSTRUCCIONES

El siguiente cuestionario ayudará a analizar en una mejor manera la influencia que tiene el uso de los aparatos electrónicos en el proceso de aprendizaje de inglés como lengua extranjera en le CINDEA San CARLOS. La recolección de los datos provienen de la experiencia vivida por cada estudiante en la clase de Inglés con la implementación de los aparatos electrónicos. De esta forma se generará las respectivas conclusiones y recomendaciones del proyecto.

A continuación se presentan algunas preguntas de su opinión relacionadas con el uso de aparatos electrónicos en la clase impartida de Inglés como lengua extranjera. El cuestionario es anónimo, **favornodejarningunacuestiónsin** contestar y debe marcar con una **x** la casilla que corresponda a su respuesta.

1. ¿Cómo se sintió con la implementación del proyector, parlantes y computadora en la clase de inglés?

() Muy Mal () Mal () Regular () Bien () Muy Bien

2. ¿Fue de su utilidad para la clase el uso del teléfono celular de acuerdo a las instrucciones del profesor?

Si () No ()

3. ¿Fue de su interés el uso de la pizarra interactiva como parte la clase de inglés?

() Nada () Poco () Regular () Mucho

4. ¿Considera usted que el uso de aparatos electrónicos le ayudó a una mejor comprensión de los temas expuestos por el profesor?

() Nada () Muy Poco () Poco () Mucho

5. ¿Considera usted que el uso de estos aparatos electrónicos hacen más agradable las clases de inglés?

Si () No ()

6. ¿Prefiere usted como estudiante la monotonía de los métodos tradicionales para la enseñanza del idioma inglés? Si su respuesta es Si por favor explique el por qué.

Si () No ()

7. ¿En su opinión, el uso de estos aparatos electrónicos ayudan a la interacción en clase con su profesor y sus compañeros?

Si () No ()

8. Enumere las habilidades que usted considere se fortalecen con el uso de aparatos electrónicos en clase (en orden descendente).

() Escucha () Habla () Escritura () Lectura

9. ¿En qué porcentaje prefiere usted el uso de los aparatos electrónicos como soporte de la enseñanza en las clases de inglés?

() 1% a 25% () 26% a 50% () 51% a 75% () 76% a 100%

10. ¿Considera usted necesario el aprender un nuevo idioma con el soporte de aparatos electrónicos.?

Si su respuesta es Si por favor explique el por qué.

Si () No ()

11. ¿Usted considera aprender mejor el idioma cuando el profesor hace uso de los aparatos electrónicos en clase?

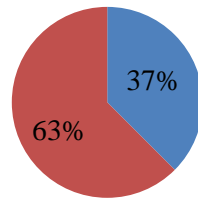
Si () No ()

Muchas Gracias!!!

Questionnaire #1

1. Gender

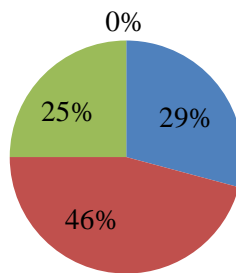
■ Male ■ Female



Note: own source (2018)

Age

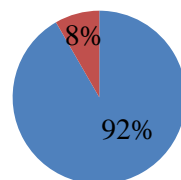
■ Between 15 y 20 ■ Between 21 a 30 ■ Between 31 y 40 ■ 41 or more



Note: own source (2018)

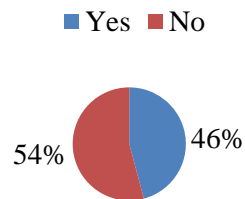
3. Do you have a smart cellphone?

■ Yes ■ No



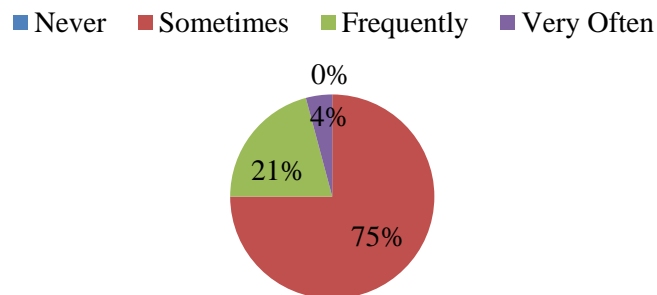
Note: own source (2018)

4. Do you know if this institution have own electronic devices to be used in class?



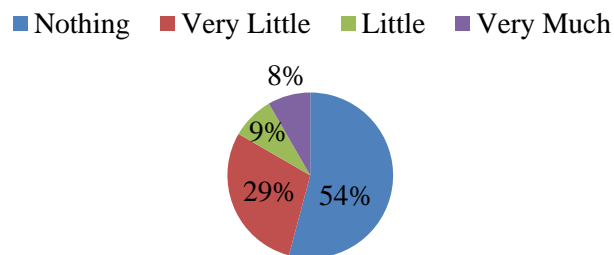
Note: own source (2018)

5. How often your English teachers use some electronic devices in class?



Note: Own source (2018)

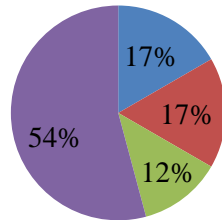
6 ;Do you feel any resistance towards the use of electronic devices in English classes?



Note: Own source (2018)

7. Do you like to work in class with the support of any electronic device?

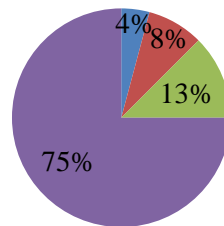
■ Nothing ■ Very Little ■ Little ■ Very Much



Note: Own source (2018)

8. Do you consider that the implementation of electronic devices can improve your English learning process?

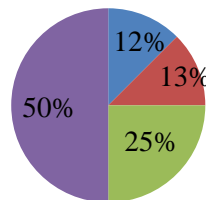
■ Nothing ■ Very Little ■ Little ■ Very Much



Note: Own source (2018)

9. Do you consider that the use of electronic devices in English classes influences your motivation towards language learning?

■ Nothing ■ Very Little ■ Little ■ Very Much

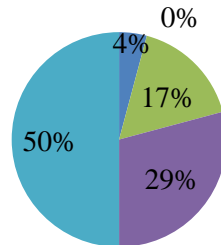


Note: Own source (2018)

Questionnaire #2

1. How did you feel with the implementation of the projector, speakers and computer in the english class?

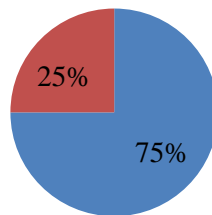
■ Very Bad ■ Bad ■ Regular ■ Good ■ Very good



Note: Own source (2018)

2. Was it useful for the class the use of cell phones according to the teacher's intructions?

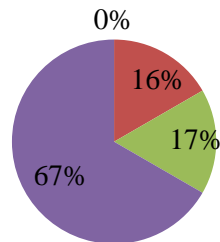
■ Yes ■ No



Note: own source (2018)

3. Was interesting for you the use of the interactive projector as part of the English class?

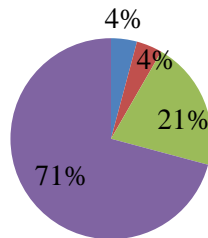
■ Nothing ■ Very little ■ Regular ■ Very Much



Note: Own source (2018)

4. Do you think that the use of electronic devices helped you to have a better comprehension of the topics presented by the teacher?

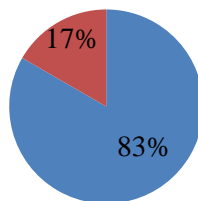
■ Nothing ■ Very little ■ Regular ■ Very much



Note: Own source (2018)

5. Do you think that the use of electronic devices made more pleasant the English classes?

■ Yes ■ No



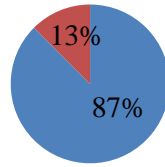
Note: own source (2018)

Question # 6

Unit of Analysis: Monotony of traditional English Teaching Methods.	Percentage
Monotony of traditional English Teaching Methods.	4%
I do not care	4%
It is good this kind of explication for people who do not master the language.	4%
It is better.	4%
It requires more speaking and listening practice.	4%
No Answer.	9%
Students do not want traditional teaching anymore	71%

7. In your opinion, does the use of electronic devices help in the interaction in class between teachers and students?

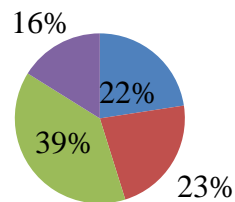
■ Yes ■ No



Note: own source (2018)

8. List the skills that you consider improve or strengthen with the use of electronic devices in class (in descending order).

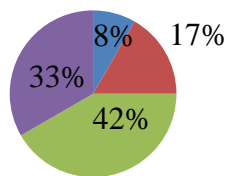
■ Listening ■ Speaking ■ Writing ■ Reading



Note: own source (2018)

9. In what percentage do you prefer the use of electronic devices as a support in the English classes?

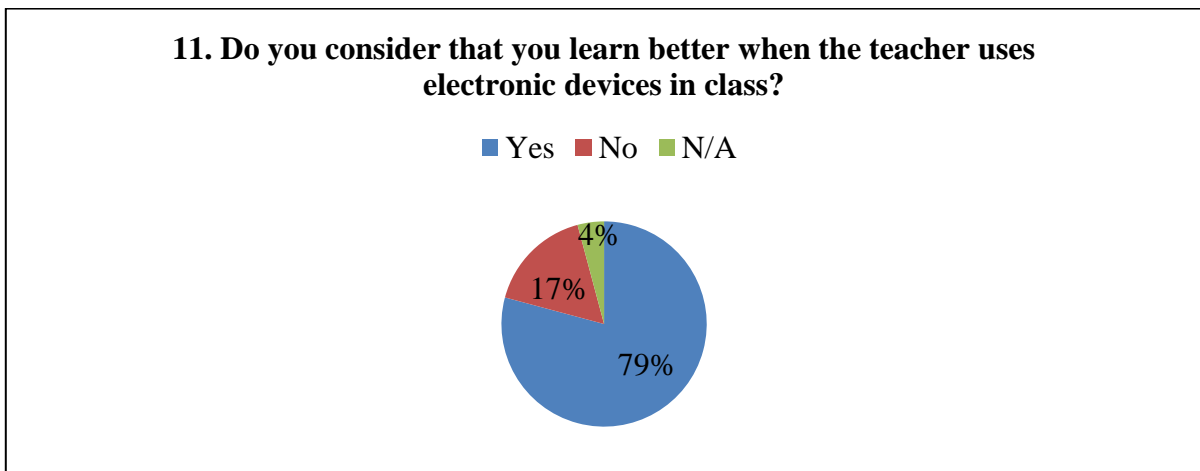
■ 1% to 25% ■ 26% to 50% ■ 51% to 75% ■ 76% to 100%



Note: own source (2018)

Question # 10

Unit of Analysis: The use of electronic devices for learning a language.	Percentage
The use of electronic devices is necessary for learning a language.	13%
It makes classes more interactive / It is more entertaining for students	8%
It gives more opportunities for jobs.	4%
It strengths reading and pronunciation.	4%
It is not necessary	42%
It helps to learn easier/ It helps to comprehend the topics/ It is a good support for the class /It makes easier to watch and listening	17%
No answer	8%
They are good tools	4%



Note:

own

source

(2018)

C.I.N.D.E.A. San Carlos

Annex # 4

Lesson Plan



Ministerio de Educación Pública

English Department **Date:** Monday March 5th, 2018

Method: Communicative Approach

Teacher: Karina Torres Hernández

Level: II **Group:** C-1

Time: 70 minutes

General Objective (s): Students comprehend information about travel plans.

TARGET CONTENT : PERSONAL TRAVEL PLANS

OBJECTIVES	PROCEDURE	TIMING	EVALUATION
<p>OBJECTIVE #2</p> <p>LISTENING</p> <p>· Interpreting extracts of spoken language made up of familiar material.</p>	<p>Routine: Welcome students and check assistance.</p> <p>Warm up: Students review vocabulary about travel plans with a PPT presentation.</p> <p>Presentation</p> <p>-Students watch a video about the use of will and going to (https://www.youtube.com/watch?v=aGRWv2NspL4). Teacher introduces the structures: Subject + will + verb Subject + to be + going to + verb subject + auxiliary verb <i>would</i> + main verb</p>	<p>March 5, 2018</p> <p>5 min</p> <p>20 min</p>	<p>Comprehends the usage of the grammar structures will, going to and would.</p>

<p>SPEAKING</p> <p>-Taking part in short conversations.</p>	<p>-Students share with the class their own travel plan using the structure taught.</p>	<p>10 min</p>	<p>Performs short dialogues with their partner using the explained topic.</p>
<p>READING</p> <p>-Extracting relevant specific information from such texts as simple brochures, guidelines, letters and other forms of continuous writing.</p>	<p>- Students read a text about a travel plan and answer the questions about it. (http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/school-trip).</p>	<p>15 min</p>	<p>The student Interprets complex sentences and texts about plans for traveling</p>
<p>WRITING</p> <p>Expressing personal responses, such as likes, dislikes and feelings.</p>	<p>- Students write a dialogue about a travel plan using the next expressions:</p> <p>Where are you planning to go _____ (tomorrow, next vacation etc.)? When do you plan to leave? Who's going with you? I'd . I will . I Prefer . How often do you travel/ visit/ go to _____? How long does it take to go to?</p>	<p>20 min</p>	<p>Produces short sentences about their own travel plan with the structures will, going to, would and the expression studied in class.</p>

Travel plans.

Where are you planning to go _____ (tomorrow, next vacation etc.)?

When do you plan to leave?

Who's going with you?

I'd . I will . I Prefer .

How often do you travel/ visit/ go to _____?

How long does it take to go to ?
Are you ? Etc.

Functions:

Making travel plans.
Asking for and giving information about plans.