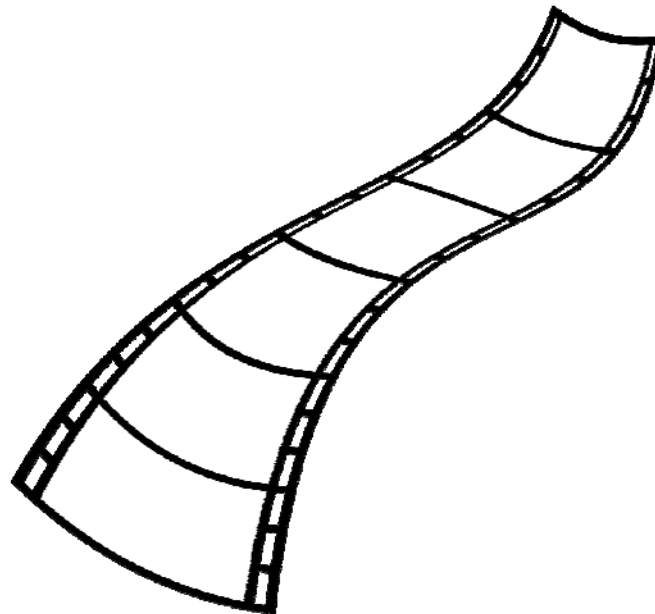


# INTEGRATING ICT IN A DIDACTIC UNIT: LIGHTS, CAMERA, ACTION!



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## **ABSTRACT**

In Spain, the educational system is focused on traditional teacher-centred methods. Nevertheless, this traditional approach does not engage students anymore. Prensky (2001) claims that students have changed and our educational system was not designed to teach today's students.

Today's students are digital natives, they were born into the digital world and they have spent their entire lives using technology. Therefore, taking this into account is paramount to capture the students' interest in class.

This work has been designed to integrate the use of ICT in a Spanish high school where traditional approach is the predominant methodology amongst teachers.

The didactic unit designed and described in this paper has been implemented in a third year of Compulsory Secondary Education with the objective of combining a traditional approach with a task-based approach. This didactic unit includes the use of ICT in a wide variety of activities in order to deal with diversity awareness and to cope with the different learning styles students may have.

Results indicate that the use of ICT is highly motivating for the students, that students perform better on the tasks which imply the use of computers opposed to the use of traditional materials and that they are willing to work in collaborative groups.

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## 1. INTRODUCTION

We live in the so called knowledge society, where innovation of information technologies has led to an outstanding increase in data creation and information dissemination (Vallima and Hoffman, 2008).

Trenchs (2001) claims that introducing information and communications technology in the classroom may involve the integration of educational institutions in the real world. This integration would be achieved when students are capable of using the same tools that are being used in the modern world of work.

Moreover, ICT can foster real communication and increase the student's exposition to real input. Having access to a wide variety of real input facilitates personalized learning, since the learner may identify with the information presented and the activities proposed. Therefore, the learner will assimilate information more easily and produce comprehensible output (Swain, 1985).

This paper contains the description and analysis of a didactic unit designed to integrate the use of information and communications technology in Compulsory Secondary Education.

## 2. THEORETICAL FRAMEWORK

### 2.1. Digital competence and digital natives

In the last 20 years, the world, and especially the Western culture, has experienced an information and telecommunications revolution. We live in a society where technology plays a paramount role in almost every aspect of our daily lives.

The European Commission is aware of the importance of developing the digital competence in this technological era and defends the integration of digital competence in the educational curricula.

Before commenting on embedding digital competence in the educational system, we will define the concept of *digital competence* and *digital native*.

According to Ala-Mutka et al. (2008), "digital literacy consists of the ability to access digital media and ICT, to understand and critically evaluate different aspects of digital media and media contents and to communicate effectively in a variety of contexts".

Luzón et al. (2010) quote Leu et al. (2004)'s definition of digital literacy:

The new literacies of the Internet and other information and communication technologies include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies allow us to use the Internet and other ICTs to identify important questions, locate information, critically evaluate the usefulness of the information, synthesize information to answer those questions, and then communicate the answer to others.

The European Parliament and the Council (2006) defined digital competence in the EC Recommendation on Key Competences as a competence which "involves the confident and critical use of ICT for employment, learning, self-development and participation in society".

As we can see, the definitions provided by Luzón et al. (2010) and by the European Parliament focus on the importance of developing a critical attitude in evaluating and using digital content.

We should take into account the fact that "digital competence is an evolving concept related to the development of technology as well as the political aims and expectations for citizenship in a knowledge society" (Ilomäki et al., 2011).

However, one aspect is clear: The use of digital technologies is increasing in our society, as shown in a poll about the daily use of the internet conducted by Eurostat (2013) between 2011 and 2012 in the EU27 (Figure 1).

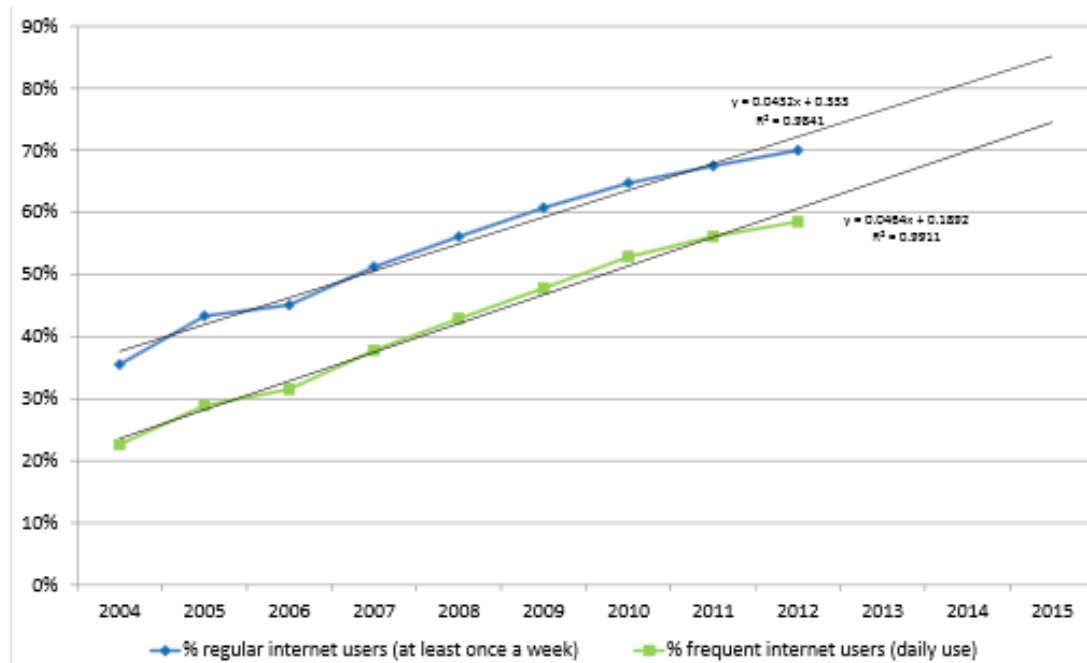


Figure 1: Regular and frequent use of the internet in the EU27 (% individuals). Source: Eurostat.

The results of the survey indicate an increasing presence of the internet in daily activities performed by the individuals living in the EU27.

When examining the use of internet in Spain, evidence provided by the INE (Instituto Nacional de Estadística) shows that 71.6% of 16-74 year-olds in Spain have undertaken an internet-related activity in the last three months. That percentage rises up to 97.4% if we centre our attention on the 16-24 year-olds, as shown in Figure 2.

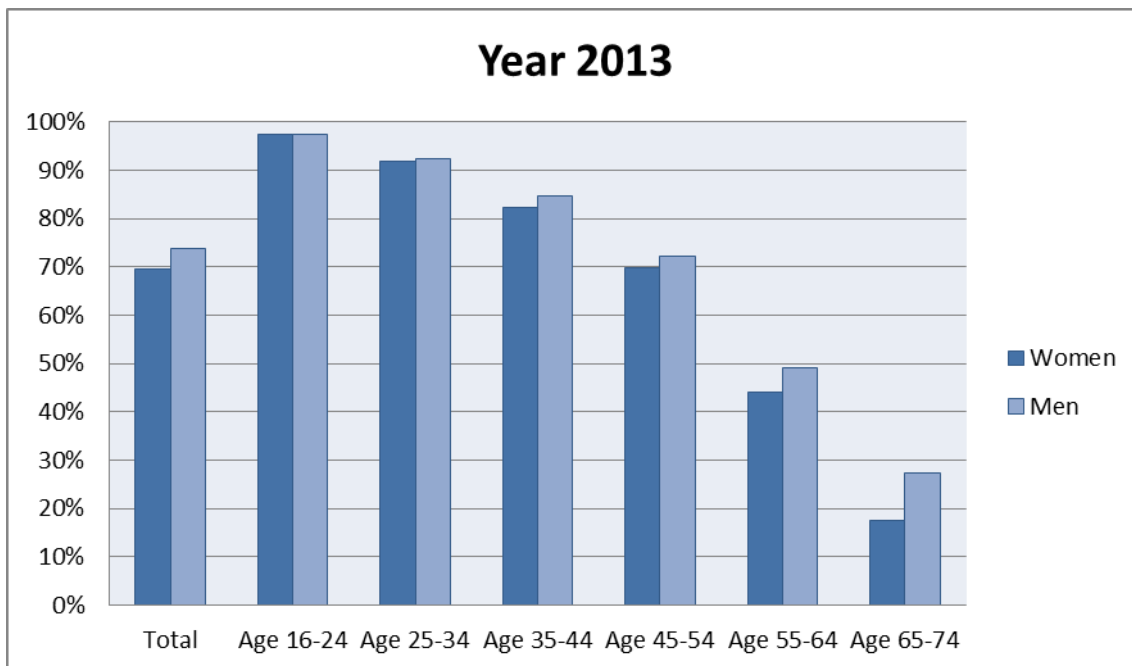


Figure 2: Use of Internet in Spain in 2013 based on INE statistics

It is irrefutable that there is a digital divide when the figures obtained in the survey are broken down by age groups. It is also clear that young people are immersed in the digital world.

Prensky (2001) was one of the first scholars to study this digital divide within age groups. He coined and popularized the terms *digital native* and *digital immigrant* to define this digital conflict between generations.

Prensky (2001) argues that the students of today are digital natives because they "are all 'native speakers' of the digital language of computers, video games and the Internet", and that involves a change in their thinking patterns.

On the other hand, those people "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 are, and always will be compared to them, digital immigrants" (Prensky, 2001).

This generates one of the biggest problems facing education today, since "our digital immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language" (Prensky, 2001).



## 2.2. ICT and the educational paradigm shift

According to Robinson (2008) "the problem is that the current system education was designed and conceived and structured for a different age. It was conceived in the intellectual culture of the Enlightenment and in the economic circumstances of the Industrial Revolution".

Robinson's view on this matter follows the same train of thought as Prensky (2001), who believes that "our students have changed radically. Today's students are no longer the people our educational system was designed to teach".

In contrast to the traditional teaching-learning approach, a new teaching paradigm is emerging. Resta (2002) argues that the new paradigm encompasses the following views of the learning process:

- Learning is a natural process. It is important to take into account that not every student learns in the same way. ICT is useful to create a variety of stimulating activities suiting the different perceptual and personality styles students may have.
- Learning is a social process. As Vygotsky (1978) noted, students learn best in collaboration with other people and when they perform meaningful tasks. ICTs provide new tools to support this collaborative learning.
- Learning is an active and not a passive process. In life, people usually are asked to produce knowledge, rather than simply reproducing knowledge. Therefore, the educational curricula should ask students to think critically and to solve real problems, rather than asking them only to recall what others have accomplished.
- Learning may either be linear or non-linear.
- Learning is integrative and contextualized. Learners assimilate information more easily when they are asked to make connections within the information provided by the teacher.
- Learning is based on a strength model of student abilities, interest, and culture. In the new educational paradigm, diversity and individual differences are valued.
- Learning is assessed through task completion, products, and real problem solving of both individual and group efforts. Traditional assessment by paper tests is being complemented by collaborative and individual learning tasks.

Ala-Mutka et al. (2008) believe that the educational curricula should be adapted to the society we live in and argue that "lifelong learning strategies need to answer to the growing need for advanced digital competence for all jobs and for all learners. Learning digital skills not only needs to be addressed as a separate subject but also embedded within teaching in all subjects".

In order to enable pedagogical innovation with digital competence, Ala-Mutka et al. (2008) give three main recommendations:

- Teachers need to be trained in the digital competence in order to use ICT as a tool used for teaching and also for creating learning activities for their students.
- Students should be encouraged to use ICT for their learning and information searching. This will make students learn how to use digital tools in different fields and with different purposes.
- The use of ICT has the potential to put learners at the centre of the learning process and to promote collaborative work.

Newby et al. (2000) defined the changes in student and teacher roles in learner-centred environments. Table 1 contains a table adapted by Resta (2002) from the one developed by Newby et al. (2000).

<b>Changes in Teacher Role</b>	
A shift from:	A shift to:
Knowledge transmitter, primary source of information, content expert, and source of all answers.	Learning facilitator, collaborator, coach, mentor, knowledge navigator, and co-learner.
Teacher controls and directs all aspects of learning.	Teacher gives students more options and responsibilities for their own learning.
<b>Changes in Student Role</b>	
A shift from:	A shift to:
Passive recipient of information.	Active participant in the learning process.
Reproducing knowledge.	Producing and sharing knowledge, participating at times as expert.
Learning as a solitary activity.	Learning collaboratively with others.

*Table 1: Changes in Student and Teacher Roles in Learner-Centred Environments*

### **2.3. Internet: Web 1.0, Web 2.0 and Web 3.0**

The internet is a system interconnecting computer networks globally by using the standard Internet protocol suite (TCP/IP). Its origins date back to 1969, when a connection known as Arpanet was established between three American universities (Wikipedia).

One of the most successful services provided by the Internet is the World Wide Web, also known as WWW or Web. This service has evolved in the last four decades, thus becoming more immediate and dynamic.

The term Web 2.0 was created by Darcy DiNucci in his article "Fragmented future" published in 1999 and was popularized by Tim O'Reilly in 2004. Nowadays, experts differentiate between three main types of World Wide Web: Web 1.0, Web 2.0 and Web 3.0.

The main characteristic of a Web 1.0 site is that it is a static page where users have a passive role. In Web 1.0 there are only a few content creators, whereas the majority of internet users simply consume that content (Cormode and Krishnamurthy, 2008).

On the other hand, a Web 2.0 site invites internet users to contribute to the site content and to comment on the information published on the website. Web 2.0 includes blogs, wikis, social networks and media sharing sites.

Flew (2008) explains the main differences between Web 1.0 and Web 2.0: "move from personal websites to blogs and blog site aggregation, from publishing to participation, from web content as the outcome of large up-front investment to an ongoing and interactive process, and from content management systems to links based on tagging (folksonomy)".

Santiago and Navaridas (2012) claim that the Web 2.0 means a further development of the "traditional" web implying a deeper collaboration, cooperation and interaction amongst cybernauts.

Web 3.0 is a term coined by John Markoff (2006) to define a third generation of internet. Some experts refer to this new generation of World Wide Web as "semantic web" and its definition is object of discussion amongst experts.

The main objective of the Web 3.0 is creating content accessible throughout a variety of non-browser applications by creating common formats for integration of data drawn from diverse sources.

It is possible to establish a parallelism between the shifts in educational models and the shifts in the World Wide Web models. Table 2, adapted from a chart created by Moravec (2008), reflects the aforementioned parallelism:

	Web 1.0	Web 2.0	Web 3.0
Meaning is...	Dictated	Socially constructed	Socially constructed and contextually reinvented
Technology is...	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (digital universe)
Teaching is done...	Teacher to student	- Teacher to student - Student to student (progressivism)	- Teacher to student - Student to student - Student to teacher (co-constructivism)
Industry views graduates as...	Assembly line workers	Ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

Table 2: Web types in education.

Adapted from: <https://www.educationfutures.com/2008/02/15/moving-beyond-education-20/>

## 2.4. ICT in education

The current scenario offers a wide range of technological tools and possibilities which forces teachers to make an adequate selection of the aforementioned tools depending on the activity they want to perform (Palomo et al., 2008).

De la Torre (2006) states four essential aspects teachers should consider when creating contents using ICT:

- Access to the content should be universal and easy to find.
- The content created should be interactive.

- Content compilation should be standardized.
- Establishing connections between the content available in the World Wide Web and our previous knowledge.

Moreover, ICT seems to promote the implementation of a learner-centred methodology, which is crucial to foster the learner autonomy (Oster et al., 2006). Thus, students are better prepared to live and work in a society dominated by new technologies, a society that encourages workers towards autonomous training and life long learning. Nevertheless, we should take into account that using ICT does not always imply a better learning. Teachers and students must learn how to use the media; otherwise ICT may become a confusing tool (Alesón and Palazón, 2006)

The following is a brief description of the ICT integrated in the didactic unit analysed in this paper.

#### **2.4.1. Scavenger Hunt**

A Scavenger Hunt, Treasure Hunt or Knowledge Hunt is essentially a worksheet or a web page containing a series of questions and a list of web pages where the students may find the answers. In the end, the Scavenger Hunt includes a final question which does not have a direct answer. In order to provide the final answer, the students should reflect upon all the information learnt throughout the Scavenger Hunt and integrate that knowledge (Adell, 2003).

According to Cabero (2007), Scavenger Hunts present the following advantages:

- They can be adapted to different learning levels by means of a gradation. The students can start performing easy tasks and then move to more complicated tasks.
- They are one of the best ways of presenting the Internet as a learning and information search tool, as well as fostering the learners' autonomy.
- They may be carried out individually or in little groups.
- They may be simple or complicated. The simpler Scavenger Hunts contain fewer questions and fewer links to look for the information required. Older students may work with broader topics and be asked to look for the information in various websites.

### **2.4.2. Webquest**

The model of Webquest was first developed by Bernie Dodge in 1995, who defined it as follows: "A WebQuest is an inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet" (Dodge, 1995).

Unlike the Scavenger Hunt, the WebQuest implies a process of investigation and transformation of the information obtained. Moreover, WebQuests are always carried out by groups. Each group member adopts a different role in order to foster cooperative work (Pérez, 2006).

### **2.4.3. Bitstrips**

Bitstrips is a web and mobile application where users create avatars and comic strips (Wikipedia, 2014).

The application has an educational version called *Bitstrips For Schools*. This software version has the same concept as Bitstrip, but includes a teacher panel which shows the students' activities and includes permission settings to guarantee student safety and privacy (Tran, 2011).

### **2.4.4. OpenOffice Impress**

OpenOffice Impress is an open-source slide show presentation program. The distribution of this program is open, free and accessible, therefore its use with educational purposes is highly recommended. In the didactic unit designed within this project, OpenOffice Impress will be used to create a Teams-games-tournament (DeVries and Edwards, 1973).

### **2.4.5. Blogs**

A blog (a contraction of the expression weblog) is a website where one person or various individuals publish articles, known as "posts" or "entries". Usually, these posts cover a single subject and they are displayed in reverse chronological order.

Blogs have become very popular because they are easily updateable and facilitate knowledge and opinion sharing. Weblogs are also a powerful tool in an educational setting because writing to the web and interacting with your audience is easy (Richardson, 2006).

Fernette and Brock Eide (2005) identified some educational benefits of blogging. They claim that:

- Blogs can promote critical and analytical thinking.
- Blogging can be a powerful promoter of creative, intuitive and associational thinking.
- Blogs promote analogical thinking.
- Blogging is a powerful medium for increasing access and exposure to quality information.
- Blogging combines the best of solidarity reflection and social interaction (Eide Neurolearning Blog, 2005).

## **2.5. Diversity awareness and collaborative work**

As stated in the *Orden de 18 de junio de 1999* published by the Valencian government, Compulsory Secondary Education is one of the most complex stages in the educational system, since it is a multi-faceted stage. On the one hand, ESO students should acquire the basic cultural elements, should learn how to accept their duties and defend their rights. On the other hand, students should also be prepared to join the labour market or to continue with their studies, either in FP or in *Bachillerato*.

The law establishes that Compulsory Secondary Education should foster diversity awareness in order to cope with the diverse interests, motivations and skills each student has. A wide range of methodologies adapted to the needs of each student is a good strategy to foster diversity awareness.

That is one of the main reasons why this didactic unit includes a variety of methodologies.

Collaborative work has also been used in this didactic unit to encourage diversity awareness and take advantage of the strengths of every student. As Kolb (1984) commented, "by bringing together the immediate experiences of the trainees [...] in an open atmosphere where inputs from each perspective could challenge and stimulate the other, a learning environment occurred with remarkable vitality and creativity".

According to Quinn (2013), cooperative learning strategies are useful because they:

1. Maximize output with peers.
2. Promote authentic, natural communication.
3. Encourage positive interdependence because learners must rely on each other.
4. Students work with a positive peer group, which facilitates taking risks and decreases pressure to achieve error-free output.

Johnson (2009) claims that the effectiveness of cooperation depends on five variables:

1. Positive interdependence.
2. Face-to-face promotive interaction.
3. Individual and group accountability.
4. Social skills.
5. Group processing.

I incorporated cooperative learning in this didactic unit using the Team-Game-Tournament technique, designed by DeVries and Edwards (1973). This technique is used to organize the classroom in teams of four or five members. Each team should be formed by members with a varied command of English. In each turn, one member of each group competes with the other teams by answering questions. The rivals are selected by the teacher to level their skills. All group members have the same opportunities to contribute to their team by winning points for each right answer. Thus, the final reward is collective and the success of each team depends on the achievements of each individual and on the help provided by the teammates.

I also used the Think-Pair-Share technique in one session of this didactic unit. In the Think-Pair-Share technique, the teacher presents a discussion topic. Then, students are given some time to think about that topic on their own. Later, they discuss their ideas with a peer and listen to their partner's ideas. After this pair discussion, students share the outcome with the whole class. This technique, developed by Lyman (1981) is used to make sure that all the students participate in class.

Other cooperative learning technique worth mentioning, even though it has not been included in this didactic unit, is the Jigsaw technique, since it is one of the most popular



cooperative learning techniques. This technique was designed by Dr. Elliot Aronson (1971) to reduce prejudice and stereo typing amongst students while increasing their self-esteem. In this technique, each group, known as puzzle, is composed by 5-8 people who are experts in the different topics covered with this technique. During the first phase, the experts leave the puzzle and get together with experts who have been assigned the same topic. In this group, they prepare and learn the material together. During the second phase, the experts return to their puzzle group and teach his/her topic assigned to the rest of the group.

## **2.6. Objective**

The main objective of this project is to design a didactic unit combining the traditional language teaching approach with tasks performed using ICT in order to start a transition from the traditional educational system anchored in the curricula and the use of conventional textbooks to a task-based language learning integrating ICT to attract the students' attention and foster collaborative work.

In order to do so, the use of Open Office Impress, Bitstrips and a blog created by the teacher has been incorporated in some of the sessions of this didactic unit.

The second objective of the project is to teach students how to work in group and collaborate with their peers by using cooperative learning techniques such as Team-Game-Tournament or Think-Pair-Share.

Finally, the results of this combination of methodologies and the use of ICT in the EFL class will be analysed in order to examine the validity of this didactic proposal.

### **3. METHOD**

#### **3.1. Students and school setting**

This didactic unit has been implemented in the state high school IES Sos Baynat. This high school is located in C/Moncófar, 3, in Castellón de la Plana and it receives mainly the students from two nearby primary schools: CEIP Bernat Artola and CEIP Sanchís Yago.

The IES Sos Baynat also maintains a close collaboration with the conservatoire Mestre Tàrrega. Thus, about one third of the students enrolled in this high school combine their classes at IES Sos Baynat with the conservatoire lessons. Therefore, most of the students in this high school come from a non-problematic family background. They also show high cultural awareness and artistic sensitivity.

The human resources of this educative institution gather 53 teachers divided in 18 different departments, and 565 students.

The available facilities are 33 classrooms, ten of whom are equipped with a computer with access to Internet, a screen projector and speakers. There are also two ICT rooms with 20 computers each.

This didactic unit has been implemented in a third year of Compulsory Secondary Education class. There are 15 students participating in this project. Before implementing this didactic unit, the students have completed a diagnostic test (see Appendix 2) as initial assessment to determine their level of English. Results show that most of the students have an A2 level of English, according to the Common European Framework of Reference. Nevertheless, three students have a B1 level of English and there is one student with behaviour problems who has an A1 level of English.

This diagnostic assessment has been used to design the activities carried out in this unit using the students' command of English as a baseline (Mctighe and O'connor, 2005).

#### **3.2. General objectives**

The general objectives of this didactic unit have been designed according to the objectives established in the Decree 112/2007 published by the Conselleria d'Educació. At the end of this didactic unit students will be able to:

- Use ICT confidently for personal and educational purposes.
- Identify the relevant information in a text.
- Develop an autonomous learning habit.
- Work in cooperative groups.

### 3.3. Specific objectives

- Identify and use the passive accurately.
- Write a well-structured review.
- Organize paragraphs using linking words.
- Use film vocabulary in a correct and rich manner.
- Work autonomously using a blog.

### 3.4. Contents

CONCEPTS	PROCEDURES	ATTITUDES
<ul style="list-style-type: none"> <li>- Film genres</li> <li>- Film vocabulary</li> <li>- Present and past passive</li> <li>- Parts of a film review</li> <li>- Linking words</li> <li>- Blog definition and main traits</li> <li>- Strategies to improve written work</li> </ul>	<ul style="list-style-type: none"> <li>- Recognizing the passive forms in a text</li> <li>- Creating dialogues using the passive</li> <li>- Identifying the relevant information in a text</li> <li>- Learning how to make a quiz</li> <li>- Using online resources with educative purposes</li> <li>- Applying theoretical knowledge to writings</li> <li>- Learning autonomy</li> </ul>	<p>Cooperation, organization, respect, personal initiative, cultural awareness, autonomy and creativity.</p>

Table 3: Concepts, procedures and attitudes

### **3.5. Basic competences**

The implementation of this didactic unit contributes to the acquisition of the following key competences established in the royal decree on the curriculum for Secondary Education in Spain.

#### **3.5.1. Competence in linguistic communication**

Acquisition of this competence is crucial in this didactic unit since all the activities in the unit are designed to develop the students' linguistic competence. They will practice their oral communication skills, both listening and speaking, through the preparation and implementation of a quiz about cinema. Furthermore, the students will also maintain oral interaction with the teacher and with their peers throughout the in-site sessions.

Regarding their writing and reading skills, the students will practise them via exercises, such as the Scavenger Hunt and writing a film review.

#### **3.5.2. Competence in processing information and use of ICT**

This competence is essential as some activities in this didactic unit require the use of technological resources. Moreover, the students will carry out an Internet Scavenger Hunt to learn how to access and select information via Internet and to develop their critical awareness.

#### **3.5.3. Competence in social skills and citizenship**

Part of the work during the in-site sessions is performed in groups, thus promoting peaceful coexistence, cooperation and respect for other people. The students will learn how the society they live in functions and how to play an active part in it.

#### **3.5.4. Cultural and artistic competence**

Since one of the main topics of this didactic unit is cinema, the students will learn how to appreciate and enjoy the cinema. They need to be informed about the most significant films in our culture and also in the Anglo-Saxon culture. Therefore, the students will learn how to do a critical evaluation of different cultural and artistic manifestations.

### **3.5.5. Autonomy and personal initiative.**

Given that this didactic unit includes off-site work, the students need to have the personal initiative necessary to follow their own criteria and work without the teacher guiding them throughout all the process. The acquisition of this competence is conditioned by the extent of student involvement in the off-site work.

### **3.6. Methodology**

This didactic unit includes a variety of teaching methods. In some sessions, a traditional pedagogy is used. For instance, in session 4, students perform a traditional listening comprehension. Nevertheless, most of the sessions have been designed following a task-based approach, according to the definition of task provided by Nunan (2004):

"A piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form". (Nunan, 2004)

The grammar in this unit was introduced by means of a consciousness-raising task. Ellis (1997) defines CR tasks as "a pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of some linguistic properties of the target language".

In the third session of this didactic unit, students read a comic strip where the passive is used. They are asked to reproduce a similar dialogue and deduce the use of the passive.

Inquiry-based learning is implemented in the Scavenger Hunt session. In this session, students gather information on the internet and make meaning of it. This methodology is related to constructivism and the learning theories developed by Piaget, Bruner (1961) and Vygotsky (1962) among others. These theories claim that scaffolding and having initiative are crucial to build knowledge. Teachers' role is helping students to construct knowledge.

Communicative approach also plays an important role in this didactic unit. Some sessions include pair-work, class discussion and collaborative work. This approach makes students develop their communication skills in English and acquire communicative competence (Richards, 2006).

Communicative language teaching focuses on the students, unlike traditional approaches that focus on the teacher. This learner-centred approach allows the teacher to focus on the specific needs of every student. And in this particular case, by using the CLT in a class with only fifteen students, I was aware of the learning difficulties that they faced and helped them tackle those problems by performing oral consolidation activities.

### **3.7. Materials**

This didactic unit requires the use of a computer with Internet connection, a screen and a projector. It would be advisable to provide students with computers with Internet connection during the in-site sessions. If that is not possible, the didactic unit can be adapted and the students can use computers with Internet connection during off-site sessions.

This didactic unit has been designed to complement the textbook *English in motion 3* (Appendix 1) used in this school year.

Before implementing this didactic unit, the students were asked to complete an English level test (Appendix 2) and a pre-questionnaire about the use of ICT with educational purposes (Appendix 3).

The level test contained 25 multiple-choice questions and was used to determine the students' level of English and to design the tasks and activities of this didactic unit adapted to the students' command of English.

The pre-questionnaire about the use of ICT contains six questions and was used to determine how often students use ICT in their free time and also with educational purposes. The results of this questionnaire were used to design activities and tasks to catch the students' attention and motivate them.

After the implementation of this didactic unit, students completed a post-questionnaire (Appendix 11) where they had to express their opinion about the tasks and activities that they performed during the eight sessions of this didactic unit.

The ICT materials used in this didactic unit are two slide show presentations (Appendix 7 and Appendix 8), two Bitstrips presentation (Appendix 4 and Appendix 5) and the blog IES Sos Baynat English, a blog created by the teacher to post some of the material

used in this didactic unit, such as the Scavenger Hunt or the film review model. This blog is available at <http://sosbaynatenglish.blogspot.com.es/>. Figure 3 shows the first entry of the blog.

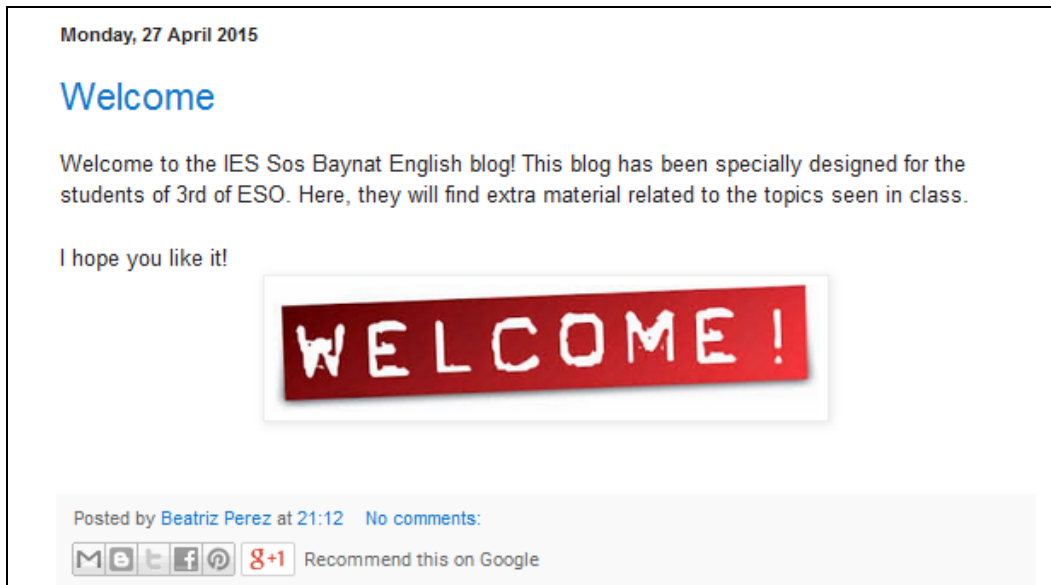


Figure 3: Welcome entry of the blog IES Sos Baynat English

### 3.8. Timing

This didactic unit has been designed to be implemented in eight sessions of 55 minutes. Three sessions will be based on the textbook *English in motion 3* (Campbell et al., 2009) and five sessions will require the use of ICT to conduct activities such as reading online comic strips, creating an interactive quiz or participating in a Scavenger Hunt.

### 3.9. Schedule

#### Session 1: Discussing about film genres

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Speaking about films students have seen	- Learning the film genres	Communicative approach	10 minutes
Matching films posters with their film genres	- Learning the film genres	Communicative approach	5 minutes
Matching films genres	- Learning the film	Communicative	5 minutes

with characters from films	genres	approach	
Discussion in pairs about cinema	- Interacting orally	Communicative approach	15 minutes
Brainstorming: People involve in a film and parts of a film	- Learning vocabulary related to films	Communicative approach	10 minutes
Matching pictures with jobs related to the cinema	- Learning vocabulary related to films	Traditional approach	5 minutes
Replacing words in sentences with the new vocabulary acquired	- Learning vocabulary related to films	Traditional approach	5 minutes

Table 4: Session 1

### Session 2: Reading *Films of the Century*

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Pre-Reading	- Learning vocabulary related to films.	Traditional approach	5 minutes
Reading	- Learning vocabulary related to films. - Differentiating between active and passive.	Consciousness-raising task	20 minutes
Post-reading	- Learning vocabulary related to films. - Differentiating between active and passive.	Consciousness-raising task Communicative approach	30 minutes

Table 5: Session 2



### Session 3: The passive

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Reading a comic strip about the passive	- Differentiating between active and passive	Consciousness-raising task	25 minutes
Filling in a comic strip about the passive	- Using the present and past passive	Consciousness-raising task	10 minutes
Reinforcement passive exercises	- Using the present and past passive	Fill in the gaps	20 minutes

Table 6: Session 3

### Session 4: World Book Day and Listening

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Slide show presentation about reading	- Interacting orally	Communicative approach	15 minutes
Matching quotations with book titles	- Interacting orally	Communicative approach	15 minutes
Listening activity	- Learning vocabulary related to films	Traditional listening comprehension	15 minutes
Speaking about film industry jobs	- Interacting orally	Communicative approach	10 minutes

Table 7: Session 4

**Sessions 5 and 6: Cinema Quiz**

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Cinema Quiz: Pre-task	<ul style="list-style-type: none"> <li>- Using the present and past passive</li> <li>- Working in groups</li> <li>- Creating a film quiz</li> <li>- Interacting in writing</li> </ul>	<ul style="list-style-type: none"> <li>-Task-based approach</li> <li>-Collaborative work</li> </ul>	20 minutes
Cinema Quiz: While-task	<ul style="list-style-type: none"> <li>- Using the present and past passive</li> <li>- Working in groups</li> <li>- Creating a film quiz</li> <li>- Interacting orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>-Task-based approach</li> <li>-Collaborative work</li> </ul>	35 minutes
Cinema Quiz: Post-task	<ul style="list-style-type: none"> <li>- Using the present and past passive</li> <li>- Working in groups</li> <li>- Interacting orally</li> </ul>	<ul style="list-style-type: none"> <li>-Task-based approach</li> <li>-Collaborative work</li> </ul>	55 minutes

*Table 8: Sessions 5 and 6*

**Session 7: Film review**

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Film review	<ul style="list-style-type: none"> <li>- Using the present and past passive</li> <li>- Learning linking words</li> </ul>	Process writing	55 minutes

	<ul style="list-style-type: none"> <li>- Writing a film review</li> <li>- Interacting orally and in writing</li> </ul>		
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Table 9: Session 7

### Session 8: Scavenger Hunt

ACTIVITY	OBJECTIVES	METHODOLOGY	TIMING
Scavenger Hunt	<ul style="list-style-type: none"> <li>- Completing a Scavenger Hunt about films</li> </ul>	Inquiry-based learning	55 minutes

Table 10: Session 8

## 3.10. Development

### 3.10.1 First session

This first session is based on the textbook *English in Motion 3*. As a warm-up, students are asked what the last film they saw was and what type of film was it. The teacher writes the types of film on the board (10 minutes).

Then, the students are asked to do activities one and two on page 71 of the Student's Book. First, the students have to match some film posters with their film genre (5 minutes).

Then, the students have to match some film genres with famous characters such as Detective Sherlock Holmes or Oliver Twist (5 minutes).

As a consolidation activity, students discuss in class if they have seen any of the films mentioned in the previous exercises. They also discuss in small groups the following questions:


1. Who is your favourite film character?
2. What films have you seen recently?
3. What type of films don't you like?

This activity is developed using the Think-Pair-Share technique. First, the students think the answer for each question. Then, they discuss the answers with the person sitting next to them and in the end, they share their opinion with the whole class. This activity lasts for approximately 15 minutes.

Then, the teacher asks the following question to the students: Do you stay and watch the credits at the end of a film at the cinema? Can you name the people participating in a film?

With this information, the teacher writes two lists on the blackboard. One list contains the people participating in a film (director, cast, producer...) and the other list contains the parts of a film (script, soundtrack, storyboard...). This brainstorming lasts for approximately 10 minutes.

Next, the students have to match the pictures in exercise one on page 71 of the Student's Book with the right word from the film vocabulary list as shown in Figure 4 (5 minutes).

- 1  Match the pictures with the words.  
Listen and check. Then listen and repeat.

1 – photography

cast | costumes and make-up | the director  
photography | script | soundtrack  
special effects



Figure 4: Matching exercise

Then, the students have to replace the underlined words in the following sentences with the words from the film vocabulary list (5 minutes):

A. The film was great. I really liked the clothes and hairstyles. [Costumes and make-up](#)

B. Yes. The music was good too.

A. I thought the dialogue was very realistic.

B. I agree. What about the actors?

A. Amazing. And the computer graphics in the underwater scenes were cool.

B. Yes. I think Steven Spielberg is a genius.

### 3.10.2 Second session

This session is based on a reading task. As a pre-task activity, the students are asked to match the following titles with the pictures from the text titled "Films of the Century":

- The Others
- The Incredibles
- Hairspray
- The Lord of the Rings: The Return of the King

Then, the students have to guess what genre they are (5 minutes).



What's the best film of the 21<sup>st</sup> century? Read about some of our favourite films and then nominate your top titles.

There are a lot of amazing fantasy films including *Pan's Labyrinth*, but our favourite is (1) ... . It was made in 2003 and was awarded eleven Oscars including Best Picture and Best Director. It was the third film in *The Lord of the Rings* trilogy and, in our opinion, it was the best.

The best horror film of the 21<sup>st</sup> century must be (2) ... . It was written and directed by the Spanish director Alejandro Amenábar in 2001. The film's partly based on Henry James' book, *The Turn of the Screw*. It tells the story of Grace Stewart. She lives in an old house with her two children. The woman is played by Nicole Kidman.

Nicole Kidman also starred in one of our favourite musicals – *Moulin Rouge*. But we think the best musical is (3) ... . It's an adaptation of a Broadway musical. In this 2007 film, one of the female characters is played by the male actor John Travolta. The film also stars Zac Efron from *High School Musical*.

It's difficult to choose the best animation film. There's *Shrek* and *Finding Nemo*, but we think the award goes to (4) ... . This film was produced by Pixar. It was directed by Brad Bird in 2004 and it tells the story of a family of superheroes.

Finally, the best comedy and action films ...

Figure 5: Reading text "Films of the Century"

As a while-reading activity, the students have to write the name of the right film for each of the following questions:

Which film ...

- 1 ... won a lot of awards?  
*The Lord of the Rings: The Return of the King*
- 2 ... stars a man playing the part of a woman?
- 3 ... doesn't star real people?
- 4 ... is part of a series?
- 5 ... is the oldest?
- 6 ... stars the same actress as *Moulin Rouge*?

Figure 6: While-reading activity

The students also have to decide if the following sentences about the text are true or false:

#### 4 True or false? Correct the false sentences.

- 1 *The Lord of the Rings* was directed by a Spanish director. *False – The Others was directed by a Spanish director.*
- 2 *Pan's Labyrinth* was part of a trilogy.
- 3 Alejandro Amenábar wrote *The Others*.
- 4 *Moulin Rouge* is the story of a woman and two children.
- 5 Zac Efron stars in *Hairspray*.
- 6 Brad Bird was the star of *The Incredibles*.

Figure 7: True or false activity

The duration of the while-reading activities is 20 minutes.

As a post-task activity, the students are asked to continue the magazine article and write about their own choices for best comedy and action films (20 minutes).

As an extension, the teacher draws the students' attention to the sentences with the structure ...was directed by... / ...was made in... / ...is played by...

The teacher asks the students to reflect upon the use of these verb forms, which will be explained in the next lesson (10 minutes).

### 3.10.3 Third session

In this session, grammar is explained using Bitstrips as a visual aid. First, the teacher uses the computer to project a comic strip (Appendix 4). This handout is also available at <http://bitstrips.com/r/Q67WZ>.

The teacher asks for two volunteers to read the comic aloud. After reading the text, the teacher asks them to reflect upon the form of the verbs in bold.

The teacher asks the students to find the rule about how to make the passive form of the verb. The teacher guides them if needed, by writing on the blackboard:

Active: Shailene Woodley plays the main character.

Passive: The main character is played by Shailene Woodley.

Then, the teacher points out that in the first sentence, *Shailene Woodley* is the subject of the verb and *the main character* is the object. The teacher shows the students that in the second sentence, the object of the verb has become the subject of the sentence.

Thus, the structure of the passive is: Subject + verb *be* + past participle (+ by + agent).

After this explanation, the teacher asks the students to look at the comic strip and work out the rule to use the passive in the past (using the past of *be* + past participle).

When the students are familiar with the theory, they are asked to complete the sentences from the handout provided by the teacher (Appendix 5). This handout is also available at <http://bitstrips.com/r/VSNNZ>.

As reinforcement, the students are asked to do exercises 1, 2 and 3 on page 73 of the Student's Book and exercises 1, 3 and 5 on page 75 of the same book (Appendix 6).

### 3.10.4 Fourth session


Since this session is implemented on the 23rd of April coinciding with the World Book Day, at the beginning of the class the teacher shows a slide show presentation to elicit questions about the books the students read. The students also share their opinions about film adaptations from literary works (15 minutes).

Then, the students are asked to match the quotations shown in the presentation with the title of five books which have become film adaptations: *The Hunger Games*, *Diary of a Wimpy Kid*, *Charlie and the Chocolate Factory*, *Bridget Jones' Diary* and *Harry Potter and the Philosopher's Stone*.


The students read the five book excerpts and ask for any word they do not understand. The teacher highlights the fact that these five excerpts belong to non-graded literature and yet they were able to understand them without difficulties (15 minutes).

The next activity is a listening comprehension. First, the students are explained that they are going to listen to two people talking about their job in the film industry. They have to answer the listening comprehension questions on page 74 of the Student's Book (15 minutes).



4  What do they do? Write the correct option. Then listen and check.

- 1 A script supervisor ...
  - a checks for mistakes.
  - b writes the script.
- 2 An animal co-ordinator ...
  - a creates animations.
  - b trains the animals.

5  Listen again and answer the questions.

- 1 Give two examples of things a script supervisor makes notes of.  
*The position of things and the actor's clothes.*
- 2 Were mistakes noticed more in the past?
- 3 Why aren't mistakes easily hidden?
- 4 Why are cats hard to train?
- 5 Which animal is easy to train?
- 6 Why do three or four animals play the same part in a film?

Figure 8: Listening comprehension

As a consolidation activity, students discuss which job they think is the most interesting, difficult, boring or exciting from all the jobs connected to the film industry that they have learned so far, such as script supervisor, animal co-ordinator, director, actor, make-up artist, etc. (10 minutes).

### 3.10.5 Fifth and sixth sessions

These two sessions are developed using the Teams-Games-Tournament technique (DeVries and Edwards, 1973) to foster cooperative learning. Students work in groups to create a cinema quiz using the passive.



### Pre-task (20 minutes)

The teacher divides the class in three groups of five students with mixed levels of English. The teacher explains that each group is going to create a film quiz using a slide show presentation program. The quiz should contain 10 questions about cinema. Each student should write two questions using film vocabulary and the active and passive forms of the verbs seen in class. Each question will have four possible answers and only one will be correct.

### Task (35 minutes)

Each group will then create a slide show presentation with those ten questions invented by them using the OpenOffice Impress software.

### Post-task (55 minutes)

It is time to take part in the quizzes. Each team will answer the quiz made by other team. Team 1 will answer to the questions prepared by team 2. Team 2 will do the same with the questions created by team 3. And team 3 will answer to the quiz made by team 1.

The students take turns to answer the questions. At the end of the game, each student will have answered to two questions.

After viewing the question, the contestant can answer or ask for their team's opinion. If the contestant answers correctly a question on his/her own, the team gets one point. If the contestant answers correctly a question with the help of his/her team, the team gets half a point. If the contestant's answer is incorrect, the team does not get any points. The team scoring more points is the winning team.

### **3.10.6 Seventh session**

During the pre-writing stage, students read the film review published in the blog entry "Writing a Film Review" (see Appendix 9). This blog entry is also available at: <http://sosbaynatenglish.blogspot.com.es/2015/04/writing-film-review.html>

The teacher explains to the students the use of the connectors *what's more*, *also*, *too*, *as well* which appear in this film review.

Then, the students write a draft of a film review. They can use the "useful expressions" box and the paragraph guide published on the blog as a guide.

Once the draft is finished, the classmate sitting next to them responds to the draft. They correct their peer's draft focusing on:

- Use of vocabulary related to films.
- Use of linking words.
- Order and content of paragraphs.
- Ideas expressed in a clear way.

As homework, the students revise their own work and introduce their peer's responding. The students edit their text and check the lexical and grammatical inaccuracies. Then, they produce their final film review and hand it to the teacher.

All the film reviews are then published on the teacher's blog. By doing so, students can access to their peer's film reviews and read them to decide whether they would like to see those films or not. The film reviews written by the students are available at:

<http://sosbaynatenglish.blogspot.com.es/2015/05/our-own-film-reviews.html>

### **3.10.7 Eighth session**

The students are asked to participate in an online Scavenger Hunt (Adell, 2003). They have to answer to the questions in the teacher's blog about the film "The Spiderwick Chronicles" (see Appendix 10). This blog entry is available at:

<http://sosbaynatenglish.blogspot.com.es/2015/04/scavenger-hunt-spiderwick-chronicles.html>

The students will find all the information they need in the texts mentioned in the blog entry. The two texts are a film review published by BBC movies and a trailer. Therefore, the first is a written text and the second one is an oral text.

Both texts have not been adapted but have been chosen by the teacher to suit the students' level of English. By working with understandable original texts, the students feel more confident with their command of English and more motivated to learn English.

The students have to answer four comprehension questions about the two texts provided in the links. Then, students give their answer for the final question. This final question requires an elaborated answer product of the student's reflection upon all the information that they have gathered about the film "The Spiderwick Chronicles".

### **3.11. Assessment**

During the implementation of this didactic unit, the teacher conducted formative assessment in different ways.

In the first place, the teacher made oral questions to the students throughout the whole process to check if the activities carried out by the students were adequate to their level of English. The teacher also checked if the activities motivated the students' interest to learn English.

In the second place, the students were asked to assess the film reviews written by their peers. The students conducted the peer assessment according to the guide provided by the teacher. They were asked to focus on:

- Use of vocabulary related to films.
- Use of linking words.
- Order and content of paragraphs.
- Ideas expressed in a clear way.

This peer responding task is useful to provide feedback about the students' work and also to foster the students' autonomy.

I also designed a rubric to evaluate the performance of each student in the production of a film review.

**Film review assessment rubric**

	<b>OUTSTANDING</b>	<b>GOOD</b>	<b>POOR</b>
<b>Structure</b>	The text is divided in three paragraphs following the model text	The text is divided in paragraphs but does not follow the model text	The text is not divided in paragraphs and does not follow the model text
<b>Connectors</b>	Uses linking words, including those learnt in this didactic unit	Uses linking words but does not include any of the linkers learnt in this unit	There are very few connectors (0 to 2)
<b>Grammatical correctness</b>	The text does not contain any serious grammar mistake	The text contains 3 to 5 serious mistakes such as: -Subject omission -Wrong word order -Irregular verbs errors -Adjectives written in plural -3rd person verb without -s.	The text contains more than 5 of the mistakes described in the previous cell
<b>Lexical variety and accuracy</b>	Uses a wide range of vocabulary and includes the vocabulary learnt in this didactic unit.	Uses a wide range of vocabulary but does not include the vocabulary learnt in this didactic unit.	The vocabulary is not varied. It repeats the same words constantly. Does not include the vocabulary learnt in this unit.
<b>Content</b>	The text contains all the information required (favourite film, location, plot, actors and reasons why they like it)	The text contains most of the information required	The text does not contain the information required

Table 11: Film review assessment rubric

I also designed a rubric to evaluate the performance of each student during the completion of the Scavenger Hunt

### Scavenger Hunt Assessment Rubric

	<b>OUTSTANDING</b>	<b>GOOD</b>	<b>POOR</b>
<b>Use of ICT</b>	The student knows how to use the blog and access to the links provided without problems	The student knows how to use the blog and access to the links provided with little difficulty	The student uses the blog and accesses to the links provided with high difficulty
<b>Focus on the task</b>	The student is focused on performing the task during class	The student attempts to use the computer to do other activities, but focuses on the task when the teacher tells him/her to do so	The student uses the computer to do other activities instead of completing the Scavenger Hunt
<b>Answers</b>	Answers correctly to all the answers in the Scavenger Hunt	Answers correctly to three of the answers in the Scavenger Hunt	Answers correctly to 1-2 answers in the Scavenger Hunt
<b>Final answer</b>	The final answer contains a well-argued idea result of a profound reflection	The final answer contains a well-argued idea but the answer is not result of a profound reflection	The student has not reflected about this Scavenger Hunt before answering.

*Table 12: Scavenger Hunt assessment rubric*

Furthermore, the students were asked to reflect upon their learning process and their participation in class by filling the following self-assessment chart:

<b>Self-assessment chart on participation</b>			
Name:			
<b>Behaviour</b>	<b>Always</b>	<b>Sometimes</b>	<b>Hardly ever or never</b>
I listened attentively whenever the teacher or my classmates were speaking.			
I completed the homework assignments.			
I voluntarily answered a question or made a contribution.			
I participated actively in the group activities.			
I let the teacher know if I needed an explanation or help.			
I tried my best to pay attention during class.			
I let the teacher know if I needed an explanation or help			

Table 13: Self-assessment chart on participation. Rubric adapted from the website:

[http://successimg.com/assessment-](http://successimg.com/assessment-chart/img.docstoccdn.com*thumb*orig*39391365.png/www.docstoc.com*docs*39391365*ACTIVERES)

[chart/img.docstoccdn.com\\*thumb\\*orig\\*39391365.png/www.docstoc.com\\*docs\\*39391365\\*ACTIVERES](http://successimg.com/assessment-chart/img.docstoccdn.com*thumb*orig*39391365.png/www.docstoc.com*docs*39391365*ACTIVERES)  
[PONSIBLELEARNERSELFASSESSMENTCHART/](http://successimg.com/assessment-chart/img.docstoccdn.com*thumb*orig*39391365.png/www.docstoc.com*docs*39391365*ACTIVERES)

#### **4. RESULTS**

This section contains the results of the initial questionnaire about the use of ICT. The results of this questionnaire have been analysed to determine the importance of ICT in the students' daily lives.

The student's performances in the film review composition and the Scavenger Hunt have also been analysed to determine the results of the implementation of this didactic unit. Their performances have been assessed according to the rubrics shown in tables 10 and 11.

The students were also asked to fill in a final questionnaire reflecting their opinion about this didactic unit (Appendix 11).

#### 4.1. Results of the pre-questionnaire

The questionnaire about the use of ICT (Appendix 3) contains six questions and was designed to determine how students use ICT in their free time and in school. The questionnaire contains five multiple-choice questions and one open question.

##### 4.1.1. Frequency of use of ICT

The first question asked students *how often they used the ICT*. The results are shown in table 14.

Daily	At least once a week	At least once a month	Never or hardly ever
100%	-	-	-

Table 14: Students' answer to question 1

According to these results, all the students use the computer, the mobile phone and surf the web on a daily basis.

##### 4.1.2. ICT skills

In the second question, students were asked *how they would define their ICT skills*. The results are shown in table 15.

I come across really well with ICT	I come across well with ICT	I only use ICT to surf the net	I use ICT with great difficulty
53.33%	46.66%	-	-

Table 15: Students' answer to question 2

The results of this question show that all the students feel confident with their ICT skills. They consider that they come across well (46.66%) or really well (53.33%) with the use of Internet and different software such as Office.

#### 4.1.3. Use of ICT by teachers

In the third question, students were asked about *the use of computers that their teachers do in class*. The results are shown in table 16.

Most of the teachers use computers in class, with	Only some teachers use computers in class frequently	Only some teachers use computers in class, but rarely	Only the Computing teacher uses computers in class
-	26.66%	66.66%	6.66%

Table 16: Students' answer to question 3

Two thirds of the students said that only some teachers use computers in class, but they do not use them very often. They use them only in some lessons. 26.66% of the students answered that only some teachers use computers in class frequently.

#### 4.1.4. Use of Virtual Classroom

In the fourth question, students were asked *if they use any virtual platform, such as Moodle, and in which subjects they use it*.

All students answered that the IES Sos Baynat provides access to Moodle, but only the English, Valencian, Spanish and Biology teacher use them. They use this virtual platform mainly to download study texts and to submit compositions.

#### 4.1.5. Use of ICT with educational purposes

In the fifth question, students were asked *if they have ever used ICT with educational purposes*. The results are shown in table 17.

I use the Internet to look for academic information and I'm in educational groups in the social networks	I use Internet to look for academic information	I seldom use the computer with educational purposes	I have never used the computer with educational purposes
46.66%	46.66%	6.66%	-

Table 17: Students' answer to question 5



Taking into account these results, 93.33% of the students use the Internet to look for academic information. Moreover, 46.66% of the students participate in educational groups in social networks such as Facebook or Tuenti.

#### 4.1.6. Using computers in class

In the sixth question, students were asked *if they would like to use computers in class more often*. The results are shown in table 18.

Yes, because their use is interesting and motivates me to learn more	I would like to use them in class, but not always	I don't mind	No, the use of computers hinders my learning
66.66%	13.33%	20%	-

Table 18: Students' answer to question 6

According to these results, 66.66% of the students would like to use computers in class more often in order to render the class more interesting and to motivate them to learn. Nevertheless, 20% of the students declared that they did not mind the use of computers in class.

#### 4.2. Results of the film review rubric

	OUTSTANDING	GOOD	POOR
Structure	78.57%	14.29%	7.14%
Connectors	78.57%	14.29%	7.14%
Grammatical correctness	35.71%	50%	14.29%
Lexical variety and accuracy	64.29%	28.57%	7.14%
Content	50%	35.71%	14.29%

Table 19: Results of the film review

Table 19 reflects the students' writing skills when writing a film review. It can be observed that 78.57% of the students had an outstanding performance regarding the structure of the composition and the use of connectors.

The points which students found more problematic were the grammatical correctness and the content of the review. In both criteria 14.29% of the students did a poor performance.

It is worth mentioning that one student did not write her film review. Therefore, the percentages of Table 19 have been calculated with a total of 14 students instead of 15.

### 4.3. Results of the Scavenger Hunt rubric

	OUTSTANDING	GOOD	POOR
Use of ICT	66.66%	33.33%	0%
Focus on the task	33.33%	46.66%	20%
Answers	60%	26.66%	13.33%
Final answer	40%	33.33%	26.66%

Table 20: Results of the Scavenger Hunt

Table 20 reflects the students' skills when completing the Scavenger Hunt. It can be observed that none of the students used the ICT poorly. Only 13.33% of the students had difficulties when answering the questions in the Scavenger Hunt. That percentage rises to 26.66% when answering the final question.

### 4.4. Results of the post-questionnaire

The questionnaire (Appendix 11) is divided into two main sections. In the first section, students grade their agreement with five questions regarding the materials used in class and group work.

The second section contains three open questions, where students explain what they have learned and the activities of this didactic unit that they have enjoyed the most and the least.

#### 4.4.1. Working with computers

The students were asked to express their opinion about the sentence: *I enjoyed working with computers*. The results are shown in table 21.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
-	-	6.66%	60%	33.33%

Table 21: Students' answer to question 1

93.33% of the class enjoyed working with computers and one student said that he had no opinion about this matter.

#### 4.4.2. Working only with the textbook

The students were asked to express their opinion about the sentence: *I prefer working only with the textbook*. The results are shown in table 22.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
20%	40%	40%	-	-

Table 22: Students' answer to question 2

60% of the class consider that the textbook should not be the only material used in class and 40% of the students declared that they had no opinion about this matter.

#### 4.4.3. Working in group

The students were asked to express their opinion about the sentence: *I enjoyed working in group*. The results are shown in table 23.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
-	-	-	66.66%	33.33%

Table 23: Students' answer to question 3

According to these results, it is clear that all the students enjoyed working in group during this didactic unit.

#### 4.4.4. Working alone

The students were asked to express their opinion about the sentence: *I prefer working alone*. The results are shown in table 24.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
13.33%	40%	20%	26.66%	-

Table 24: Students' answer to question 4

This question obtained mixed results: 53.33% of the students declared that they do not like working alone and 26.66% stated that they prefer working alone.

#### 4.4.5. Motivation and use of ICT

The students were asked to express their opinion about the sentence: *I am more motivated with the use of ICT than with traditional materials*. The results are shown in table 25.

Strongly disagree	Disagree	No opinion	Agree	Strongly agree
-	6.66%	13.33%	46.66%	33.33%

Table 25: Students' answer to question 5

80% of the class enjoyed working with computers and consider that the use of ICT instead of traditional teaching material such as textbooks or writing in the blackboard motivates their learning.

#### 4.4.6. Knowledge acquired

The open question *What have you learned?* was included in this questionnaire to make students reflect upon what they had learned during the implementation of this didactic unit. The answers were very varied, but most of the students commented on the grammar and vocabulary learned. 40% of the students also said that they enjoyed this didactic unit because they learned many facts and curiosities about the cinema.

#### 4.4.7. Favourite activity

In this question, students answered to the question *What activity did you enjoy most? Why?* 66.66% of the students declared that their favourite activity was the cinema quiz because they enjoyed working in groups and they also discovered many new things about the film industry. 26.66% of the students declared that their favourite activity was the Scavenger Hunt because they enjoyed working with the computer and reading texts and watching videos in the computer. One student answered that he did not have any favourite activity.

#### **4.4.8. Activity least enjoyed**

In this question, students answered to the question *What activity did you enjoy least? Why?* The answers to this question were very varied. 46.66% of the students declared that they enjoyed all activities of this didactic unit. 26.66% of the students declared that they did not like copying things from the blackboard or writing in the notebook and 13.33% said that they did not enjoy working with the textbook. One student said that he did not enjoy learning grammar and another student declared that the activity he enjoyed the least was the cinema quiz.

### **5. DISCUSSION**

This section contains the analysis and interpretation of the results reflected in the previous section.

#### **5.1. Analysis and discussion of the pre-questionnaire**

Results of this questionnaire about the use of ICT amongst students prove that we are dealing with digital learners who use ICT daily and feel confident about their ICT skills. This means that students are willing to use ICT in every context of their daily lives, including the academic context.

The students' relation with new technologies contrasts with the use that most teachers make of ICT in class, since two thirds of the students declared that only some teachers use computers in class and on rare occasions. Furthermore, despite being subscribed to the Moodle platform, a small percentage of teachers use this virtual platform to support their classes.

Definitely, we can see a technology gap between teenage students and the majority of teachers. The consequences of this gap are evident: Some teachers are afraid of using ICT in class because their technological knowledge is lower than the students' computer skills. Therefore, teachers feel that they may lose control of the class if they introduce ICT in their lessons.

However, by leaving new technologies out of the classroom teachers fail to connect with students. In this questionnaire, students declared that they would like to use computers in class more often because ICT motivates them to learn more. In fact, most of the students declared that they already used ICT with educational purposes and

46.66% of the students stated that they were even participating in educational groups in the social networks such as Facebook.

## **5.2. Analysis and discussion of the film review rubric**

Results show that students did particularly well regarding the structure of the composition and the use of connectors. This may be due to the fact that the model text was provided by means of a blog and students read it with more attention than when a model text is presented to them in plain paper. Moreover, students knew that their film reviews were going to be posted on the IES Sos Baynat English blog. All these factors resulted in the students paying more attention to the structure of the writing composition.

Nevertheless, the use of the blog did not show any impact on the grammatical correctness and the content of the review. The students' performance in these two points was similar to the outcome obtained in previous compositions written by these students.

## **5.3. Analysis and discussion of the Scavenger Hunt rubric**

Results indicate that using ICT to perform this task did not pose any problems for students. Most of the students were focused on the task they were performing and they were able to answer correctly most of the questions of the Scavenger Hunt. This means that they were able to surf the net and find the information they needed to give the right answers. This reinforces the results of the first questionnaire, where students declared that using ICT in class would motivate them in their learning process.

The most difficult part for the students was giving a well-reasoned final answer. This may be related to the fact that students are not used to think critically in class and not to the use of ICT.

## **5.4. Analysis and discussion of the post-questionnaire**

According to the results of this questionnaire, students enjoyed working with computers. In fact, they preferred working with ICT rather than using traditional teaching materials such as the blackboard and the textbook. Certainly, during the implementation of this didactic unit, students were really participative and focused on the tasks they were asked to complete, especially when that implied the use of ICT.

Regarding collaborative work, although some students declared that they preferred working alone (26.66%), all the students said that they enjoyed working in group. Since students were only 15 years old, they still needed guidance to know how to work in group and distribute the work in a meaningful way. But they were eager to follow the teacher's instructions and to work in the groups created by the teacher.

According to this questionnaire, the activities that they enjoyed the most were the cinema quiz, the Scavenger Hunt and sharing their film reviews on the English blog.

The students explained that they enjoyed particularly the cinema quiz because they liked working in group and they had fun while learning some new vocabulary about films. It is worth mentioning that the level of English of the members of each team was balanced. As a result of this balance between teams, the score was tight during the whole game and that helped in keeping the students' interest during the whole session.

Students also enjoyed the Scavenger Hunt because they hardly ever go to the computer room and thanks to this task, they had the chance to change the classroom atmosphere for one day and to work with computers.

They said that the activity they enjoyed the least was whenever they had to write in their notebook. Obviously, they need to write in order to improve their writing skills but perhaps I should have designed some tasks to make writing more appealing to them.

## **6. CONCLUSIONS**

With this paper the author tried to implement a didactic unit combining traditional methodologies with collaborative work and the use of ICT.

The use of a blog to create a Scavenger Hunt was a good task to learn how students interact with oral and written texts presented in a virtual format. As stated before, technology is highly present in our society and we need to integrate ICT in education in order to prepare students to live and work in the real world (Trenchs, 2001).

The inclusion of ICT in this didactic unit had a positive outcome, since students were proficient in its use and knew how to use the available technological resources in their benefit.

Introducing collaborative work in education is also crucial to teach students how to interact in a changing society which demands teamwork in order to adapt better to those changes.

In this case, students reacted positively to collaborative work and were eager to learn how to work with their classmates in a well-structured and meaningful way in order to take advantage of their own strengths.

As a conclusion, the analysis of the results obtained suggests that:

- Using Information and Communication Technologies is highly motivating for the students.
- Students perform better on tasks which imply the use of computers because they are more focused than when the work implies the use of traditional materials such as the textbook or the blackboard.
- Students are willing to work in collaborative groups and to learn how to share the responsibilities of the tasks they are asked to perform with their peers.

## **7. LIMITATIONS AND FURTHER IMPLEMENTATION**

The design of this didactic unit had some limitations. The high school tutor was kind and let me teach during eight sessions. Nevertheless, she asked me to include in my lessons most of the material in unit 8 of the textbook *English in Motion 3*. As a result, I was able to include ICT and collaborative work only in four sessions. This gave me the opportunity to implement a didactic unit integrating a mix of methodologies but left me with little time to explain to the students how to use the blog.

Ideally, I would have implemented the use of the English blog during the whole academic year. Students would have learned how to post on a blog and I believe that their interaction skills would have been enhanced.

Moreover, working with only 15 fifteen students gave me the opportunity to monitor their evolution better. Nevertheless, the results obtained with the didactic unit would have been more reliable if the number of students participating had been higher.

To conclude, I consider that the outcome of this didactic unit has been positive but a long-term implementation of ICT and collaborative work could offer even better results.



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*INE*

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*Internet* <http://en.wikipedia.org/wiki/Internet>

APPENDIXES

Appendix 1

# Contents

Unit	Vocabulary	Grammar
<b>Welcome</b> page 4	Personal things Free-time activities	Present simple Past simple
<b>1</b> First impressions page 7	Fashion Cities: adjectives	<i>like + -ing</i> form Present simple v. present continuous Present continuous for future plans Comparatives and superlatives <i>What ... like?</i>
<b>2</b> Team work page 15	Helping at home Adventure activities	<i>have to/not have to</i> <i>have to</i> : questions <i>can, can't/mustn't, not have to</i>
<b>3</b> Talking culture page 23	Adverbs Types of art	Past simple <i>there was/there were</i> Adverbs Past continuous Past simple v. past continuous with <i>when/while</i>
<b>Review A</b> page 31	Grammar and Vocabulary: revision of units 1, 2, 3	
<b>4</b> Attitudes page 35	City life Adjectives for emotions	<i>too much, too many, not enough</i> Quantifiers
<b>5</b> Experiences page 43	Jobs Life experiences	Present perfect <i>been v. gone</i> Present perfect: questions <i>just</i>
<b>6</b> Living space page 51	Bedroom objects The environment	First conditional Future time clauses <i>going to, will, might</i>
<b>Review B</b> page 59	Grammar and Vocabulary: revision of units 4, 5, 6	
<b>7</b> Collections page 63	Sports equipment Life box	Present perfect with <i>for/since</i> <i>How long?</i> Present perfect v. past simple
<b>8</b> Action! page 71	Film genres Behind the camera	Present and past passive: affirmative Present and past passive: negative Active v. passive
<b>9</b> Communicate page 79	Communication Sense verbs	<i>can, could, will be able to</i> Sense verbs
<b>Review C</b> page 87	Grammar and Vocabulary: revision of units 7, 8, 9	

Reading and Listening	Speaking and Pronunciation	Culture	Writing
Tips for learning English	Improve your English Stress in questions		
Fashion survey City links	Do a fashion survey Compare cities Start a conversation <i>-ing form: /ɪŋ/</i>	First encounters	My views on fashion Word order
Helping at home Team Spirit adventure camp	Do an interview about housework Talk about rules Use teen talk Weak form: /ə/	Teen talk	An email The apostrophe
Dr Jekyll and Mr Hyde Picture stories	Continue a story End a story Make and respond to suggestions <i>-ture sound: /tʃə/</i>	Unusual museums	A story Time connectors
<b>Project:</b> Write a script		<b>Song:</b> <i>Ain't no mountain high enough</i> , Marvin Gaye and Tammi Terrell	
Song Pet hates	Write a verse for a song Talk about pet hates React strongly <i>-gh: /f/ or silent</i>	Phobias	My loves and hates Referencing
The puppeteer Are you experienced?	Describe a famous person Make a questionnaire Join a club Consonant sound: /dʒ/	Be an imagineer	A nomination <i>because v. because of</i>
Feng shui The iHome	Describe the ideal feng shui room Describe a school of the future Get around in a new place Vowel sounds: /əʊ/ and /e/	Changing places	My predictions Presenting ideas
<b>Project:</b> Plan a green school day		<b>Song:</b> <i>The best disco in town</i> , Ritchie Family	
The history of sports How long?	Guess the person or group Ask <i>How long?</i> Complain Weak forms: <i>for</i> and <i>since</i>	Going ... going ... gone!	My collection Examples
And the award goes to ... Lights! Camera! Action!	Talk about films Make a quiz Make recommendations Linking	The making of ...	A film review <i>what's more, also, too, as well</i>
Animal magic Senses	Talk about possibilities Make a TV advert Offer help Contracted forms: <i>can't, couldn't, 'll</i> and <i>won't</i>	The history of Braille	My plans Synonyms
<b>Project:</b> Create a magazine		<b>Song:</b> <i>What you'll do when I'm gone</i> , Waylon Jennings	
<b>Phonetic Chart</b> inside back cover			

## Appendix 2

### ENGLISH LEVEL TEST

1. John is going to the party with \_\_\_\_\_.

- I
- we
- us
- he

2. Whose house is it? It is \_\_\_\_\_ house.

- him
- Michael
- he
- Michael's

3. What colour is your car? \_\_\_\_\_ car is blue.

- It
- My
- Me
- I

4. I want \_\_\_\_\_ apple and two oranges.

- an
- a
- 
- the

5. He runs \_\_\_\_\_ Mondays and Fridays.

- at
- in
- on
- to

6. There \_\_\_\_\_ three glasses of water.

- is
- are
- am
- its

7. There is not \_\_\_\_\_ milk.



much

many

some

none

8. \_\_\_\_\_ she like ice cream?

Do

Do not

Does

--

9. He never \_\_\_\_\_ vegetables.

eats

eat

is eating

are eating

10. What are you doing now? \_\_\_\_\_.

I study.

I be studying.

I am study.

I'm studying.

11. They are moving to Barcelona, \_\_\_\_\_ they really like Madrid.

however

because

and

therefore

12. New York is \_\_\_\_\_ than Los Angeles.

more big

the biggest

big

bigger

13. Choose the correct sentence:

Where she work?

Where work she?

Where does she work?

Where do she work?

14. He \_\_\_\_\_ for an hour in the morning, \_\_\_\_\_ all afternoon and didn't return home until 10 at night.

- study, work
- studies, works
- has studied, worked
- studied, worked

15. Jose called while I \_\_\_\_\_ TV.

- was watching
- were watching
- am watching
- watch

16. We \_\_\_\_\_ a party tonight.

- have
- has
- are going to have
- having

17. I \_\_\_\_\_ three exams already this week.

- had
- have
- has
- have had

18. John \_\_\_\_\_ at the bank since 2005.

- worked
- has been working
- had worked
- works

19. They \_\_\_\_\_ English for three years before they \_\_\_\_\_ to London.

- had studied, went
- studied, had gone
- have studied, went
- study, had gone

20. Transform this sentence to the reported speech: "We went to the movies," he said.

- He said me that they had gone to the movies.
- He said me that they went to the movies.
- He said that they went to the movies.
- He said that they had gone to the movies.

21. The book \_\_\_\_\_ by Mark Twain.

- wrote
- was wrote
- was written
- was writing

22. I would bring an umbrella, it \_\_\_\_\_ rain later.

- may
- must
- ought to
- can

23. We \_\_\_\_\_ leave now or we will be late.

- may
- must
- can
- will

24. If Bill studies, he \_\_\_\_\_ the exam

- passes
- passed
- will pass
- would pass

25. If I had known then what I know now, I \_\_\_\_\_ things differently.

- would have done
- would do
- would done
- would had done

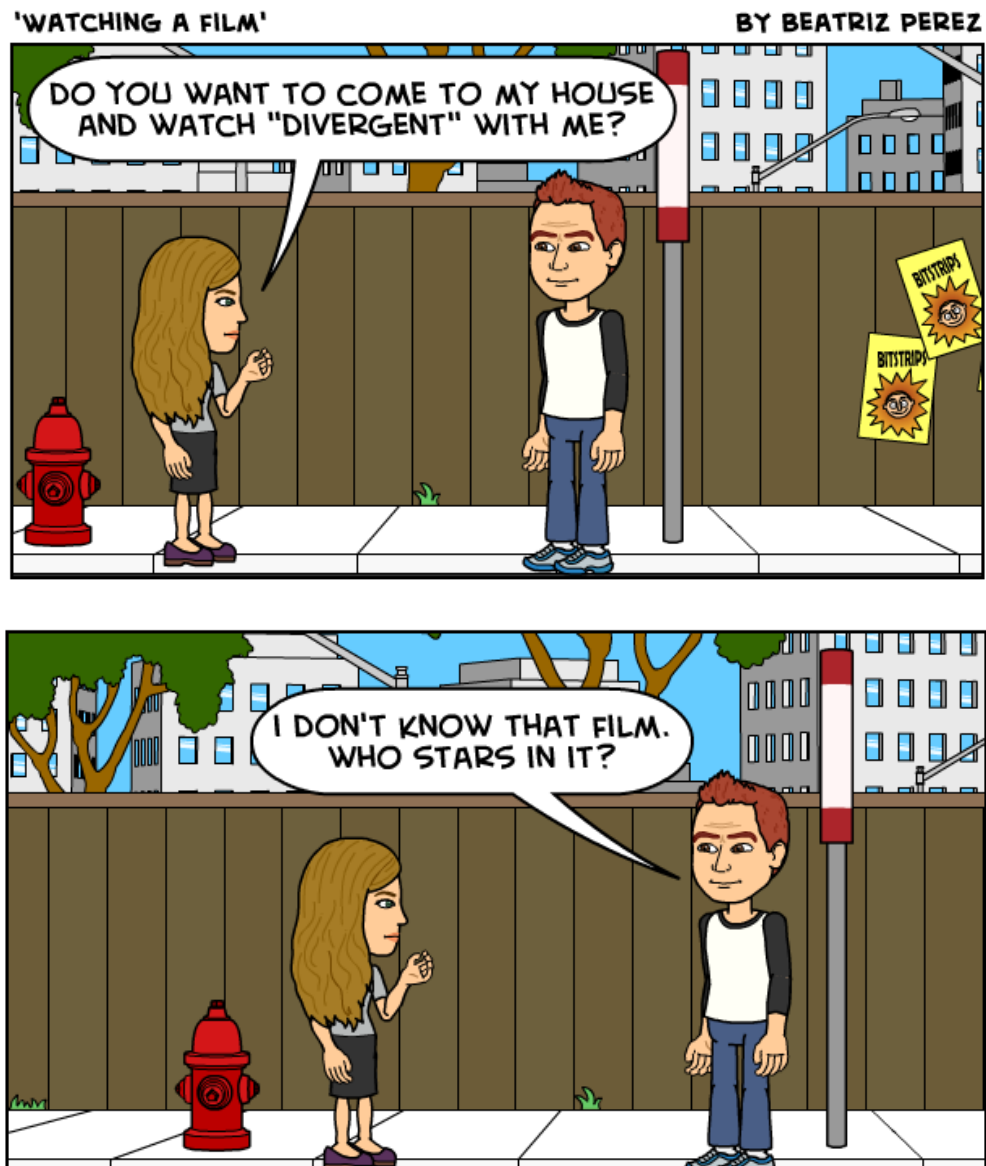
## Appendix 3

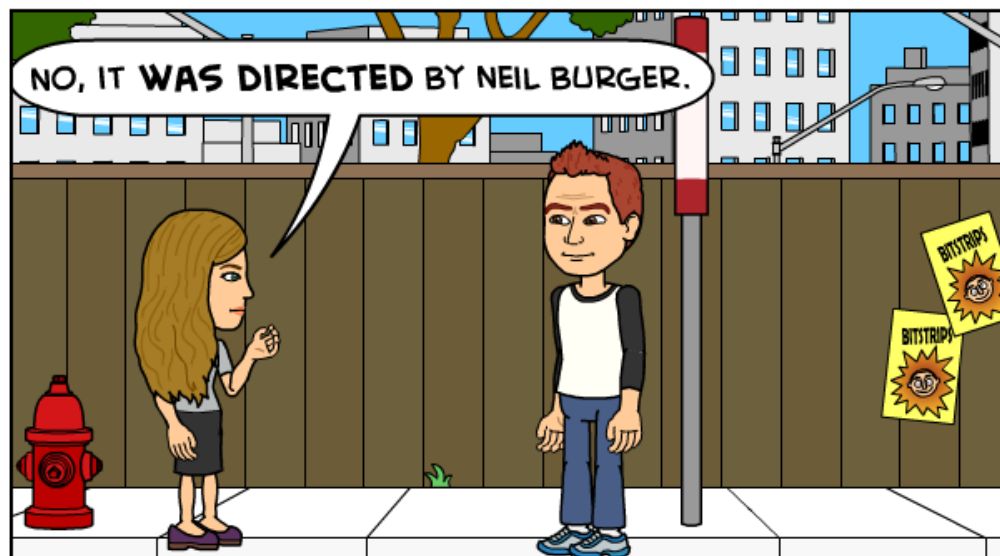
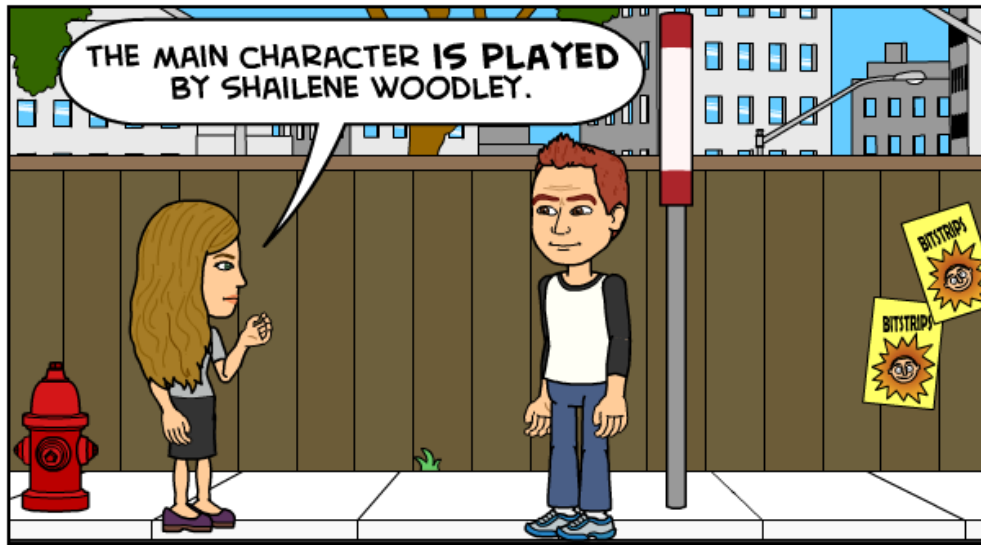
### USO DE LAS TIC (Tecnologías de Información y Comunicación)

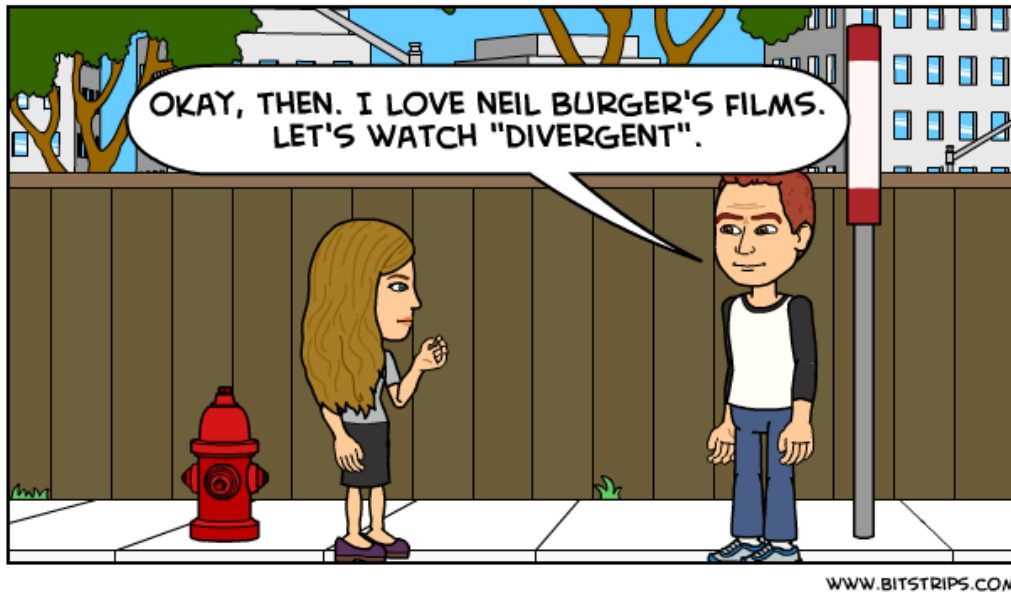
1. ¿Con qué frecuencia usas las TIC (el ordenador, el móvil, Internet...)?
  - Diariamente.
  - Una vez a la semana.
  - Al menos una vez al mes.
  - Nunca o casi nunca.
2. ¿Cómo calificarías tu manejo de las TIC?
  - Me desenvuelvo con facilidad. Navego por Internet con soltura, conozco multitud de programas y aprendo a manejarlos rápidamente.
  - Me desenvuelvo bien. Navego por Internet sin problemas y manejo algunos programas, como por ejemplo Office.
  - Solo uso las TIC para navegar por Internet.
  - Manejo las TIC con muchas dificultades.
3. En el instituto, ¿los profesores utilizan ordenadores en sus clases?
  - Sí, la gran mayoría de profesores los utilizan en clase.
  - Sólo algunos profesores los utilizan en clase, con bastante frecuencia.
  - Sólo algunos profesores los utilizan en clase, con poca frecuencia.
  - Sólo el profesor de informática.
4. ¿El instituto dispone de alguna plataforma virtual o aula virtual para usar fuera del aula?  
¿Cuál?  
¿En qué asignaturas?
5. ¿Has utilizado alguna vez las TIC con fines educativos?
  - Sí, entro en Internet a menudo para consultar información y/o participo en grupos educativos de redes sociales como Facebook o Tuenti.
  - Al menos una vez al mes utilizo Internet para buscar información académica.
  - Recorro a los ordenadores en alguna ocasión, pero muy pocas veces.
  - Nunca he usado Internet con fines educativos.
6. ¿Te gustaría que en las clases se hiciera un mayor uso de los ordenadores?
  - Sí, porque hacen que la clase me resulte más interesante y me motivan para aprender.
  - Estaría bien utilizarlos en clase, pero solo en algunas ocasiones.
  - Me es indiferente.
  - No, creo que el método tradicional de enseñanza es suficiente. Usar ordenadores sólo complicaría el aprendizaje.

## Appendix 4

Read the following comic strip. Have you noticed the verbs in bold?





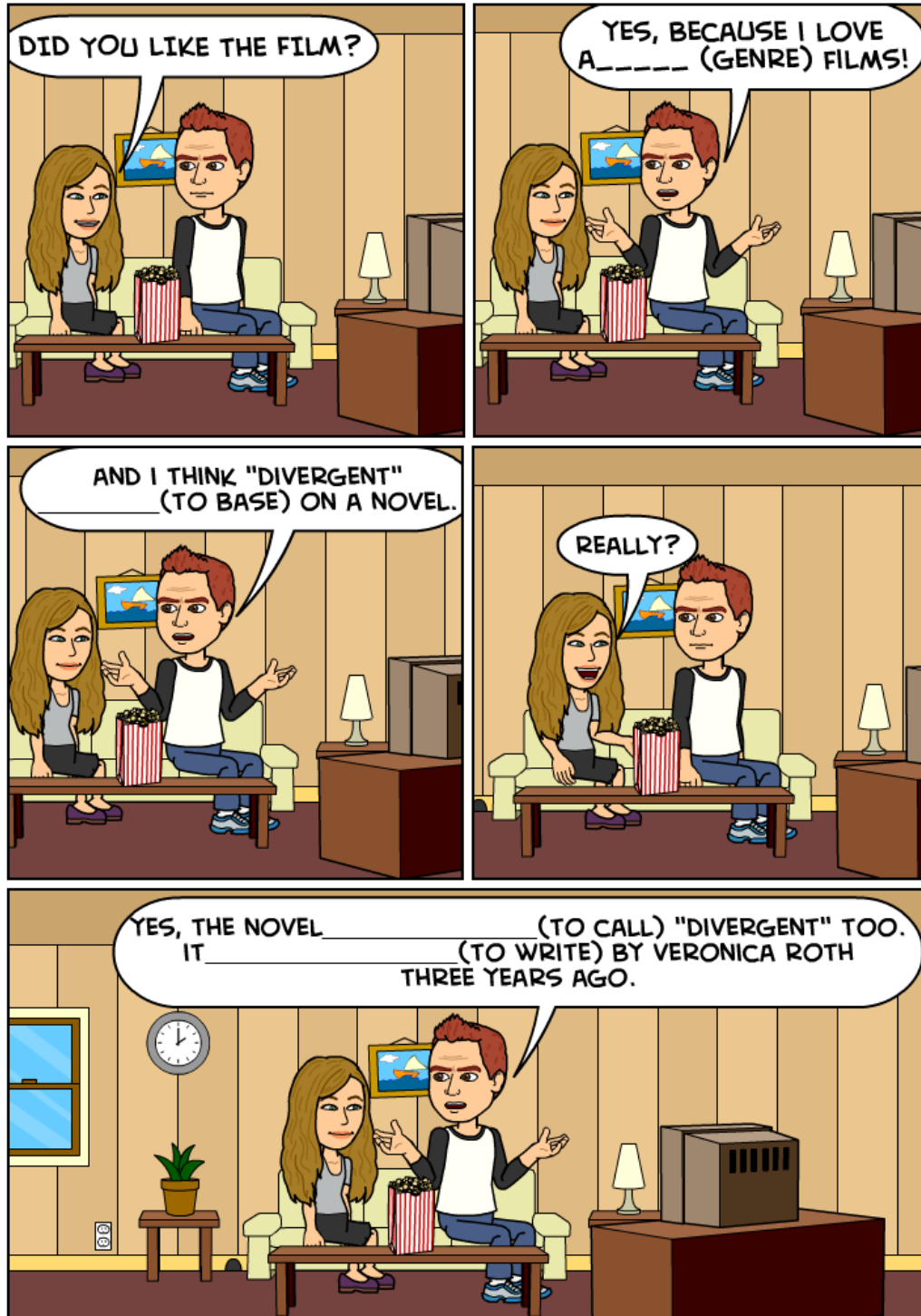


Source: <http://bitstrips.com/r/Q67WZ>

## Appendix 5

'TALKING ABOUT A FILM'

BY BEATRIZ PEREZ



WWW.BITSTRIPS.COM

Source: <http://bitstrips.com/r/VSNZ>



## Appendix 6

Page 73 *English in Motion 3*


1 Write the verbs with the present passive.



- 1 More films *are made* (make) in Mumbai than in Hollywood.
- 2 The most popular films are musicals. These ... (call) *masala* films.
- 3 The music for these films ... (create) in a studio.
- 4 The songs ... (sing) by professional singers, not the actors.
- 5 They ... (write) by special writers too.
- 6 Sometimes the CD ... (release) before the film to increase the interest in the film.

2 Write sentences with the past passive. Then match 1–6 with a–f.

- 1 It / paint / by Leonardo da Vinci  
*It was painted by Leonardo da Vinci. – d*
  - 2 They / direct / by Steven Spielberg
  - 3 It / record / by Green Day
  - 4 They / write / by Shakespeare
  - 5 They / compose / by J. S. Bach
  - 6 It / sing / by John Lennon
- a *Hamlet and Romeo and Juliet*
  - b 'Boulevard of Broken Dreams'
  - c 'Imagine'
  - d *The Mona Lisa*
  - e *The Indiana Jones films*
  - f *The Brandenburg Concertos*

3  Complete with the present or past passive. Then listen and check.

*Dracula* is a horror-romance film. It (1) *'s based* (base) on a novel by Bram Stoker and it (2) ... (set) in Transylvania in the 19<sup>th</sup> century. It's about a young lawyer and his fiancée. The lawyer (3) ... (capture) by a vampire, Dracula. The parts of the lawyer and his fiancée (4) ... (play) by Keanu Reeves and Winona Ryder. The film (5) ... (make) in 1992 and it (6) ... (direct) by Francis Ford Coppola. Not everyone likes it, but I think the special effects are great! \_\_\_\_\_

Page 75 *English in Motion 3*

**1** Write the sentences with the present passive negative.

- 1 The script / not write / by the producer  
*The script isn't written by the producer.*
- 2 The costumes / not design / by the actors
- 3 The soundtrack / not record / by the director
- 4 The lines / not speak / by the scriptwriter
- 5 The scenes / not film / by the composer
- 6 The ending / not decide / by the musicians


**5** Write the correct option.

- 1 Tiger Woods *doesn't play / isn't pl* tennis. *doesn't play*
- 2 The *Harry Potter* books *wrote / were written* by J.K. Rowling.
- 3 The Tomb of Tutenkhamun *didn't discover / wasn't discovered* until 1922.
- 4 Portuguese *speaks / is spoken* in Brazil.
- 5 Charlie Chaplin *didn't direct / wasn't directed* all his films.
- 6 50 Cent *sings / is sung* rap music.

**3** Write the past passive negative. Then work with a partner. Can you guess the answer?

- 1 *The Lord of the Rings* films *weren't made* (not make) in England.  
a New Zealand      b Australia
- 2 The films ... (not direct) by Steven Spielberg.  
a Martin Scorsese      b Peter Jackson
- 3 *The Return of the King* ... (not release) in 2002.  
a 2004      b 2003
- 4 The role of Frodo ... (not play) by Orlando Bloom.  
a Elijah Wood      b Sean Astin
- 5 It ... (not award) ten Oscars.  
a nine Oscars      b eleven Oscars
- 6 The films ... (not make) over six years.  
a five years      b eight years


## Appendix 7



23rd April


World Book Day

How do you feel when you read a book?




Do you like reading?

What kind of books do you like reading?



In which languages do you like reading?




Have you ever read a book or comic in English?


What do you think about film adaptations?

Have you ever read a book or seen an adaptation?

What do you prefer?  
The book or the film?




Film adaptations



Film adaptations



Quotation A



These are the things I decided I would do this year.

1. Stop smoking.
2. Develop a mature relationship with an adult man.
3. Go to the gym.
4. Be kinder and help others more.

### Quotation B

When I was younger, I scared my mother to death, the things I would blurt out about District 12, about the people who rule our country, Panem, from the far-off city called the Capitol.

### Quotation C

I, Willy Wonka, have decided to allow five children - just five, mind you, and no more - to visit my factory this year. These lucky five will be shown around personally by me, and they will be allowed to see all the secrets and the magic of my factory.

### Quotation D

The Quidditch season had begun. On Saturday, Harry would be playing in his first match after weeks of training: Gryffindor versus Slytherin. If Gryffindor won, they would move up into second place in the House Championship.

### Quotation E

Thursday  
I'm having a seriously hard time getting used to the fact that summer is over and I have to get out of bed every morning to go to school.



## Appendix 8



## Appendix 9

Wednesday, 29 April 2015

### Writing a Film Review

#### Review:

My favourite film genres are fantasy and adventure. I love the *Harry Potter* films. I like the *Hunger Games* films too and I think the best one is *The Hunger Games: Catching Fire*.

The film is set in Panem. It's about a teenager called Katniss Everdeen. Katniss and Peeta return to the Games and help to create a rebellion against the Capitol. Katniss is played by Jennifer Lawrence and the film also stars Liam Hemsworth as Gale.

I like it because the plot is original – it is set in an imaginary world. What's more, the characters are teenagers like me. The soundtrack is great as well. If you like fantasy films, then you must see *The Hunger Games: Catching Fire*. I definitely recommend it!

#### Structure:

Paragraph 1: Your favourite types of film and your favourite film.

Paragraph 2: Location (...is set in...), plot (...it's about...) and actors (...is played by...).

Paragraph 3: A couple of reasons why you like it.

#### Useful expressions:

- My favourite film genres are...
- I think the best film is...
- The film is set in...
- It's about...
- I like it because...
- I definitely recommend it!

Source: <http://sosbaynatenglish.blogspot.com.es/2015/04/writing-film-review.html>

## Appendix 10

### Scavenger Hunt: The Spiderwick Chronicles (2008)

#### Instructions:

What do you know about the film "The Spiderwick Chronicles"?

Answer the following questions with the information provided in the online resources.

Read the Vocabulary Box to understand better the text from the online resources.

#### Questions:

1. Who plays the role of Jared Grace in "The Spiderwick Chronicles"?

And the role of Simon Grace?

2. The book *Field Guide To The Fantastical World Around You* was written by...

- a) Edwin Spiderwick.
- b) Arthur Spiderwick.
- c) Mark Waters.
- d) Mulgarath.

3. In this film, fairies, goblins and ogres... (more than one option is correct)

- a) are always visible.
- b) are only visible if they are splashed with water.
- c) are visible after you are spitted in your eye by a goblin.
- d) are always invisible.
- e) are visible only if they want you to.
- f) are visible if you look through a stone with a hole.

4. According to "The Spiderwick Chronicles", how can you kill a goblin?

#### Online resources:

BBC Movies: [http://www.bbc.co.uk/films/2008/03/17/the\\_spiderwick\\_chronicles\\_2008\\_review.shtml](http://www.bbc.co.uk/films/2008/03/17/the_spiderwick_chronicles_2008_review.shtml)

Youtube: [https://www.youtube.com/watch?v=MatAdV4\\_\\_Ak](https://www.youtube.com/watch?v=MatAdV4__Ak)

#### Final question:

Do you think this film is made for children, for adults or for the whole family?

Why?

### Vocabulary Box

**to spit:** to force saliva or something else from the mouth.

**homestead:** farm.

**fairy:** an imaginary tiny creature in human form, thought to have magic powers.

**goblin:** a small, ugly creature in fairy tales that does evil or mischief to humans.

**flick:** film.

**to pelt:** to attack by throwing things.

**spooky:** frightening and mysterious.

**to have a blast:** to have a great time.

Posted by Beatriz Perez at 19:12 No comments:

     Recommend this on Google

Source: <http://sosbaynatenglish.blogspot.com.es/2015/04/scavenger-hunt-spiderwick-chronicles.html>



## Appendix 11

### STUDENTS' QUESTIONNAIRE

	Strongly disagree	Disagree	No opinion	Agree	Strongly agree
I enjoyed working with computers					
I prefer working only with the textbook					
I enjoyed working in group					
I prefer working alone					
I am more motivated with the use of ICT than with traditional materials					

What have you learned?

What activity did you enjoy most? Why?

What activity did you enjoy least? Why?

Comments: