PEDRO RUIZ GALLO
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POST GRADUATE UNIT

# THESIS

"Elaboration and application of an instructional design, regarding technical-pedagogical procedures based on social learning theory and TPACK framework for an effective and efficient social network sites use, as a motivational -didactical resource, to increase significantly English language learning, applied on students of Beginners 4 of Señor de Sipán Language Center- 2015"

Presented in order to obtain the Degree of Master in Educational Sciences Major in Didactics of the English Language

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Lambayeque, August 2018

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**Approved by:**

Dr. Doris Nancy Díaz Vallejos
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Dr. Wilson Walter Lozano Díaz
Board member

## Dedicated to

My dear husband, whose presence enlightens my life because moves me to be a better person. It is also dedicated to my past, present and future students, who inspire and motivate me to be a better teacher.

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## Acknowledgments

First and foremost, I would like to thank God for helping me to undertake this research, to persevere and complete it satisfactorily. Without his blessings, this achievement would not have been possible.

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To my mother for her unconditional help and love in every moment of my life, especially in these times while writing my thesis.

To my husband, whose keen eye helped me improve my work and kind heart strengthen me to go on

# INDEX

# RESUMEN

¿Sabía usted que un adolescente promedio pasa alrededor de 9 horas al día utilizando las redes sociales? ¿No sería genial poder motivar el aprendizaje de sus alumnos utilizando precisamente algo que a ellos les gusta?

El uso de las redes sociales como una herramienta en el proceso de enseñanza – aprendizaje es algo aún poco conocido, más aún; escazas investigaciones se han realizado al respecto, no solo en nuestro país si no en el mundo.

La presente investigación se ha llevado a cabo con el único propósito de analizar el impacto de la aplicación de un diseño instruccional basado en la teoría social del Aprendizaje y el TPACK framework en el que se utilicen las redes sociales dentro del proceso de enseñanza – aprendizaje de los alumnos de Beginners IV del centro de Idiomas de la Universidad Señor de Sipán en octubre de 2015.

Se procedió a la aplicación de un pre test para diagnosticar el problema, los resultados evidenciaron que los alumnos tenían un bajo nivel del idioma inglés. No eran capaces de comunicarse, incluso de manera básica. Se profundizó en la investigación para obtener una mejor comprensión del problema y después de aplicar una entrevista y un cuestionario a los docentes fue posible detectar que, en la mayoría las clases, las actividades, estrategias y métodos aplicados eran tradicionales y los elementos tecnológicos no eran utilizados de manera adecuada. Las clases no eran interesantes para los alumnos y no fomentaban su participación.

La hipótesis de esta investigación es que un diseño instruccional basado en la teoría del aprendizaje social, combinado con el uso adecuado de la tecnología, especialmente las redes sociales incrementarán significativamente el nivel del idioma inglés de la muestra.

Los resultados fueron alentadores. Después de la aplicación del post test, fue posible notar la mejora del nivel de los estudiantes, así como su interés por las clases de inglés.



**Palabras clave:** Teoría del aprendizaje social, TPACK framework, redes sociales, diseño instruccional.

# ABSTRACT

The use of social network sites as a tool in the teaching learning process, is still new. Furthermore, few investigations have been conducted around the world about it. This research has been carried about with the sole purpose of analyzing the impact of the application of an instructional design based on social learning theory and TPACK framework, to promote the use of social network sites to improve English language learning of students coursing Beginners IV at Señor de Sipan Language Center during October 2015. A pre - test was applied to diagnose the problem. Results shown that students had a low level of English language learning, they were not capable of communicating in the target language even at a basic level. Further research was carried out, to dig deeper into the problem and after applying an interview and questionnaire to the teachers, it was possible to spot the problem. Activities, strategies and methods, applied in most classes were traditional and left behind the proper use of any technology. Classes did not meet students interests and did not engage their participation. Results were encouraging, after the application of the post test it was possible to note the improvement of students' level and interest for their English classes.



**Keywords:** Social learning theory, TPACK framework, Social network sites, instructional design.

# INTRODUCTION

Students use screens in every other aspect of their lives, but in their learning. Therefore, if teachers, want students to learn and to be really motivated, they must leave behind old fashioned concepts, there is no place for narrow minds. A real educator must try to walk at the same pace with his or her students, to talk the same language. It is not possible to continue thinking that technology and social networks are the enemies of learning, when they are actually allies in the teaching – learning process.

This research was intended to prove and disclose that Internet has the potential to provide language learners with vast resources of authentic written, audio, and video materials to supplement lessons. Teachers can find a wide variety of materials for students to check, learn and practice in class or after class, to promote independent learning and to encourage learner autonomy. In fact, there is even a new trend which is social network websites. SNSs have become more and more popular, creating new opportunities for language learners to interact in authentic ways that were previously hard to achieve. Thanks to the advances in technology, today, learners of a language can easily interact with their peers in meaningful practice that helps foster language acquisition and motivation. That is, tasks that make use of Web 2.0 interactivity can significantly raise students' potential to generate meaningful output and stimulate their interest in language learning. It is a fact that students practice actively informal learning through their Facebook walls, they learn subjects that perhaps they did not like when they studied, and when a traditional teacher imposed them to listen to. And they learn this through images or comments from their contacts, because according to Bandura in his book Social learning and personality development, learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement.

Behaviorism, cognitivism, and constructivism are the three main learning theories most often considered in the creation and development of instructional environments. Nevertheless, according to Siemens (2005) These theories were conceived in a time when learning was not impacted through technology. Over the last twenty years, technology has reorganized how we live, how we communicate, and how we learn.

Learning needs theories that include those changes in order to maximize and potentialize its use in students benefit.

Now, it is not suggested that educators should completely revolutionize teaching, it is not realistic to go completely digital; there is not the equipment available for a start. But what this research suggests is that students' behavior patterns can be observed to see how teachers can tinker with their methodology to allow the students to get the most out of their teaching.

**The research problem**: It is observed that students coursing Beginners IV at SSLC during October 2015 have a low level of English domain due to the absence of an instructional design which combines social learning and the use of technology in classes.

Teachers have to deal with this deficiency; they feel frustrated because they cannot achieve their goals and objectives since students are not interested on their classes, therefore students do not improve English level. Most teachers are not digital natives, and this is why they are not aware of the importance and the impact that the use of technology and social networks has on their screenager students.

**The objective of this research:** The general objective of this research is to design and apply an instructional design regarding technical - pedagogical procedures based on Social learning theory by Bandura and TPACK by Punya and Koehler for an effective and efficient use of social networks sites as a didactical resource in the teaching – learning process of English language in students of Beginners 4 Señor de Sipan Language Center.

The specific objectives are:

a. Elaborate and apply a pre - test to find out the level of English language domain in students of Beginners IV of Señor de Sipan Language Center.

b. Elaborate and conduct an interview and a questionnaire to find out the frequency teachers use technology in their lesson plans and if they count on an instructional design to guide their classes with students of Beginners IV of Señor de Sipan Language Center.

c. Design and implement an instructional design regarding technical - pedagogical procedures based on Social learning theory by Bandura and TPACK by Punya and Koehler to effectively and efficiently use social networks as a didactical resource in the teaching – learning process of English language in order to improve English Language level in students of Beginners IV of Señor de Sipan Language Center.

d. Evaluate the efficiency and effectiveness of the instructional design.

**The research object:** The teaching - learning process.

**The hypothesis:** If an instructional design regarding technical - pedagogical procedures based on Social learning theory by Bandura and TPACK by Punya and Koehler for effective and efficient use of Social Networks Sites as a didactical resource is applied then students of Beginners 4 of the Señor de Sipán Language Center will improve their English language learning.

The following order of the contents was designed for the presentation of the thesis.

**First chapter:** This chapter contains information about the location where the research took place, providing a general background and settings in order to help the reader understand the problematical situation. It also includes the situational analysis of the research problem around the world, how the problem arises, trends and the methodology applied.

**Second chapter:** The theoretical framework was based on the review of dissertations around the world which studied same or similar problems in students. The strategies and theories which nurture and guide the proposal are presented in this chapter.

**Third chapter:** The analysis of data obtained from the pretest, interview and teachers' questionnaire, the name of the proposal**,** and the proposal itself. The results obtained by the students after the application of the instructional design are also included in this chapter.

Finally, the conclusions, recommendations, bibliography, linkography and appendixes are at the end of this dissertation.

# CHAPTER I

# ANALYSIS OF THE RESEARCH OBJECT

# 1. ANALYSIS OF THE RESEARCH OBJECT

Through this first chapter information and required background in order to contextualize and set the problem is provided.

## 1.1 LOCATION

This research has been carried out in Chiclayo city. Chiclayo is a coastal city, capital of Lambayeque department. It is located in the northern west side of Peru, at 770 kilometers from Lima.

According to INEI, Chiclayo is the fourth most populous city with a population of 762.233 inhabitants; most of them immigrants from rural areas especially from the departments of Cajamarca and Amazonas. It is also considered the fourth most important city in Peru, just after Lima, Arequipa and Trujillo.

Chiclayo, as a city, comprises 3 districts: Chiclayo which holds 36.9% of total the number of inhabitants, José Leonardo Ortiz with the 25.4% and La Victoria with the smallest amount of inhabitants, only 11.2%.

During the last 28 years, population within metropolitan area of Chiclayo, has highly risen; getting to double the number of inhabitants from 377,680 in 1981 to 716,732 in 2009, and the projection of a staggering increase for 2024, when it would reach the vertiginous amount of 853,239 inhabitants.

As mentioned before, this increase is mainly due to migration from rural areas; sometimes from rural areas and Districts of Lambayeque itself, such as Monsefú and Eten; and also, from other departments for instance Cajamarca (Chota, Jaén, and San Ignacio) and Amazonas (Chachapoyas and Bagua). People, in these cases, arrive to Chiclayo, looking for better opportunities regarding education and job.

**Statistics Table N° 01**

**Evolution of Metropolitan population according to district**

| District | Evolution of population of Chiclayo Province | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Population in 1981 | | Population in 1993 | | Population in 2007 | | Population in 2009 | | Population in 2014 | | Population 2019* | | Population 2024* | |
| | N° | % | N° | % | N° | % | N° | % | N° | % | N° | % | N° | % |
| 1. Chiclayo | 213.366 | 56 | 239.887 | 43.6 | 260.948 | 37.4 | 264.618 | 36.9 | 272.14 | 35.7 | 279.662 | 34.6 | 287.184 | 33.7 |
| 2. José Leonardo Ortiz | 71.767 | 19 | 119.433 | 21.7 | 161.717 | 23.2 | 167.758 | 23.4 | 182.859 | 23.6 | 197.961 | 24.5 | 213.062 | 25 |
| 3. La Victoria | 0 | 0 | 60.249 | 11 | 77.699 | 11.1 | 80.191 | 11.2 | 86.423 | 11.4 | 92.655 | 11.5 | 98.887 | 11.6 |
| 4. Pimentel | 10.648 | 3 | 18.524 | 3.4 | 32.346 | 4.6 | 34.32 | 4.8 | 39.256 | 5.2 | 44.193 | 5.5 | 49.129 | 5.8 |
| 5. Monsefú | 22.319 | 6 | 27.986 | 5.1 | 30.123 | 4.3 | 30.428 | 4.2 | 31.191 | 4.5 | 31.954 | 4 | 32.718 | 3.8 |
| 6. Pomalca | 0 | 0 | 0 | 0 | 23.092 | 3.3 | 23.493 | 3.3 | 24.496 | 3.2 | 25.498 | 3.2 | 26.501 | 3.1 |
| 7. Reque | 7.057 | 2 | 9.483 | 1.7 | 12.606 | 1.8 | 13.052 | 1.8 | 14.167 | 1.8 | 15.283 | 1.9 | 16.398 | 1.9 |
| 8. Santa Rosa | 5.262 | 1 | 8.641 | 1.6 | 10.965 | 1.6 | 11.297 | 1.6 | 12.127 | 1.5 | 12.956 | 1.6 | 13.786 | 1.6 |
| 9. Eten | 9.851 | 3 | 11.195 | 2 | 10.673 | 1.5 | 10.598 | 1.3 | 10.412 | 1.3 | 10.226 | 1.2 | 10.039 | 1.2 |
| 10. Eten Puerto | 2.162 | 1 | 2.472 | 0.4 | 2.238 | 0.3 | 2.205 | 0.3 | 2.121 | 0.3 | 2.037 | 0.3 | 1.954 | 0.2 |
| 11. Lambayeque | 29.656 | 2 | 45.09 | 8.2 | 63.376 | 9.1 | 66 | 9.2 | 72.534 | 9.5 | 79.069 | 9.8 | 85.603 | 10 |
| 12. San José | 5.592 | 1 | 7.219 | 1.3 | 12.078 | 1.7 | 12.772 | 1.8 | 14.507 | 1.9 | 16.243 | 2 | 17.978 | 2.1 |
| **TOTAL** | **377.68** | **100** | **550.179** | **100** | **697.861** | **100** | **716.732** | **100** | **762.233** | **100** | **807.737** | **100** | **853.239** | **100** |

(* projection)

Source: Municipalidad Provincial de Chiclayo

In what Human Development Index (HDI) concerns, Lambayeque region is on the seventh place within the whole country, and it is considered by Peruvian HDI to have potential to develop tourism, farming, industry and services.

It is worth to cast light on the meaning of HDI, though. This index refers to the statistics combination of life expectancy, education and income per capita; and it is applied by the United Nations development programme to rank countries into four tiers of human development.

**Table N° 02**
**Rate of illiteracy in Chiclayo**

| DISTRICT | TOTAL |
|---|---|
| 1. Chiclayo | 2.30% |
| 2. José Leonardo Ortiz | 7% |
| 3. La Victoria | 6.20% |
| 4. Pimentel | 4.40% |
| 5. Monsefú | 15.30% |
| 6. Pomalca | 9.30% |
| 7. Reque | 5% |
| 8. Santa Rosa | 6.70% |
| 9. Eten | 17.70% |
| 10. Eten Puerto | 1.50% |
| 11. Lambayeque | 7.20% |
| 12. San José | 5.90% |

Source: Municipalidad Provincial de Chiclayo

HDI shows that Lambayeque is developing at a good pace. For example, in relation to the use and access to technology; according to INEI 92% of population has at least one mobile phone in a family and almost 50% of people uses the internet at least once a day, for entertaining and communication purposes.

Evidently, education plays a major role for this research, and in this matter, statistics show that Educational Service in Chiclayo, despite it all, and if

compared to other Peruvian departments (Huánuco for example, which has 16.6% of Illiteracy), is good, but still insufficient. According to INEI, illiteracy also strikes Chiclayo, but in a low rate, since as a district, in its urban area, affects only to the 2.3% of its population, sadly, It is not the same in its rural areas, where illiteracy can reach almost 12% (Eten). Statistics also show that Schooling rate in Chiclayo is 84%, which means; 84 of 100 students attend to classes, furthermore, school dropouts' rate is only 3.14%.

The main economic activities are:

- Commercial sector: Chiclayo is a very dynamic city, which economy is based mainly in business, as it represents 26 % of GDP (Gross domestic product or PBI in Spanish), and where, from 100 establishments, 63 of them are dedicated to business.
- Agriculture: Chiclayo bases its agriculture mainly in two products: sugar cane and lemon; and they are the second producers in the whole Peru of: rice, yellow corn, cotton, sweet potato and passion fruit.
- Financing services, which represents 20 % of Chiclayo's GDP

## 1.2 HISTORICAL EVOLUTION OF THE RESEARCH OBJECT

In order to understand better, the evolution of the problem and its global impact and importance, we will not only focus on the problem in a local level, but we will begin by explaining the problem from a bigger context, because this reality is observed all around the world.

Language teaching has been around for many centuries, and over the centuries, it has changed. Various influences have affected language teaching. Reasons for learning language have been different in different periods. In some eras, languages were mainly taught for the purpose of reading. In others, it was taught mainly to people who needed to use it orally. These differences influenced how language was taught in various periods. Also, theories about the nature of language and the nature of learning have changed. However, many of the

current issues in language teaching have been considered off and on throughout history.

In the Western world back in the 17th, 18th and 19th centuries, foreign language learning was associated with the learning of Latin and Greek, both supposed to promote their speakers' intellectuality. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorization of vocabulary and translation of literary texts. There was no provision for the oral use of the languages under study; after all, both Latin and Greek were not being taught for oral communication but for the sake of their speakers' becoming "scholarly?" or creating an illusion of "erudition." Late in the nineteenth century, the Classical Method came to be known as the **Grammar Translation Method,** which offered very little beyond an insight into the grammatical rules attending the process of translating from the second to the native language.

Then, in the 19th century, the **Direct Method** appeared and enjoyed great popularity at the beginning of the twentieth, but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.

The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the 1950s as the **Audiolingual Method.**

The Audiolingual Method was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behavioristic psychologists were married with the pattern practices of the Audiolingual Method.

The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took

account of the affective and interpersonal nature of learning. As a result, new methods were proposed, which attempted to capitalize on the importance of psychological factors in language learning. David Nunan (1989: 97) referred to these methods as "designer" methods, on the grounds that they took a "one-size-fits-all" approach. Some examples of this are: Suggestopedia, the silent method, strategy based instruction, etc.

Nevertheless, a new era has begun, the digital era; which is characterized by the use and the vertiginous development of technology, applied to every aspect of life: health, science, communication, etc.

Language teaching should not be an exception to this new and exciting digital era, furthermore because of language nature and its communicative implications Language learning should be even more related and relay on technology and to be specific, in social networks sites than any other learning matter since it is precisely technology and SNS which strengthen communication.

It is sad though that most teachers have not adapted their methodology to meet the modern challenges of 21st Century teaching.

This fact is actually surprising because we, teachers, are not so far from this digitalization neither, especially if we consider that 61% of educators are already on Facebook and 40% are on you tube (Colorado technical University survey – 2013); nevertheless, few teachers (less than 10 %) include those SNS as tools into their teaching practice.

**In the institution**

This problem affects students and teachers at the Language Center of Señor de Sipán University as well, since we can see there are many teachers who still use traditional methods in their daily praxis and only some of them are opened to include different approaches to improve their student's learning.

Evidently, this does not raise the interest of students who as a result do not engage with their learning process and, subsequently do not learn the language.

Many students finish their course without being able even to articulate a sentence correctly, their language domain is poor, and they are not capable of communicating in English. Their lack of interest is surprising for most teachers. They do not understand the need students have to use technology.

There is a gap between us (teachers and screenager students) that cannot be bridged unless we teachers begin to speak their language in our classes, the language of the digital natives.

It is true that most teachers use a type of technology, which is provided by the institution, as data projector and classroom computer, but sadly they use it to continue with the traditional method, that is merely to project the digital pages of the book which content students could simply read from the printed books they already have at hand.

Even when teachers take students to the computer lab, we count on Señor de Sipán Language Center, and try to include technology into their lessons, they realize students are not accomplishing their tasks, they are mainly checking their Facebook profiles, comments and “likes”.

Obviously, this frustrates the teacher who usually decides to never return to the lab center and forbid the use of any device which could permit the access to SNSs.

There is a factor in this equation that teachers are not considering; students now are different from the way we used to be when we were the students. They need a different approach, so instead of forbidding technology we should use it in our favor. Technology is a tool, so it only depends on how well or how bad we use it.

## 1.3 STATEMENT AND CHARACTERISTICS OF THE PROBLEM

It is observed in the class of Beginners IV of Señor de Sipán Language Center that, teachers:

a. Use traditional methods to teach English.
b. Meagerly apply teaching strategies.
c. Do not count on and therefore do not apply any instructional design.
d. Do not comprise innovating activities in their lessons.
e. Do not regard independent leaning.
f. Teachers scarcely use technology in classes.
g. The rare times teachers use technology in class, they misapply it.
h. Do not include social networks as tools in any learning activity.

As consequence, students:

a. Do not pay attention in classes.
b. Do not engage with their English learning process
c. Do not achieve the level required according to the institutions' expectations for their coursing cycle (A1 CEFR).
d. Cannot communicate in the target language (neither in written nor spoken way)
e. Lack vocabulary and grammar knowledge.

As described, students do not engage with English learning process, so as result, they do not achieve the level required according to the institutions' expectations for their coursing cycle (A1 CEFR). Students cannot communicate in the target language. They lack vocabulary and grammar knowledge.
Teachers must deal with this deficiency; they feel frustrated because they cannot achieve their goals and objectives since students are not interested in their classes. Teachers do not know how to solve this problem. The main reason why teachers cannot make out this quandary is simply because they do not know how to do it.

## 1.4 METHODOLOGY

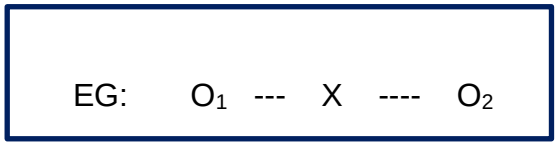
### 1.4.1 Methodology

To test the hypothesis we will apply the quasi experimental design.

This research is considered to be quasi experimental, because it was not possible to randomly assign the sample. Classrooms are already formed and are not possible to be manipulated in any other way.

This design is the most commonly developed in educational intervention researches, since they are conducted in a field where it is virtually impossible random assignment. Nevertheless, this design research seeks to evaluate the effectiveness of a treatment.

The design applied was as follows:




**Key**

EG: Experimental group

$O_1$: Pre-test

X: Application of the stimulus

$0_{2:}$ Post Test

### 1.4.2 *Population and Sample*

a. Population

The population consists of 64 students around 18 years old, who present problems with language learning in their English classes. They are divided in 3 sections. Those students coursed beginners IV at Señor de Sipán language center during October 2015. To be in Beginners IV, students must be in level A1 according to Common European Framework of Reference for Languages.

Nevertheless, by the time they finish the cycle in order to pass to Elementary I, they must achieve level A2.

The population is specified in the following chart:

| Section | Number of students |
|---|---|
| K | 23 |
| L | 21 |
| M | 20 |
| **TOTAL** | **64** |

*b. Sample*

The sample consists of 21 students around 18 years old, who present problems with language learning in their English classes. Those students course beginners IV section L at the Señor de Sipán language center during October 2015.

### *1.4.3 Materials, techniques and instruments of data collection*

In order to collect the data required to conduct this research, the following instruments were used.

a. Pre - Test: This instrument will permit to know the level of English learning of students prior the application of the instructional design.

b. Interview: To gather information about the existence or lack of existence of a instructional design for classes.

c. Questionnaire: To gather information about the use of technology in classes.

d. Posttest: This instrument will permit to know the level of English learning of students after the application of the instructional design.

### *1.4.4 Methods and procedures of data collection*

A. Before the application of the instruments:

a. Revision of the proposed objectives.

b. Revision of the variables and their dimensions.

c. Consideration about population.

B. Concerning the instruments to apply.

a. Selection of the instruments to apply.

b. Elaboration of the instruments.

c. Validation of the instruments.

d. Application of the instruments.

e. Presentation of results.

f. Analysis of results.

### 1.4.5 Statistical analysis of the data

Simple Descriptive statistics will be used trough the following procedure:

a. Data collection

b. Data classification

c. Ordering data

d. Statistics graphics

e. Analysis and data interpretation.

# CHAPTER II
# THEORETICAL FRAMEWORK

# 2. THEORETICAL FRAMEWORK

This chapter reviews important theoretical premises that underlie the socially – oriented approach as well as principles that link and strongly support the use of technology in the pedagogical labor; both aspects sustain, nurture and guide this thesis.

## 2.1 BACKGROUND OF THE RESEARCH PROBLEM

Technology, as mentioned before, plays a significant role in education nowadays.

People is aware of its importance and there are numerous researches regarding its benefits when applied to the teaching – learning process. Nevertheless, since social networks are a relatively young developed technology, few researches have been carried out around the world about it, and virtually none in our country. Therefore, those pioneer researches are very important and have such a huge impact on this dissertation.

### *2.1.1 "Social networking for language learners: Creating meaningful output with Web 2.0 tools"*

**Author:** ROBERT CHARTRAND

**Year:** 2012

**Author's Hypothesis:** "One of the main reasons for the immense popularity of social networking is the process of potentially maintaining and developing online relationships (Thorne, 2010). It is not only a way to view pictures of friends such as on Facebook, view short messages on Twitter, or post videos on YouTube, it is also of as a form of expression, interaction, and community building. An increasing number of educators and learners are

making use of these tools to communicate outside of the classroom. Perhaps it is the emphasis on using the target language as a resource for building interpersonal relationships that differentiates it from traditional approaches to language learning pedagogy and provides an opportunity for success. Innovative and pedagogically effective ways to improve language learning include instructional uses, students' perceived learning gains, instructors' use of the technology, social impact and economic viability for use by the students"

**Author's Conclusion:** "There are a number of ways to use social networking Web sites to encourage ESOL students to listen and to produce their own materials to share on the Internet. This type of activity used to be very difficult to integrate into ESOL lessons due to costs and technical limitations; however, these barriers have slowly been fading, and it is now possible to use these online tools to improve students' English ability. This is useful, but challenges remain. There is a certain amount of time needed for teachers and students to learn how to use Web 2.0 technology. Even if one is familiar with computers, there is still a need to learn how to use software, to search for podcasts, and set-up accounts with social networking Web sites. Additionally, the privacy issues of using social networking are a cause for concern. The security and privacy requirements of these sites are complicated and not well understood or defined (Ahn, Shehab, & Squicciarini, 2011). Thus it may become necessary for teachers to become knowledgeable in security policies on the shared data of students.

Language learners through new technologies can produce meaningful output. They are easy to use, inexpensive, and readily available through the Internet. Motivational, pedagogical, and affective factors are persuasive arguments for making an effort to experiment with this technology, and ESOL teachers can

contribute significantly to their learners' progress in learning English."

**Personal Comments:** This dissertation leaded me to conclude that the Internet has the potential to provide language learners with vast resources of authentic written, audio, and video materials to supplement lessons.

It is true, some time ago it was difficult to apply strategies and activities based which would require the use of internet and technology, but nowadays, the use of social networks and small technology devices have become so common that they could be easily used in classes.

The boost their use implies in the lessons is wonderful because activities based on SNSs are really meaningful since they require students express themselves in a real context, interacting with real people, inside and outside the class.

It is true though, that privacy policies are an important issue, teachers must be careful with to prevent possible indiscretions from students.

### *2.1.2 "Identity in Online Communities: Social Networking Sites and Language Learning"*

**Author:** RICHARD HARRISON AND MICAHEL THOMAS

**Year:** 2009

**Author's hypothesis:** "Social software has a direct impact on foreign language teaching and learning in Japan, by allowing both teachers and learners to build and participate in multimedia collaborative learning environments that are able to promote active and creative language learning. Language learning that takes places in these social networks can be based on the creation and

sharing of user profiles, friends, instant messaging, blogging and comments, as well as photos and videos."

**Author's conclusions:** "The preliminary research presented in this article shows the possibilities that SNSs such as Livemocha offer to transform language learning, by providing environments that allow new modes of active learning (Bonwell & Eison 1991). Livemocha presents a fascinating insight into a number of these points of conflict and renegotiation, particularly between the role of teachers and learners to direct and mediate the language learning process in networked communities (Hassan 2004). SNSs systems and the personal learning environments associated with them, present language educators with an opportunity to examine existing theories of learning, and to gain invaluable data and insights into how learning is occurring in the new age of digital literacies and the deconstruction of traditional classrooms that it necessitates (Lockard & Pegrum 2007)"

**Personal Comments:** This dissertation was incredibly valuable since it provided me the guidelines on how to conduct activities using SNS.

At the same time, it encouraged me to continue my path, as the author remarked how influential the use of SNS can be in language learners, particularly in millennial and screenager students, because they represent new opportunities for developing diverse online learning environments and enhancing interactivity, participation and feedback between students, their peer groups and teachers

This thesis also helped me to be aware of the importance of mediation while applying SNS activities, it helped me to always keep in mind my theoretical bases and develop each activity accordingly.

## 2.2 THEORETICAL SUSTAIN

In this section; theories, approaches and frameworks in which the instructional design is based, will be revised.

In order to give it strong sustain, two main pillars (see figure 1) have been considered:

- Social Learning Theory by Albert Bandura: Regarding **pedagogical** aspects, which mean, taking into account which strategies and teaching practices should be included.

  As it is well known, Bandura proposes that learning occurs in a social environment through observation, imitation and modelling rather than in isolated ones. That is, any learning, but specially language learning, due to its intrinsic communicative nature will not happen fruitfully if we continue in the praxis of traditional models of teaching. Traditional models of teaching include long and extensive teacher lectures, students silent reading, simple drilling without any open or creative activity following it, etc. In the other hand social learning includes activities in which students will interact with each other to learn. For this social interaction there are several activities that can be applied in the classroom, Nevertheless, this dissertation is specially focused on the use of 2.0 technology, because it is especially appealing to the current generation of students, and it is widely used by them. So, combining 2.0 technologies and social learning theory, the obvious intersection was social network sites. Environments as Facebook, twitter, Instagram, WhatsApp and even Youtube will provide the perfect opportunities for students to interact, learn and practice the language joyfully.

- Technological Pedagogical Content Knowledge by Punya and Koehler (TPACK): Concerning **Techno pedagogical** sustain.

  It is true that Techno pedagogy is relatively a brand-new term. It refers to the use of technology as a key factor in the whole teaching – learning experience. Due to our digital native students' habits anc characteristics, it is impossible to withdraw their minds, actions and activities from the use of technology. Students use it in their daily basis, for almost any activity they normally do. Is it logical that the only environment they are forbidden to use it is in the classroom? Why is it not possible to engage them into significant learning activities using precisely that tool?

  Using technology is not simply projecting a PDF in class or playing a tape or audio. There are different resources, and to apply TPACK effectively it is important to domain the use of technology, to know the different possibilities that exist and therefore, to know when to use them, according to the situation.

  Punya and Koehler claim that to be an effective teacher, a whole set of skills is required. A teacher must master the content they teach, must have a deepen knowledge of ways and techniques of teaching, which is pedagogy; but since we are now in the 21st century, it is vital we combine this two expertise (Content and Pedagogy) with a widen knowledge of Information and Communication Technology (ICT) tools. Therefore, the reason 2.0 technology is considered as an important factor in the instructional design proposed in this dissertation.

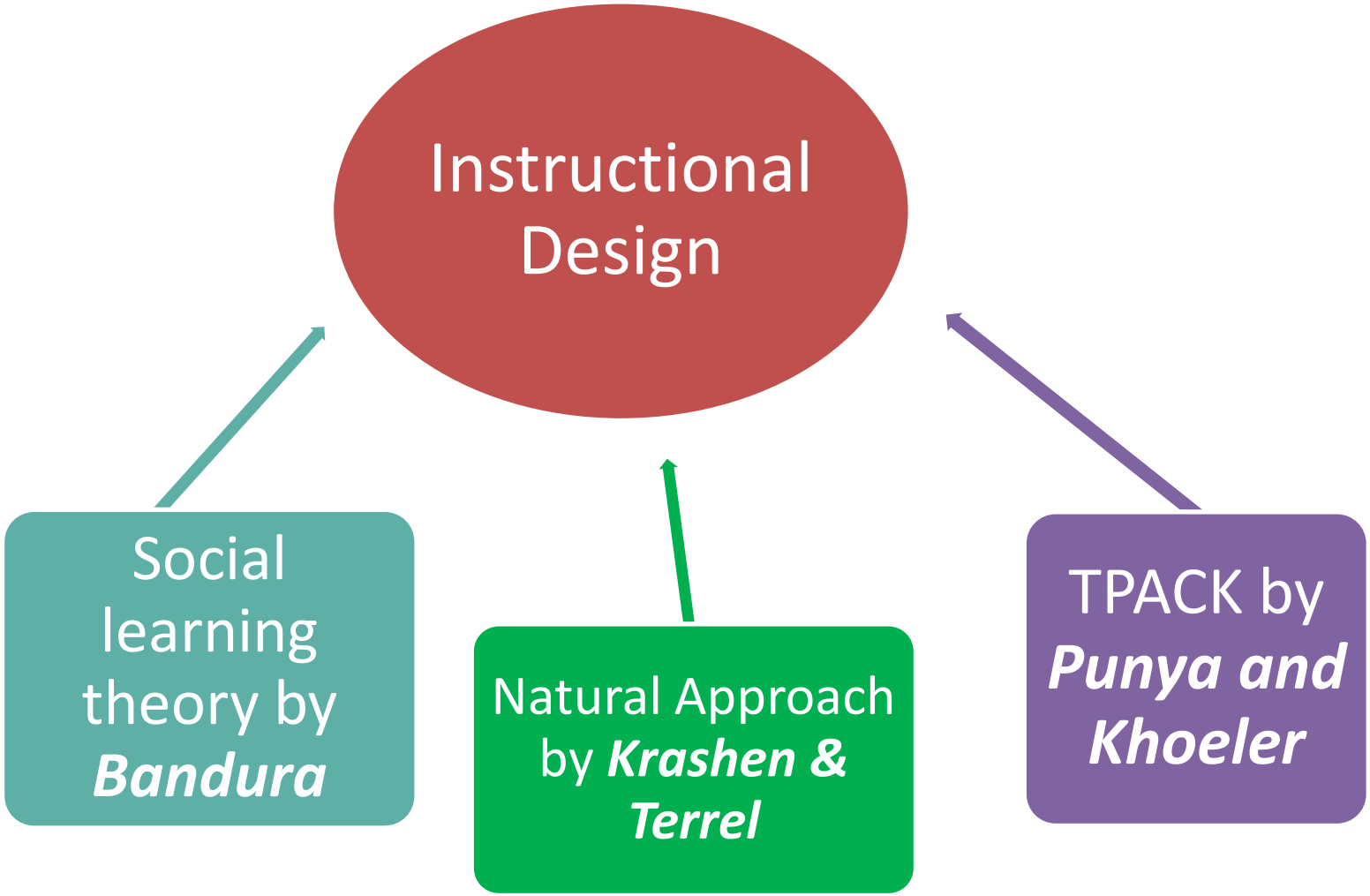



**Figure 1**: Theoretical sustain for the proposal
**Source:** *Own Elaboration*

### 2.2.1 PEDAGOGICAL SUSTAIN

The social learning theory is one of the pillars of this dissertation, so we have settled its basic concepts, in order to make easier for us to steep in it.

**SOCIAL LEARNING THEORY**
**ALBERT BANDURA**

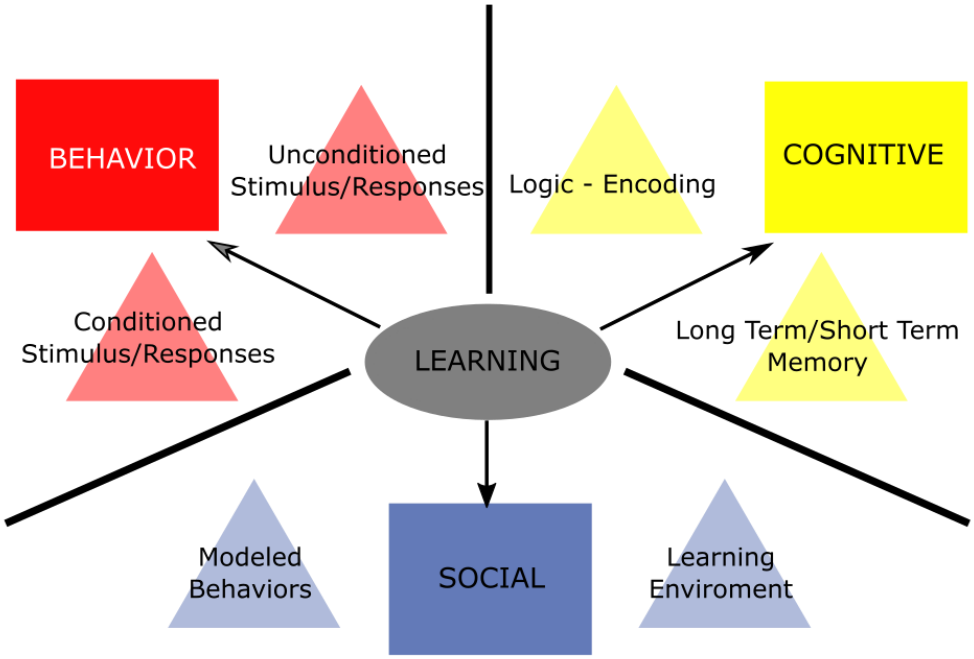
*"(…) from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action."*

- Albert Bandura

The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development. While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning.

While the behavioral theories of learning suggested that all learning was the result of associations formed by conditioning, reinforcement, and punishment, Bandura's social learning theory proposed that learning can also occur simply by observing the actions of others.

His theory added a social element, (See Figure 2) arguing that people can learn new information and behaviors by watching other people. Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.




(Figure 2 – Social Learning theory diagram)

**Source:** *Barren 2003 IDE 621 [Figure] Recovered: www.pinterest.com*

#### 2.2.1.1 Basic Social Learning Concepts

There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the notion that internal mental states are an essential part of this process. Finally, this theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior.

A. People can learn through observation: *Observational Learning*

In his famous Bobo doll experiment, Bandura demonstrated that children learn and imitate behaviors they have observed in other people. The children in Bandura's studies observed an adult acting violently toward a Bobo doll. When the children were later allowed to play in a room with the Bobo doll, they began to imitate the aggressive actions they had previously observed.

Bandura identified three basic models of observational learning:

1. A live model, which involves an actual individual demonstrating or acting out a behavior.
2. A verbal instructional model, which involves descriptions and explanations of a behavior.
3. A symbolic model, which involves real or fictional characters displaying behaviors in books, films, television programs, or online media.

*B.* Mental states are important to learning: *Intrinsic Reinforcement*

Bandura noted that external, environmental reinforcement was not the only factor to influence learning and behavior. He described intrinsic reinforcement as a form of internal reward, such as pride, satisfaction, and a sense of accomplishment. This emphasis on internal thoughts and cognitions helps connect learning theories to cognitive developmental theories. While many textbooks place social learning theory with behavioral theories, Bandura himself describes his approach as a 'social cognitive theory.'

C. LEARNING DOES NOT NECESSARILY LEAD TO A CHANGE IN BEHAVIOR.

While behaviorists believed that learning led to a permanent change in behavior, observational learning demonstrates that people can learn new information without demonstrating new behaviors.

### 2.2.1.2 The Modeling Process

Not all observed behaviors are effectively learned. Factors involving both the model and the learner can play a role in whether social learning is successful. Certain requirements and steps must also be followed.

***a. Attention:***

In order to learn, you need to be paying attention. Anything that distracts your attention is going to have a negative effect on observational learning. If the model interesting or there is a novel aspect to the situation, you are far more likely to dedicate your full attention to learning.

***b. Retention:***

The ability to store information is also an important part of the learning process. Retention can be affected by a number of factors, but the ability to pull up information later and act on it is vital to observational learning.

***c. Reproduction:***

Once you have paid attention to the model and retained the information, it is time to actually perform the behavior you observed. Further practice of the learned behavior leads to improvement and skill advancement.

***d. Motivation:***

Finally, in order for observational learning to be successful, you have to be motivated to imitate the behavior that has been modeled. Reinforcement and punishment play an important role in motivation. While experiencing these motivators can be highly effective, so can observing other experience some type of reinforcement or punishment. For example, if you see another

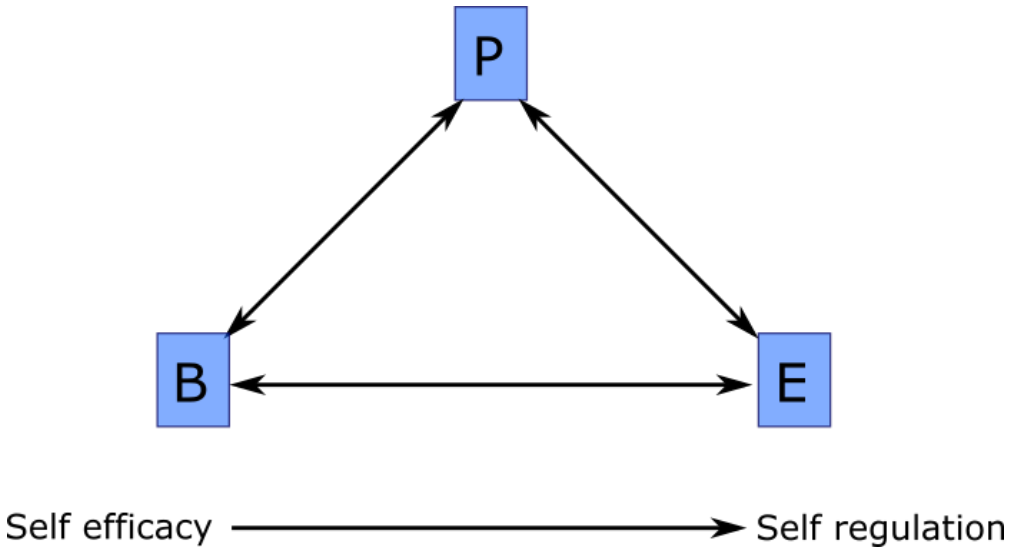
student rewarded with extra credit for being to class on time, you might start to show up a few minutes early each day.

#### 2.2.1.3 Terms

a. Reciprocal causation: According to Bandura, behavior can also influence both the environment and the person. Each of the three variables: environment, person, behavior influence each other. (p, be, e)

b. Self-efficacy: Self efficacy means learners feel self-confident towards learning. People are more likely to engage in certain behaviors when they believe they are capable of implementing those behaviors successfully, this means that they have high self-efficacy.

c. Self-regulation: Self-regulation is when the individual has his own ideas about what is appropriate or inappropriate behavior and chooses actions accordingly. There are several aspects of self-regulation. (See Figure 3)




(Figure 3 – Self efficacy and self-regulation schema)

**Source:** *Dinh, 2015 [Figure] Recovered: www.educational designingworld.com*

d. Modeling: Modeling means doing what others do. There are different types of models.

   - Live model: and actual person demonstrating the behavior.
   - Symbolic model: a person or character portrayed in a medium such as television, videotape, computer programs, or a book.
   - Verbal instructional model: This requires descriptions and explanations of behavior.

e. Imitation: An individual uses another person's behavior as a discriminative stimulus for an imitative response. The observer is then reinforced in some way for display imitation.

f. Vicarious reinforcement – behavior is acceptable

g. Vicarious punishment – behavior is unacceptable

#### 2.2.1.4 Social Learning and Social Cognitive Theory (SCT)

Social Cognitive Theory (SCT) has its beginnings in the Social Learning Theory (SLT) in the 1960s, both proposed by Albert Bandura. In 1986, Bandura developed SLT into the SCT and proposes that learning occurs in a social context with a dynamic and reciprocal interaction of the person, environment, and behavior. The main highlight of SCT is the importance Bandura casts on social influence and its emphasis on external and internal social reinforcement.

SCT integrates a large number of discrete ideas, concepts, and sub-processes into an overall framework for understanding human functioning. Five of the central concepts are described below.

a. *Observational Learning/Modeling.* From its inception one core premise within SCT has been that people learn through observation. This process is also described as vicarious learning or modeling because learning is a result of watching the behavior and consequences of models in the environment. Although observational learning is dependent upon the availability of models, who or what can serve this role is defined broadly. Live demonstrations of a behavior or skill by a teacher or classmate, of course, typify the notion of modeling. Verbal or written descriptions, video or audio recordings, and other less direct forms of performance are also considered forms of modeling. There also distinctions among different types of models. Mastery models are proficient when demonstrating a skills, whereas coping models struggle, make mistakes, and only eventually show proficiency. Abstract modeling occurs when the skill or knowledge being learned is conveyed only indirectly, and cognitive modeling occurs when a model verbalizes her thoughts while demonstrating a cognitive process or skill.

   According to SCT, observational learning of novel behaviors or skills is dependent on four inter-related processes involving attention, retention, production, and motivation. Attentional processes are critical because students must attend to a model and the relevant aspects of behavior in order to learn. Retention refers to the processes necessary for reducing and transforming what is observed into a symbolic form that can be stored for later use. Production processes are necessary when students draw on their stored codes and make an effort to

perform what they have observed. Finally, motivational processes are key for understanding why students engage in the prior sub-processes, including whether they ever attempt to use or recreate the new skills they have observed. Each of these processes, furthermore, are affected by factors such as the developmental level of the learner and characteristics of the model and modeled behavior.

Beyond new learning, modeling is also important for understanding when or why previously learned behaviors are exhibited. Students' may inhibit their engagement in a behavior if they observe a model suffer consequences they would prefer to avoid. For instance, if a teacher glares at one student who is talking out of turn, other students may suppress this behavior to avoid a similar reaction. In a related fashion, students may disinhibit or engage in a behavior they had initially suppressed when they fail to see any negative consequences accrue to a model. For example, students may refrain from shouting out answers unless they are called upon only until they see others do so without repercussions. Finally, through a process labeled response facilitation, models can simply prompt others to behave in known ways.

b. *Outcome Expectations.* Outcome expectations reflect individuals' beliefs about what consequences are most likely to ensue if particular behaviors are performed. For instance, children may believe that if they get a hit during a baseball game the crowd will cheer, they will feel good and will be admired by their teammates. These beliefs are formed inactively through students' own past experiences and vicariously through the observation of others. Outcome expectations are important in SCT because they shape the decisions people make about what actions to take and which behaviors to suppress. The frequency of a behavior should

increase when the outcomes expected are valued, whereas behaviors associated with unfavorable or irrelevant outcomes will be avoided.

c. *Perceived Self-efficacy.* Self-efficacy also has emerged as a prominent and influential concept within SCT. Self-efficacy reflects individuals' beliefs about whether they can achieve a given level of successful at a particular task (Bandura, 1997). Students with greater self-efficacy are more confident in their abilities to be successful when compared to their peers with lower self-efficacy. Self-efficacy has proven useful for understanding students' motivation and achievement in academic contexts. Higher levels of perceived self-efficacy have been associated with greater choice, persistence, and with more effective strategy use (Pajares, 1996).

   Consistent with the tenets of SCT, self-efficacy is viewed as a product of individuals' own past performances, the observation and verbal persuasion of others in the environment, and individuals' on-going physiological state (Bandura, 1997). Rather than directly affecting their self-efficacy, however, these sources of information are weighed and filtered through a process known as cognitive appraisal. For instance, a prior failure may not be detrimental to self-efficacy if students believe there was some no-longer relevant reason for the poor performance (e.g., prior sickness). Interventions based on SCT and designed to increase self-efficacy in school-aged children have proven effective (Pajares, 1996).

d. *Goal Setting.* Goal setting is another central process within SCT (Bandura, 1986; Schunk, 1990). Goals reflect cognitive representations of anticipated, desired, or preferred outcomes. Hence, goals exemplify the agency view within SCT that people not only learn, they use forethought to envision the future,

identify desired outcomes, and generate plans of action. Goals are also closely related to other important processes within SCT. For instance, models can provide goals in the form of specific behavioral outcomes or more general standards for acceptable levels of performance. Goals also are intricately related to students' outcome expectations and their perceived self-efficacy. Goals are a function of the outcomes students expect from engaging in particular behaviors and the confidence they have for completing those behaviors successfully. Finally, goals are an important prerequisite for self-regulation because they provide objectives that students are trying to achieve and benchmarks against which to judge progress.

e. *Self-regulation.* Research on self-regulation or, when applied to academic contexts, self-regulated learning, blossomed in the 1980s and continued into the early 2000s to expand. Explanations for students' management or control of their own learning behaviors have arisen from within many distinct theoretical perspectives (Zimmerman & Schunk, 2001). Many of the most common models, however, have strong roots in SCT. SCT models of self-regulation assume that self-regulation is dependent on goal setting, in that students are thought to manage their thoughts and actions in order to reach particular outcomes (Schunk, 2001; Zimmerman, 2000). SCT views of self-regulation initially emphasized three sub-processes (Bandura, 1986; 1991). Self-observation reflects students' ability to monitor or keep track of their own behaviors and outcomes. Self-judgment is the process through which students' evaluate whether their actions are effective and allow them to make progress toward their goals. Finally, self-reaction occurs when students' respond to the evaluations they have made by modifying their behavior, rewarding it, or discontinuing it.

Self-regulation is a prominent and increasing aspect of SCT that exemplifies the underlying assumptions regarding agency and the influence of personal factors on behavior and the environment. As noted above, self-regulation is also dependent on other processes within SCT, including goal setting and self-efficacy. Unless students have goals and feel efficacious about reaching them, they may not activate the processes needed for self-regulation. Modeling can also affect students' self-regulated learning. The skills needed to manage one's behavior, as well the beliefs and attitudes that serve to motivate self-regulation, can be obtained through modeling.

#### 2.2.1.5 Implications for classroom instruction

One of the strengths of SCT is that it provides a clear foundation for classroom interventions designed to improve students' learning. In this section, several general implications for instruction derived from the key concepts described above are explained. More complete treatments of the instructional implications of SCT readers are available elsewhere (e.g., Linares et al., 2005; Paris & Paris, 2001; Zimmerman, Bonner, & Kovach, 1996).

a. *Observational Learning/Modeling.* The most basic instructional implication of SCT is that students should be provided frequent access to models of the knowledge, skills, and behaviors they are expected to learn. For example, teachers should model the behaviors and cognitive processes they want students to learn. Effective instruction, moreover, should include multiple types of models (e.g., teacher, peers, parents) and various forms of modeling (e.g. cognitive, verbal, mastery, coping). The inhibitory and disinhibitory effects of modeling, further, need that educators

administer rewards and punishments in a careful and consistent manner.

More specifically, instruction based on SCT should support students' engagement in each of the four sub-processes of observational learning. Students' attention can be increased by using models that are viewed as competent, prestigious, and similar to themselves. Students also pay closer attention when the skill or material being demonstrated is considered more personally relevant or interesting. Instruction should support students' retention by facilitating the creation of verbal labels or images through the use of mnemonics, graphic organizers, or other similar learning strategies. Opportunities for rehearsal, both in the form of repeated exposure to models and in the form of time to reflect on the material or skills also assist retention. The effective use of models depends on providing students multiple opportunities to practice the behaviors or skills they have observed. This process will be improved if students are provided feedback about their efforts that is specific, more immediate, and insightful about what the learner is doing well and what needs improvement. Teachers should support the motivational aspects of observational learning through the purposeful use of rewards and punishments. These consequences, further, should shape students' behavior when they are provided either to the learner or to a model. To improve motivation, teachers should also model attitudes that they want students to adopt such as enthusiasm or interest in the material.

b. *Outcome Expectations***.** Instruction should help students to see that classroom learning and the demonstration of that learning leads to personally valued or important outcomes. Students must believe that, if they complete learning tasks successfully, the outcomes they achieve are meaningful, useful, or worthy of the effort necessary to reach them. To encourage these beliefs, teachers should create lessons that emphasize real-world applications and

the relevance of material to students' own lives. Decontextualized instructional practices that obfuscate the benefits of learning should be avoided.

c. *Perceived Self-Efficacy.* Students will be more active, effortful, and effective learners when they are confident in their ability to complete academic tasks successfully. Hence, instruction should be designed in a way that helps them to develop and sustain their self-efficacy for learning. Most simply, tasks should be moderately challenging so that students do well and make progress when providing reasonable effort. Teachers should ensure that students have the prerequisite knowledge and strategies needed to be successful at more complex and rigorous tasks. In this way, students will develop a pattern of success that fosters positive levels of self-efficacy. Self-efficacy can also be improved when students are exposed to peer models who initially struggle but who ultimately are able to complete tasks effectively (i.e., coping models). Finally, teachers can make direct statements to learners or models as a way to boost their confidence. Such statements, however, must be credible or they will be discounted or ignored by learners.

d. *Goal Setting.* Instruction should help students to set effective goals by addressing the properties found in the most effective goals (Schunk, 1990). Instructional practices should promote students' efforts to set attainable goals that are clear, specific, and moderately challenging. In order to show progress and to maintain self-efficacy, learning goals should be attainable with moderate levels of effort. These goals will also reduce disappointment and frustration that students might feel if they fail to reach their goals. Specific goals are more effective than general or vague goals in spurring students to action and in guiding their behavior. Students should have both distal and more short-term goals for their learning in class. However, proximal goals are more effective at guiding

behavior because they allow for more immediate feedback about progress. Finally, goals that students set or endorse themselves have a bigger impact on their behavior than goals that are assigned. Hence, instruction should help students develop the ability and willingness to form their own academic goals.

e. *Self-Regulation.* According to SCT, all students should be supported in their efforts to be self-regulated learners. In addition to fostering self-efficacy and effective goal setting, teachers should help students become skilled at self-observation, self-judgment, and self-reaction (see Zimmerman et al., 1996). Teachers can promote self-observation by helping students learn how to monitor different aspects of their academic behavior. Practices such as journal writing, checklists, and time for self-reflection help students develop these skills. For self-judgment, students must learn how to evaluate their performance in light of the goals or standards they have set. Teachers can facilitate this process through modeling and by supporting students' own efforts to compare their performance to both absolute and normative standards. Teachers should also help students see the value and relevance of the standards in order to encourage their self-judgment. The self-reaction process depends on students' ability to respond adaptively both when they are making progress and when they are not. For the former, instructional practices should assist students in learning how to self-administer reinforcements for their own efforts using both concrete and internal rewards. For the latter, instruction should support students in their efforts to evaluate and modify their learning strategies in order to improve progress. As with all skills, students can development these self-regulatory abilities vicariously and with guided opportunities to practice them firsthand.

### 2.2.1.6 Linking Social Learning Theory and Natural Approach

As It is well known for most language teachers, around the late 70s and early 80s, professor Krashen and professor Terrel, from University of Southern California, both linguistics by formation, developed a revolutionary method to teach second languages.

It was a completely novel method, since prior them, language teaching was guided primarily or almost entirely by traditional methods based on behaviorist theories of learning.

Traditional methods used at that time, based their lessons on drilling and long lectures, exercises to memorize grammar rules and isolated words to form an extended bank of vocabulary. Exercises as filling the gaps and converting sentences tenses were very popular.

Learning a new language at that time, was obviously not for everybody, it required a huge will in order to persist on the classes, a lot of memory and concentration. Most of the times, students learnt basic concepts about the target language but did not have fluency and their communication hardly ever sounded natural. They used basically text book language, they were not prepared for real life situations.

In view of this situation, Dr. Krashen and Dr. Terrel decided to come up with a new approach to teach second languages, a much more effective one. So, they conducted their studies and researches and finally brought into light this innovative and transforming method of teaching.

According to their studies, they realized language is better learnt in a naturalistic way, emphasizing communication, since that is the main core of a language. In this new approach, conscious grammar did not play such an important role in classes, they decided grammar could be elicited from language exposure.

The syllabus contained only activities which would encourage second language acquisition through developing students' communicative skills. They divided the activities into four categories: Content activities, personalizing language, games and problem solving.

As we can see, basically, all the activities were designed to enhance communication, in a social and interactive context.

After all the explained, the relation between natural approach and social learning theory is more than evident.
Both theories emphasize the importance of a social environment to learn effectively. They both consider activities which require interaction and peer collaboration. Another common feature is that they reject the forced learning based on direct punishment and correction. They considered a stress-free environment was crucial to really encourage learning.

Therefore, the researcher considered Natural approach as a third sustain for the proposal but including it, underlying Social learning theory due to several links already exposed.
This third sustain is considered a linguistic sustain, because it goes deeper into language learning, analyzing the real nature and characteristics of a language and from there creating a method to teach it.
To understand in depth this approach here are described in more detail its features.

#### 2.2.1.6.1 ***Natural Approach: Linguistic sustain***

**Krashen & Terrel**

*"Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill"*
Stephen Krashen

The linguistic theory of Krashen has long changed the traditional way of studying languages.
Krashen believes that there is no fundamental difference between the way we acquire our first language and our subsequent languages. He claims that humans have an innate ability that guides the language learning process. Infants learn their mother tongue simply by listening attentively to spoken language that is (made) meaningful to them. Foreign languages are acquired in the same way.

Krashen synthesizes his theories of second/foreign language learning in what is usually referred to as the Monitor Model. The Monitor Model has 5 components: The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis

After a brief summary, which has helped us to give an overall idea about the natural approach, it is important to look deeper into this approach in order to understand and grasp the importance and influence it has on this thesis.

#### 2.2.1.6.2 *Background*

In 1977, Tracy Terrell, a teacher of Spanish in California, outlined "a proposal for a 'new' philosophy of language teaching which [he] called the Natural Approach" (Terrell 1977; 1982: 121). This was an attempt to develop a language teaching proposal that incorporated the "naturalistic" principles researchers had identified in studies of second language acquisition. The Natural Approach grew out of Terrell's experiences teaching Spanish classes. Since that time Terrell and others have experimented with implementing the Natural Approach in elementary- to advanced-level classes and with several other languages. At the same time, he has joined forces with Stephen Krashen, an applied linguist at the University of Southern California, in elaborating a theoretical rationale for the Natural Approach, drawing on Krashen's influential theory of second language acquisition. Krashen and Terrell's combined statement of the principles and practices of the Natural Approach appeared in their book, The Natural Approach, published in 1983. The Natural Approach has attracted a wider interest than some of the other innovative language teaching proposals of their time, largely because of its support by Krashen. Krashen and Terrell's book contains theoretical sections prepared by Krashen that outline his views on second language acquisition (Krashen 1981; 1982), and

sections on implementation and classroom procedures, prepared largely by Terrell.

Krashen and Terrell have identified the Natural Approach with what they call "*traditiona*l" approaches to language teaching. They define Traditional approaches as "based on the use of language in communicative situations without recourse to the native language" - and, perhaps, needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar. Krashen and Terrell note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, and imitative and so forth" (Krashen and Terrell 1983: 9). The fact that the authors of the Natural Approach relate their approach to the Natural Method has led some to assume that Natural Approach and Natural Method are synonymous terms. Although the tradition is a common one, there are important differences between the Natural Approach and the older Natural Method, which it will be useful to consider at the outset.

The Natural Method is another term for what by the turn of the century had become known as the Direct Method. It is described in a report on the state of the art in language teaching commissioned by the Modern Language Association in 1901 (the report of the "Committee of 12"):

“The term natural, used in reference to the Direct Method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children. Similarly, the Natural Approach, as defined by Krashen and Terrell, is believed to conform to the naturalistic principles found in successful second language acquisition. Unlike the Direct Method, however, it places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences. In the Natural Approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning; a prolonged

period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. The emphasis on the central role of comprehension in the Natural Approach links it to other comprehension-based approaches in language teaching."

2.2.1.6.3. *Approach:*

a) Theory of language

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. They reject earlier methods of language teaching, such as the Audiolingual Method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but theories of something else; for example, the structure of language" (1983: 1).

The importance of the vocabulary is stressed, for example, suggesting the view that a language is essentially its lexicon and only inconsequently the grammar that determines how the lexicon is exploited to produce messages. Terrell quotes Dwight Bolinger to support this view:

The quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in. (Bolinger, in Terrell 1977: 333).

Language is viewed as a vehicle for communicating meanings and messages. Hence Krashen and Terrell state that "acquisition can take

place only when people understand messages in the target language (Krashen and Terrell 1983: 19).

"The input hypothesis states that in order for acquirers to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage" (Krashen and Terrell 1983: 32). Krashen refers to this with the formula "I + 1" (i.e., input that contains structures slightly above the learner's present level). We assume that Krashen means by structures something at least in the tradition of what such linguists as Leonard Bloomfield and Charles Fries meant by structures. The Natural Approach thus assumes a linguistic hierarchy of structural complexity that one masters through encounters with "input" containing structures at the "1 + 1" level.

The lexicon for both perception and production is considered critical in the construction and interpretation of messages. Lexical items in messages are necessarily grammatically structured, and more complex messages involve more complex grammatical structure. Although they acknowledge such grammatical structuring, Krashen and Terrell feel that grammatical structure does not require explicit analysis or attention by the language teacher, by the language learner, or in language teaching materials.

b) Theory of learning

Krashen and Terrell make continuing reference to the theoretical and research base claimed to underlie the Natural Approach and to the fact that the method is unique in having such a base. "It is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts" (Krashen and Terrell 1983: 1). The theory and research are grounded on Krashen's views of language acquisition, which we will collectively refer to as Krashen's language acquisition theory. Krashen's views have been presented and discussed extensively elsewhere (e.g., Krashen 1982), so we will not try to present or critique Krashen's arguments here.

2.2.1.6.4 *HYPOTHESIS*

Krashen postulated five hypotheses in his modeling theory. They are:

a. The acquisition/learning hypothesis

The Acquisition/Learning Hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. Acquisition is the "natural" way, paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. Learning, according to the theory, cannot lead to acquisition.

b. The monitor hypothesis

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The Monitor Hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate, but that conscious learning (i.e., the learned system) has only this function. Three conditions limit the successful use of the monitor:

1. Time. There must be sufficient time for a learner to choose and apply a learned rule.
2. Focus on form. The language user must be focused on correctness or on the form of the output.
3. Knowledge of rules. The performer must know the rules. The monitor does best with rules that are simple in two ways. They must

be simple to describe, and they must not require complex movements and rearrangements.

c. The natural order hypothesis

According to the Natural Order Hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Research has shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English, and a similar natural order is found in second language acquisition. Errors are signs of naturalistic developmental processes, and during acquisition (but not during learning), similar developmental errors occur in learners no matter what their mother tongue is.

d. The input hypothesis

The Input Hypothesis explains the relationship between what the learner is exposed of a language (the input) and language acquisition. It involves four main issues.

First, the hypothesis relates to acquisition, and not to learning.

Second, people acquire language best by understanding input that is slightly beyond their current level of competence:

An acquirer can "move" from a stage I (where I is the acquirer's level of competence) to a stage I +1 (where I + 1 is the stage immediately following I along some natural order) by understanding language containing I + 1. (Krashen and Terrell 1983: 32)

Clues based on the situation and the context, extra linguistic information, and knowledge of the world make comprehension possible.

Third, the ability to speak fluently cannot be taught directly; rather, it "emerges" independently in time, after the acquirer has built up linguistic competence by understanding input.

Fourth, if there is a sufficient quantity of comprehensible input, I + 1 will usually be provided automatically. Comprehensible input refers to utterances that the learner understands based on the context in which they are used as well as the language in which they are phrased.

When a speaker uses language so that the acquirer understands the message, the speaker "casts a net" of structure around the acquirer's current level of competence, and this will include many instances of I + 1. Thus, input need not be finely tuned to a learner's current level of linguistic competence, and in fact cannot be so finely tuned in a language class, where learners will be at many different levels of competence.

Just as child acquirers of a first language are provided with samples of "caretaker speech," rough-tuned to their present level of understanding, so adult acquirers of a second language are provided with simple codes that facilitate second language comprehension. One such code is "foreigner talk," which refers to the speech native speakers use to simplify communication with foreigners. Foreigner talk is characterized by a slower rate of speech, repetition, restating, use of Yes/No instead of Wh- questions, and other changes that make messages more comprehensible to persons of limited language proficiency.

E. The affective filter hypothesis

Krashen sees the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. The hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition.

1. Motivation. Learners with high motivation generally do better.
2. Self-confidence. Learners with self-confidence and a good self-image tend to be more successful.
3. Anxiety. Low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

The Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquirers have a high affective filter, which prevents acquisition from taking place. It is believed that the affective filter (e.g., fear or embarrassment) rises in early adolescence, and this may account for children's apparent superiority to older acquirers of a second language.

These five hypotheses have obvious implications for language teaching. In sum, these are:

1. As much comprehensible input as possible must be presented.
2. Whatever helps comprehension is important. Visual aids are useful, as is exposure to a wide range of vocabulary rather than study of syntactic structure.
3. The focus in the classroom should be on listening and reading; speaking should be allowed to "emerge."
4. In order to lower the affective filter, student work should center on meaningful communication rather than on form; input should be interesting and so contribute to a relaxed classroom atmosphere.

2.2.1.6.5 *DESIGN*

A. Objectives

The Natural Approach "is for beginners and is designed to help them become intermediates." It has the expectation that students will be able to function adequately in the target situation. They will understand the speaker of the target language (perhaps with requests for clarification), and, will be able to convey (in a non-insulting manner) their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless—but their production does need to be understood. They should be able to make the meaning

clear but not necessarily be accurate in all details of grammar. (Krashen and Terrell 1983: 71)

However, since the Natural Approach is offered as a general set of principles applicable to a wide variety of situations, as in Communicative Language Teaching, specific objectives depend upon learner needs and the skill (reading, writing, listening, or speaking) and level being taught. Krashen and Terrell feel it is important to communicate to learners what they can expect of a course as well as what they should not expect. They offer as an example a possible goal and no goal statement for a beginning Natural Approach Spanish class.

After 100-150 hours of Natural Approach Spanish, you will be able to: "get around" in Spanish; you will be able to communicate with a monolingual native speaker of Spanish without difficulty; read most ordinary texts in Spanish with some use of a dictionary; know enough Spanish to continue to improve on your own.

After 100—150 hours of Natural Approach Spanish you will not be able to: pass for a native speaker, use Spanish as easily as you use English, understand native speakers when they talk to each other (you will probably not be able to eavesdrop successfully); use Spanish on the telephone with great comfort; participate easily in a conversation with several other native speakers on unfamiliar topics. (Krashen and Terrell 1983: 74)

B. The syllabus

Krashen and Terrell (1983) approach course organization from two points of view. First, they list some typical goals for language courses and suggest which of these goals are the ones at which the Natural Approach aims. They list such goals under four areas:

- Basic personal communication skills: oral (e.g., listening to announcements in public places)
- Basic personal communication skills: written (e.g., reading and writing personal letters)
- Academic learning skills: oral (e.g., listening to a lecture)
- Academic learning skills: written (e.g., taking notes in class)

Of these, they note that the Natural Approach is primarily "designed to develop basic communication skills - both oral and written (1983: 67). They then observe that communication goals "may be expressed in terms of situations, functions and topics" and proceed to order four pages of topics and situations "which are likely to be most useful to beginning students" (1983: 67). The functions are not specified or suggested but are felt to derive naturally from the topics and situations. This approach to syllabus design would appear to derive to some extent from threshold level specifications.

The second point of view holds that "the purpose of a language course will vary according to the needs of the students and their particular interests" (Krashen and Terrell 1983: 65).

The goals of a Natural Approach class are based on an assessment of student needs. We determine the situations in which they will use the target language and the sorts of topics they will have to communicate information about. In setting communication goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures or forms. Instead we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about a grammatical syllabus. (Krashen and Terrell 1983:71)

From this point of view, it is difficult to specify communicative goals that necessarily fit the needs of all students. Thus, any list of topics

and situations must be understood as syllabus suggestions rather than as specifications.

As well as fitting the needs and interests of students, content selection should aim to create a low affective filter by being interesting and fostering a friendly, relaxed atmosphere, should provide a wide exposure to vocabulary that may be useful to basic personal communication, and should resist any focus on grammatical structures, since if input is provided "over a wider variety of topics while pursuing communicative goals, the necessary grammatical structures are automatically provided in the input" (Krashen and Terrell 1983: 71).

C. Types of learning and teaching activities

From the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways.

When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers. There is a gradual progression from Yes/ No questions, through either-or questions, to questions that students can answer using words they have heard used by the teacher. Students are not expected to use a word actively until they have heard it many times. Charts, pictures, advertisements, and other realia serve as the focal point for questions, and when the students' competence permits, talk moves to class members.

"Acquisition activities" - those that focus on meaningful communication rather than language form are emphasized. Pair or group work may be employed, followed by whole-class discussion led by the teacher.

Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context are used to elicit questions and answers; and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching, where sharing information in order to complete a task is emphasized. What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence.

D. Learners role

There is a basic assumption in the Natural Approach that learners should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience and the fluency they will ultimately demonstrate. The language acquirer is seen as a processor of comprehensible input. The acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extralinguistic information.

Learners' roles are seen to change according to their stage of linguistic development. Central to these changing roles are learner

decisions on when to speak, what to speak about, and what linguistic expressions to use in speaking.

In the pre-production stage students "participate in the language activity without having to respond in the target language" (Krashen and Terrell 1983: 76). For example, students can act out physical commands, identify student colleagues from teacher description, point to pictures, and so forth.
In the early-production stage, students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?).

In the speech-emergent phase, students involve themselves in role play and games, contribute personal information and opinions, and participate in group problem solving.

Learners have four kinds of responsibilities in the Natural Approach classroom:

- Provide information about their specific goals so that acquisition activities can focus on the topics and situations most relevant to their needs.
- Take an active role in ensuring comprehensible input. They should learn and use conversational management techniques to regulate input.
- Decide when to start producing speech and when to upgrade it.
- Where learning exercises (i.e., grammar study) are to be a part of the program, decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently.

Learners are expected to participate in communication activities with other learners. Although communication activities are seen to provide naturalistic practice and to create a sense of camaraderie, which lowers the affective filter, they may fail to provide learners with well-formed and comprehensible input at the I + 1 level. Krashen and Terrell warn of these shortcomings but do not suggest means for their amelioration.

## E. Teacher roles

The Natural Approach teacher has three central roles. First, the teacher is the primary source of comprehensible input in the target language. "Class time is devoted primarily to providing input for acquisition," the teacher is the primary generator of that input. In this role the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students.

Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but on elicited student needs and interests.

As with other non-orthodox teaching systems, the Natural Approach teacher has a particular responsibility to communicate clearly and compellingly to students the assumptions, organization, and expectations of the method, since in many cases these will violate student views of what language learning and teaching are supposed to be.

## F. The role of instructional material

The primary goal of materials in the Natural Approach is to make classroom activities as meaningful as possible by supplying "the extra-linguistic context that helps the acquirer to understand and thereby to acquire" (Krashen and Terrell 1983: 55), by relating classroom activities to the real world, and by fostering real communication among the learners. Materials come from the world of realia rather than from textbooks. The primary aim of materials is to promote comprehension and communication. Pictures and other visual aids are essential, because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Other recommended materials include schedules, brochures, advertisements, maps, and books at levels appropriate to the students, if a reading component is included in the course. Games, in general, are seen as useful classroom materials, since "games by their very nature, focus the student on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself" (Terrell 1982: 121). The selection, reproduction, and collection of materials places a considerable burden on the Natural Approach teacher. Since Krashen and Terrell suggest a syllabus of topics and situations, it is likely that at some point collections of materials to supplement teacher presentations will be published, built around the "syllabus" of topics and situations recommended by the Natural Approach.

2.2.1.6.6 *CONCLUSION*

The Natural Approach belongs to a tradition of language teaching methods based on observation and interpretation of how learners acquire both first and second languages in non-formal settings. Such methods reject the formal (grammatical) organization of language as a prerequisite to teaching. They hold with Newmark and Reibel that "an adult can effectively be taught by grammatically unordered materials" and that such an approach is, indeed, "the only learning process which we know for certain will produce mastery of the language at a native level" (1968: 153). In the Natural Approach, a focus on comprehension and meaningful communication as well as the provision of the right kinds of comprehensible input provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition. This has led to a new rationale for the integration and adaptation of techniques drawn from a wide variety of existing sources. Its greatest originality lies not in the techniques it employs but in their use in a method that emphasizes and meaningful practice activities, rather than production of grammatically perfect utterances and sentences.

## 2.2.2 TECHNO PEDAGOGICAL SUSTAIN

### TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE PUNYA & KOEHLER

Technological Pedagogical Content Knowledge (TPACK) is a framework to understand and describe the kinds of knowledge needed by a teacher for effective pedagogical practice in a technology enhanced learning environment. The idea of pedagogical content knowledge (PCK) was first described by Lee Shulman (Shulman 1986) and TPACK builds on those core ideas through the inclusion of technology. Punya Mishra, and Matthew J.

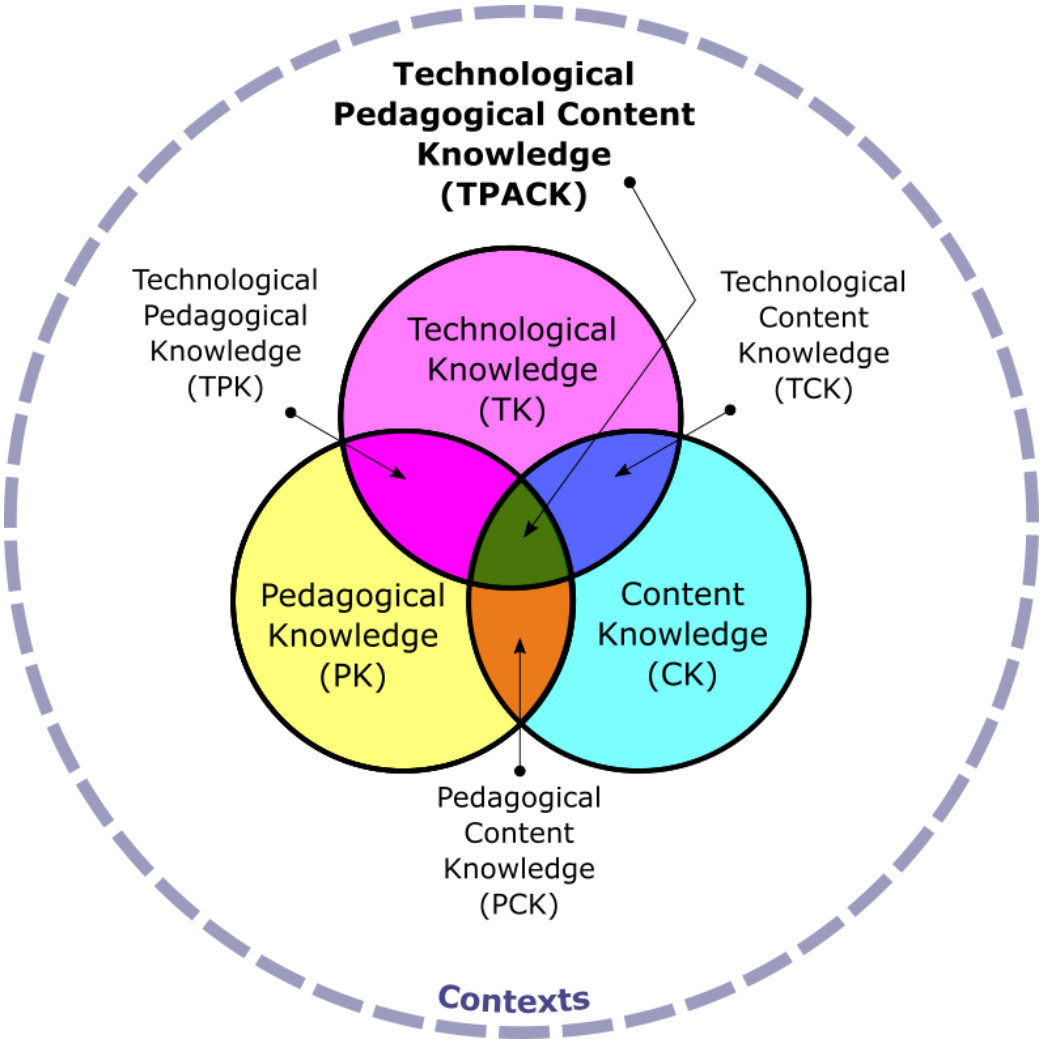
Koehler, both professors at Michigan State University, have done extensive work in constructing the TPACK framework.

#### 2.2.2.1 Basic notions

The TPACK framework argues that effective technology integration for teaching specific content or subject matter requires understanding and negotiating the relationships between these three components: Technology, Pedagogy, and Content. A teacher capable of negotiating these relationships represents a form of expertise different from, and (perhaps) broader than, the knowledge of a disciplinary expert (say a scientist or a musician or sociologist), a technology expert (a computer engineer) or an expert at teaching/pedagogy (an experienced educator). The TPACK framework highlights complex relationships that exist between content, pedagogy and technology knowledge areas and may be a useful organizational structure for defining what it is that teachers need to know to integrate technology effectively (Archambault & Crippen, 2009).

The TPACK framework builds on Shulman's (1987, 1986) descriptions of PCK to describe how teachers' understanding of educational technologies and PCK interact with one another to produce effective teaching with technology. Other authors have discussed similar ideas, though often using different labeling schemes. The conception of TPACK described here has developed over time and through a series of publications, with the most complete descriptions of the framework found in Mishra and Koehler (2006) and Koehler and Mishra (2008).

In this model (see Figure 4), there are three main components of teachers' knowledge: content, pedagogy, and technology. Equally important to the model are the interactions between and among these bodies of knowledge, represented as PCK (Pedagogical Content Knowledge), TCK (technological content knowledge), TPK (technological pedagogical knowledge), and TPACK.




(Figure 4 – TPACK Schema)

**Source:** Koehler, 2008 [Figure] *The TPACK framework and its knowledge components* Recovered from: www.citejournal.org

### *a. Content Knowledge*

Content knowledge (CK) is teachers' knowledge about the subject matter to be learned or taught. The content to be covered in middle school science or history is different from the content to be covered in an undergraduate course on art appreciation or a graduate seminar on astrophysics. Knowledge of content is of critical importance for teachers. As Shulman (1986) noted, this knowledge would include knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof, as well as

established practices and approaches toward developing such knowledge. Knowledge and the nature of inquiry differ greatly between fields, and teachers should understand the deeper knowledge fundamentals of the disciplines in which they teach. In the case of science, for example, this would include knowledge of scientific facts and theories, the scientific method, and evidence-based reasoning. In the case of art appreciation, such knowledge would include knowledge of art history, famous paintings, sculptures, artists and their historical contexts, as well as knowledge of aesthetic and psychological theories for evaluating art.

The cost of not having a comprehensive base of content knowledge can be prohibitive; for example, students can receive incorrect information and develop misconceptions about the content area (National Research Council, 2000; Pfundt, & Duit, 2000). Yet content knowledge, in and of itself, is an ill-structured domain, and as the culture wars (Zimmerman, 2002), the Great Books controversies (Bloom, 1987; Casement, 1997; Levine, 1996), and court battles over the teaching of evolution (Pennock, 2001) demonstrate, issues relating to curriculum content can be areas of significant contention and disagreement.

### *b. Pedagogical Knowledge*

Pedagogical knowledge (PK) is teachers' deep knowledge about the processes and practices or methods of teaching and learning. They encompass, among other things, overall educational purposes, values, and aims. This generic form of knowledge applies to understanding how students learn, general classroom management skills, lesson planning, and student assessment. It includes knowledge about techniques or methods used in the classroom; the nature of the target

audience; and strategies for evaluating student understanding. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills and how they develop habits of mind and positive dispositions toward learning. As such, pedagogical knowledge requires an understanding of cognitive, social, and developmental theories of learning and how they apply to students in the classroom.

### *c. Pedagogical Content Knowledge*

PCK is consistent with and similar to Shulman's idea of knowledge of pedagogy that is applicable to the teaching of specific content. Central to Shulman's conceptualization of PCK is the notion of the transformation of the subject matter for teaching. Specifically, according to Shulman (1986), this transformation occurs as the teacher interprets the subject matter, finds multiple ways to represent it, and adapts and tailors the instructional materials to alternative conceptions and students' prior knowledge. PCK covers the core business of teaching, learning, curriculum, assessment and reporting, such as the conditions that promote learning and the links among curriculum, assessment, and pedagogy. An awareness of common misconceptions and ways of looking at them, the importance of forging connections among different content-based ideas, students' prior knowledge, alternative teaching strategies, and the flexibility that comes from exploring alternative ways of looking at the same idea or problem are all essential for effective teaching.

### *d. Technology Knowledge*

Technology knowledge (TK) is always in a state of flux—more so than the other two core knowledge domains in the TPACK framework (pedagogy and content). Thus, defining it is notoriously difficult. Any definition of technology knowledge is in danger of becoming outdated by the time this text has been published. That said, certain ways of thinking about and working with technology can apply to all technology tools and resources.

The definition of TK used in the TPACK framework is close to that of Fluency of Information Technology (FITness), as proposed by the Committee of Information Technology Literacy of the National Research Council (NRC, 1999). They argue that FITness goes beyond traditional notions of computer literacy to require that persons understand information technology broadly enough to apply it productively at work and in their everyday lives, to recognize when information technology can assist or impede the achievement of a goal, and to continually adapt to changes in information technology. FITness, therefore, requires a deeper, more essential understanding and mastery of information technology for information processing, communication, and problem solving than does the traditional definition of computer literacy. Acquiring TK in this manner enables a person to accomplish a variety of different tasks using information technology and to develop different ways of accomplishing a given task. This conceptualization of TK does not posit an “end state,” but rather sees it developmentally, as evolving over a lifetime of generative, open-ended interaction with technology.

### *e. Technological Content Knowledge*

Technology and content knowledge have a deep historical relationship. Progress in fields, as diverse as medicine, history, archeology, and physics, have coincided with the development of new technologies that afford the representation and manipulation of data in new and fruitful ways. Consider Roentgen's discovery of X-rays, or the technique of carbon-14 dating and the influence of these technologies in the fields of medicine and archeology. Consider also how the advent of the digital computer changed the nature of physics and mathematics and placed a greater emphasis on the role of simulation in understanding phenomena. Technological changes have also offered new metaphors for understanding the world. Viewing the heart as a pump, or the brain as an information-processing machine are just some of the ways in which technologies have provided new perspectives for understanding phenomena. These representational and metaphorical connections are not superficial. They often have led to fundamental changes in the natures of the disciplines.

Understanding the impact of technology on the practices and knowledge of a given discipline is critical to developing appropriate technological tools for educational purposes. The choice of technologies affords and constrains the types of content ideas that can be taught. Likewise, certain content decisions can limit the types of technologies that can be used. Technology can constrain the types of possible representations, but also can afford the construction of newer and more varied representations. Furthermore, technological tools can provide a greater degree of flexibility in navigating across these representations.

TCK, then, is an understanding of the manner in which technology and content influence and constrain one another. Teachers need to master more than the subject matter they teach; they must also have a deep understanding of the manner in which the subject matter (or the kinds of representations that can be constructed) can be changed by the application of particular technologies. Teachers need to understand which specific technologies are best suited for addressing subject-matter learning in their domains and how the content dictates or perhaps even changes the technology—or vice versa.

### *f. Technological Pedagogical Knowledge*

TPK is an understanding of how teaching and learning can change when particular technologies are used in particular ways. This includes knowing the pedagogical affordances and constraints of a range of technological tools as they relate to disciplinarily and developmentally appropriate pedagogical designs and strategies. To build TPK, a deeper understanding of the constraints and affordances of technologies and the disciplinary contexts within which they function is needed.

For example, consider how whiteboards may be used in classrooms. Because a whiteboard is typically immobile, visible to many, and easily editable, its uses in classrooms are presupposed. Thus, the whiteboard is usually placed at the front of the classroom and is controlled by the teacher. This location imposes a particular physical order in the classroom by determining the placement of tables and chairs and framing the nature of student-teacher interaction, since students often can use it only when called upon by the teacher. However, it would be incorrect to say that there is only one way in which whiteboards can be used. One has only to compare the use of a whiteboard in a brainstorming meeting in an advertising

agency setting to see a rather different use of this technology. In such a setting, the whiteboard is not under the purview of a single individual. It can be used by anybody in the group, and it becomes the focal point around which discussion and the negotiation/construction of meaning occurs. An understanding of the affordances of technology and how they can be leveraged differently according to changes in context and purposes is an important part of understanding TPK.

TPK becomes particularly important because most popular software programs are not designed for educational purposes. Software programs such as the Microsoft Office Suite (Word, PowerPoint, Excel, Entourage, and MSN Messenger) are usually designed for business environments. Web-based technologies such as blogs or podcasts are designed for purposes of entertainment, communication, and social networking. Teachers need to reject functional fixedness (Duncker, 1945) and develop skills to look beyond most common uses for technologies, reconfiguring them for customized pedagogical purposes. Thus, TPK requires a forward-looking, creative, and open-minded seeking of technology use, not for its own sake but for the sake of advancing student learning and understanding.

### *g. Technology, Pedagogy, and Content Knowledge*

TPACK is an emergent form of knowledge that goes beyond all three “core” components (content, pedagogy, and technology). Technological pedagogical content knowledge is an understanding that emerges from interactions among content, pedagogy, and technology knowledge. Underlying truly meaningful and deeply skilled teaching with technology, TPACK is different from knowledge of all three concepts individually. Instead, TPACK is the basis of effective teaching

with technology, requiring an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; knowledge of what makes concepts difficult or easy to learn and how technology can help redress some of the problems that students face; knowledge of students' prior knowledge and theories of epistemology; and knowledge of how technologies can be used to build on existing knowledge to develop new epistemologies or strengthen old ones.

By simultaneously integrating knowledge of technology, pedagogy and content, expert teachers bring TPACK into play any time they teach. Each situation presented to teachers is a unique combination of these three factors, and accordingly, there is no single technological solution that applies for every teacher, every course, or every view of teaching. Rather, solutions lie in the ability of a teacher to flexibly navigate the spaces defined by the three elements of content, pedagogy, and technology and the complex interactions among these elements in specific contexts. Ignoring the complexity inherent in each knowledge component or the complexities of the relationships among the components can lead to oversimplified solutions or failure. Thus, teachers need to develop fluency and cognitive flexibility not just in each of the key domains (T, P, and C), but also in the manner in which these domains and contextual parameters interrelate, so that they can construct effective solutions. This is the kind of deep, flexible, pragmatic, and nuanced understanding of teaching with technology we involved in considering TPACK as a professional knowledge construct.

The act of seeing technology, pedagogy, and content as three interrelated knowledge bases is not straightforward. As said before,

To separate the three components (content, pedagogy, and technology) … is an analytic act and one that is difficult to tease out in practice. Nowadays, these components exist in a state of dynamic equilibrium or, as the philosopher Kuhn (1977) said in a different context, in a state of ‘‘essential tension’’…. Viewing any of these components in isolation from the others represents a real disservice to good teaching. Teaching and learning with technology exist in a dynamic transactional relationship (Bruce, 1997; Dewey & Bentley, 1949; Rosenblatt, 1978) between the three components in this framework; a change in any one of the factors has to be ‘‘compensated’’ by changes in the other two. (Mishra & Koehler, 2006, p. 1029)

This compensation is most evident whenever using a new educational technology suddenly forces teachers to confront basic educational issues and reconstruct the dynamic equilibrium among all three elements. This view inverts the conventional perspective that pedagogical goals and technologies are derived from content area curricula. Things are rarely that simple, particularly when newer technologies are employed. The introduction of the Internet, for example – particularly the rise of online learning – is an example of the arrival of a technology that forced educators to think about core pedagogical issues, such as how to represent content on the Web and how to connect students with subject matter and with one another (Peruski & Mishra, 2004).

Teaching with technology is a difficult thing to do well. The TPACK framework suggests that content, pedagogy, technology, and teaching/learning contexts have roles to play individually and together. Teaching successfully with technology requires continually creating, maintaining, and re-establishing a dynamic equilibrium among all components. It is worth noting that a range of factors influences how this equilibrium is reached.

#### 2.2.2.2 Implications of the TPACK framework

It has been argued that teaching is a complex, ill-structured domain. Underlying this complexity, however, are three key components of teacher knowledge: understanding of content, understanding of teaching, and understanding of technology. The complexity of technology integration comes from an appreciation of the rich connections of knowledge among these three components and the complex ways in which these are applied in multifaceted and dynamic classroom contexts.

Since the late 1960's a strand of educational research has aimed at understanding and explaining "how and why the observable activities of teachers' professional lives take on the forms and functions they do" (Clark & Petersen, 1986, p. 255; Jackson, 1968). A primary goal of that research is to understand the relationships between two key domains: (a) teacher thought processes and knowledge and (b) teachers' actions and their observable effects. The current work on the TPACK framework seeks to extend this tradition of research and scholarship by bringing technology integration into the kinds of knowledge that teachers need to consider when teaching. The TPACK framework seeks to assist the development of better techniques for discovering and describing how technology-related professional knowledge is implemented and instantiated in practice. By better describing the types of knowledge teachers need (in the form of content, pedagogy, technology, contexts and their interactions), educators are in a better position to understand the variance in levels of technology integration occurring.

In addition, the TPACK framework offers several possibilities for promoting research in teacher education, teacher professional

development, and teachers' use of technology. It offers options for looking at a complex phenomenon like technology integration in ways that are now amenable to analysis and development. Moreover, it allows teachers, researchers, and teacher educators to move beyond oversimplified approaches that treat technology as an "add-on" instead to focus again, and in a more ecological way, upon the connections among technology, content, and pedagogy as they play out in classroom contexts.

#### 2.2.2.3 Latest developments

***a. Theory and Practice***

Given both the broad positive and critical reception of the TPACK framework, it is natural that efforts have been made to assess the current state of its research and development. Voogt and colleagues (2013) conducted a review of articles and book chapters published between 2005 and 2011 that addressed the concept of TPACK. They noted that, "The purpose of the review was to investigate the theoretical basis and the practical use of TPACK"

From a final, vetted selection of 61 peer-reviewed publications, the authors traced the development of the framework from its earliest conceptions to its first appearance in scholarly journals.

The review found two major categories of research and scholarly focus underpinning the literature: those discussing and refining the theoretical basis of TPACK, and those addressing practical issues of measurement and teachers' professional development. In addition, there has been some significant work in the area of empirically driven strategies for developing TPACK in teachers.

***b. Measurement and instruments***

Researchers, teacher educators, and practitioners alike have sought to measure or assess the levels of TPACK in teachers to help

determine the impact of interventions and, professional development programs, or to descriptively characterize the current state of teacher knowledge. A snapshot of the field in 2011 (Koehler, Shin, & Mishra, 2011) documented 141 separate instances of measurement research and application. Despite the varied attempts to measure TPACK, five main categories emerge from the analysis, with varying degrees of usage by the TPACK community. Table 3 shows the results of this analysis.

**Table 3. Categories of TPACK Measurement and Assessment Instruments**

| Type of Measurement | Number of Uses | Description |
|---|---|---|
| Self - reports | 31 | Asking participants to rate the degree to which they agree to a given statement regarding the use of technology in teaching |
| Open - ended questionnaires | 20 | Surveys that prompt participants to expand on their experiences with educational technology |
| Performance assessments | 31 | Directly evaluating performance on specific tasks to assess TPACK |
| Interviews | 30 | Using a set of pre - determined questions to uncover evidence of participants' TPACK |
| Observations | 29 | Observing participants in classrooms or similar settings for evidence of TPACK |

**Source:** *Koehler, 2008 [Table] Recovered: www.citejournal.org*

These analyses, however, also revealed limited attention to reliability and validity properties important to establishing rigorous measurements, concerns echoed by other researchers (e.g. Archambault & Crippen, 2009; Graham, 2011). More recently Cavanaugh & Koehler (in press) have argued that researchers use a seven-criterion framework to guide empirical investigations using the TPACK framework to help develop a more rigorous approach to research involving TPACK measurements.

**c. *Approaches to teachers' development***

Researchers and practitioners have also begun investigating the question of "where to start" when formulating approaches to developing TPACK in pre- and in-service teachers. Several approaches have been proposed for teachers' development of technological pedagogical content knowledge (TPACK). Two of these approaches ("PCK to TPACK" and "TPK to TPACK") build on teachers' prior knowledge and experience with one or more of the core knowledge bases. The third, "Developing PCK and TPACK simultaneously," is a holistic approach to professional TPACK development that centers on teachers' experiences with defining, designing, and refining educational artifacts to solve particular learning challenges. Table 4 presents descriptions of three approaches for developing TPACK, including representative articles for each approach.

| TABLE 4. Approaches for Developing TPACK | |
|---|---|
| **Approaches for Developing TPACK** | **Description** |
| From PCK to TPACK | Teachers draw upon their existing pedagogical content knowledge (PCK) to form insights into which technologies might work well for specific learning goals (See Harris & Hofer, 2009; Doering, Scharber, Miller, & Veletsianos, 2009). |
| From TPK to TPACK | Teachers build on their knowledge of technology in general to develop expertise in using technology strategies (see Angeli & Valanides, 2009). |
| Developing PCK and TPACK simultaneously | Teachers gain experience and knowledge through projects that require them to define, design, and refine solutions for learning problems and scenarios. The design process serves as the locus for activities that produce insights into the ways technology, pedagogy, and content interact to create specialized forms of knowledge (see Mishra & Koehler, 2006; Brush & Saye, 2009). |

**Source:** *Koehler, 2008 [Table] Recovered: www.citejournal.org*

Keeping technology as a separate knowledge set causes problems, but when we understand the framework of TPACK, we can integrate technology into the content and pedagogy of our classrooms. The integration will help our students learn more effectively. Mishra and Koehler suggest that TPACK should guide curriculum development and teacher education.

TPACK should change the way we plan our daily lessons. We should follow a planning process where we first choose the learning outcomes that we will be working on a particular day or during a particular class session. The learning outcomes are the content. The second step proposed is choosing an activity type. The activity type is the pedagogy or how are the students going to learn the content. Finally, we can choose technologies that will support the activity type and aid the students in learning.

The simplest idea at play in TPACK is that a person who is a world-renowned expert in a subject might not be a great teacher because they lack the pedagogical knowledge to make the subject accessible and understandable. To be a great teacher, we have to combine our knowledge of the subject with our knowledge of how to teach. With the increasing focus on technology, we need to also learn how to combine technology with our content and pedagogy to create an effective learning environment.

## 2.3 CONCEPTUAL FRAMEWORK

In this section terms and concepts that are crucial for a full understanding of this dissertation and the instructional design proposed, will be reviewed.

### 2.3.1 Instructional design

Instructional Design is the practice of creating instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.

The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some "intervention" to assist in the transition. Ideally the process is informed by pedagogically (process of teaching) tested theories of learning and may take place in student-only, teacher-led or community-based settings.

Instructional Design is also defined as “a systematic process that is employed to develop education and training programs in a consistent and reliable fashion”. In addition, it may be thought of as a framework for developing modules or lessons that:

- increases and enhances the possibility of learning
- makes the acquisition of knowledge and skill more efficient, effective, and appealing,
- encourages the engagement of learners so that they learn faster and gain deeper levels of understanding

The outcome of this instruction may be directly observable and scientifically measured or completely hidden and assumed. There are many instructional design models, but many are based on the ADDIE

model with the five phases: analysis, design, development, implementation, and evaluation.

In a nutshell, instructional design can be thought of as a process for creating effective and efficient learning processes. The left-hand sidebar lists several types of instructional design processes. Some, such as Gagné and Keller, are concepts that work in most instructional design projects.

Others are aimed at specific learning processes. For example, van Merriënboer is used when the learners must master complex problem solving. Cognitive Task Analysis is even more specific — it is used to analyze tasks that are largely covert and nonprocedural in nature.

Learning can be quite complex, thus there is no “perfect” methodology that fits magically for every learning situation or every student. This is why instructional designers need to familiarize themselves with the various learning theories and concepts so that they can refer back to them when they experience complex design problems.

#### *2.3.1.1 Differences Between Instructional Design and Instructional System Design*

Instructional Design (ID) models differ from Instructional System Design (ISD) models in that ISD models have a broad scope and typically divide the instruction design process into the five phases of analysis, design, development, implementation, and evaluation. In addition, ISD models uses both formative evaluations in all the phases and a summative evaluation at the end of the process. Examples of ISD models are ADDIE and the Dick & Carey model.

On the other hand, ID models are less broad in nature and mostly focus on analysis and design, thus they normally go into much more detail, especially in the design phase.

ID models are normally employed in conjunction with ISD models. The ISD process keeps the entire training, development, or educational process on the correct path to reach the learning goals, while one or more ID models are used in conjunction that best supports the learning process being designed.

For example, you might use ADDIE to ensure you reach your goal, in addition to 4C/ID to design the parts of the learning processes that require complex problem solving.

#### 2.3.1.2 *Strategies of Instructional Design*

There are three types of learning strategies in Instruction Design — organizational, delivery, and management:

*1. Organizational*

Organizational strategies are broken down on the micro or macro level so that the lesson may be properly arranged and sequenced. Some methods for performing this are:

- **Job Performance Order:** The learning sequence is the same as the job sequence.
- **From Simple to Complex:** Objectives may be sequenced in terms of increasing complexity.
- **Critical Sequence:** Objects are ordered in terms of their relative importance.
- **Known to Unknown:** Familiar topics are considered before unfamiliar ones.
- **Dependent Relationship:** Mastery of one objective requires prior mastery of another.
- **Supportive relationship:** Transfer of learning takes place from one objective to another, usually because common elements are included in each objective. These should be placed as close together as possible so that the maximum transfer of learning can take place.

- **Cause to Effect:** Objectives are sequenced from cause to effect.

*2. Delivery*

Delivery strategies are concerned with the decisions that affect the way in which information is carried to the learners. Delivery is the means of communicating and transferring a learning process to the learners. For example, you can deliver a lesson in the classroom or via e learning. This is similar to the concept of media. Some methods of delivery are:

- Classrooms
- eLearning
- Lecture
- M Learning
- Social Learning & Social Media
- Video

*3. Management*

Management strategies involve the decisions that help the learners interact with the learning activities in order that they may increase their knowledge and skills. Some of the strategies are:

- Action Learning
- Boot Camp
- Fishbowls
- Lockstep
- Personalized System of Instruction
- Programmed Learning
- Linguistic Learning Mode
- Nonlinguistic Learning Mode
- Affective Learning Mode

#### *2.3.1.3 Should Instructional Design be called Learning Design?*

Recently, there has been some movement to call Instructional Design “Learning Design,” with the premise that this will focus the process more on the learners rather than ON the content. However, this has been criticized by others as we cannot design learning because it is the outcome of good instruction, rather we can only design the instruction, which is a process.

### 2.3.2 Social learning theory

Bandura’s Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

People learn through observing others’ behavior, attitudes, and outcomes of those behaviors. “Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.” (Bandura). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

#### *2.3.2.1 Necessary conditions for effective modeling*

- Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence, prevalence, complexity, functional value. One’s characteristics (e.g. sensory capacities, arousal level, perceptual set, past reinforcement) affect attention.

- Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal

- Reproduction — reproducing the image. Including physical capabilities, and self-observation of reproduction.

- Motivation — having a good reason to imitate. Includes motives such as past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

#### *2.3.2.2 Reciprocal Determinism*

Bandura believed in “reciprocal determinism”, that is, the world and a person’s behavior cause each other, while behaviorism essentially states that one’s environment causes one’s behavior, Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one’s psychological processes (one’s ability to entertain images in minds and language).

Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. The theory is related to Vygotsky’s Social Development Theory and Lave’s Situated Learning, which also emphasize the importance of social learning.

### 2.3.3 Technological Pedagogical Content Knowledge Framework

Technological pedagogical content knowledge (originally TPCK, now known as TPACK, or technology, pedagogy, and content knowledge) is a framework for teacher knowledge for technology integration. This framework builds on Lee Shulman's construct of pedagogical content knowledge (PCK) to include technology knowledge. The development of TPACK by teachers is critical to effective teaching with technology. The nature of technologies (both analog and digital) is considered, as well as how the inclusion of technology in pedagogy further complicates teaching. The TPACK framework for teacher knowledge is described in detail, as a complex interaction among three bodies of knowledge: Content, pedagogy, and technology. The interaction of these bodies of knowledge, both theoretically and in practice, produces the types of flexible knowledge needed to successfully integrate technology use into teaching.

TPACK, is a useful model for educators as they begin to use digital tools and strategies to support teaching and learning. This model, developed by educational researchers Mishra and Kohler (2006), is designed around the idea that content (what you teach) and pedagogy (how you teach) must be the basis for any technology that you plan to use in your classroom to enhance learning.

### 2.3.4 Social network sites

In 2007 the Journal of Computer-Mediated Communication published, what it claimed to be, the first collection of edited works on Social Network Sites. In their contribution, Boyd and Ellison (2007), provided the following definition of this new phenomenon:

"We define social network sites as web-based services that allow individuals to:

1. Construct a public or semi-public profile within a bounded system,

2. Articulate a list of other users with whom they share a connection, and
3. View and traverse their list of connections and those made by others within the system" (Boyd & Ellison 2007: para. 5)

At the core of SNSs are the profiles and network of 'friends" that users create. After a user signs up to an SNS, s/he will be prompted to create a profile that varies in sophistication depending on the networking site concerned. Facebook, for instance, provides a sophisticated profiling system that allows users to create very detailed information about themselves and also fine tune the level of privacy by determining what information is to be made public. Profiles typically involve sharing a photograph of the user and consist of such information as age, location, personal interests and added details in an 'About me' section.
Making profile information available is highly sensitive and as Boyd and Ellison suggest, "Structural variations around visibility and access are one of the primary ways that SNSs differentiate themselves from each other" (2007: n.p.).

Once a profile is created, users are then regarded as a member of the online community and can create a list of friends that will form the basis of their social network. This process is achieved in two ways.

First, users establish lists of friends by sending a request to a potential new member until the user accepts or declines the invitation. In this way, group membership in SNSs is based on consensus and mutual recognition, values typically associated with high context Asian cultures such as Japan (McCarty 2009), and unlike the unidirectional process associated with 'followers' on Twitter. Secondly, the majority of SNSs also have group or community functions, which allow users to create groups within the SNS based on a particular theme. In Facebook, for example, there are literally thousands of such groups, and these can be found using sophisticated keyword searches. Users can then join these groups, which may or may not be moderated by the creator and receive

information from other users within the group. This may in turn lead users to become friends as a result of attending group meetings.

This ability to make connections or establish networks with people that one may be meeting for the first time through joining a group, raises a series of difficult issues in research into SNS, in that two terms 'social network sites' and 'social networking sites' are commonly found in the literature. Given this ambiguity, Boyd and Ellison (2007) attempt to clarify the relationship between them: 'Networking' emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC)… What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between 'latent ties'… who share some offline connection. On many of the large SNS, participants are not necessarily 'networking' or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network. To emphasize this articulated social network as a critical organizing feature of these sites, we label them "social network sites" (Boyd & Ellison 2007: n.p.).

Social network sites are thus primarily concerned with people who already know each other and use the Internet as one way of keeping their existing social connections alive, rather than for making new ones. Based on a research, it will be argued that the concept of 'latent ties' (Haythornthwaite 2005) is limited in that it is founded on an essentially monolingual SNS and does not take into account the different levels of networking that are occurring when SNSs are used for language learning. In this context, the primary goal of users seeking target language learning 'friends', which is what would occur in a foreign language learning context, is precisely that of carrying out 'networking'

as opposed to developing existing networks. In what follows, the term SNS will therefore be used to indicate social 'networking' sites where the primary goal of users is to make new social connections for the specific aim of learning a new language.

### 2.3.5 Web 2.0

Web 2.0 is the current state of online technology as it compares to the early days of the Web, characterized by greater user interactivity and collaboration, more pervasive network connectivity and enhanced communication channels**.**

One of the most significant differences between Web 2.0 and the traditional World Wide Web (WWW, retroactively referred to as Web 1.0) is greater collaboration among Internet users, content providers and enterprises. Originally, data was posted on Web sites, and users simply viewed or downloaded the content. Increasingly, users have more input into the nature and scope of Web content and in some cases exert real-time control over it.

The social nature of Web 2.0 is another major difference between it and the original, static Web. Increasingly, websites enable community-based input, interaction, content-sharing and collaboration. Types of social media sites and applications include forums, microblogging, social networking, social bookmarking, social curation, and wikis.

***Elements of Web 2.0***

- Wikis: Websites that enable users to contribute, collaborate and edit site content. Wikipedia is one of the oldest and best-known wiki-based sites.

- The increasing prevalence of Software as a Service (SaaS), web apps and cloud computing rather than locally-installed programs and services.
- Mobile computing, also known as nomadicity, the trend toward users connecting from wherever they may be. That trend is enabled by the proliferation of smartphones, tablets and other mobile devices in conjunction with readily accessible Wi-Fi networks.
- Mash-ups: Web pages or applications that integrate complementary elements from two or more sources.
- Social networking: The practice of expanding the number of one's business and/or social contacts by making connections through individuals. Social networking sites include Facebook, Twitter, LinkedIn and Google+.
- Collaborative efforts based on the ability to reach large numbers of participants and their collective resources, such as crowdsourcing, crowdfunding and crowdsource testing.
- User-generated content (UGC): Writing, images, audio and video content -- among other possibilities -- made freely available online by the individuals who create it.
- Unified communications (UC): The integration of multiple forms of call and multimedia/cross-media message-management functions controlled by an individual user for both business and social purposes.
- Social curation: The collaborative sharing of content organized around one or more particular themes or topics. Social content curation sites include Reddit, Digg, Pinterest and Instagram.

### 2.3.6 Second language (English) learning

Second language acquisition and learning are defined as learning a language, which is different from your native language.

Second Language acquisition is a long process, which includes several stages.

#### *2.3.6.1 Second Language*

Language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language.

#### *2.3.6.2 Second Language Acquisition*

The definition of second language acquisition and learning is learning a second language once the mother tongue or first language acquisition is established. In other words, Second language acquisition or SLA is the process of learning other languages in addition to the native language. For instance, a child who speaks Hindi as the mother tongue starts learning English when he starts going to school. English is learned by the process of second language acquisition. In fact, a young child can learn a second language faster than an adult can learn the same language.

### *2.3.6.3 Difference between Second Language Acquisition and Learning*

Though most scholars use the terms “language learning” and “language acquisition” interchangeably, actually these terms differ. Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means acquiring the language with little or no formal training or learning.

For instance, if you go to a foreign land where people speak a different language from your native language, you need to acquire that foreign language. It can be done with little formal learning of the language through your everyday interaction with the native peoples in the market place, work place, parks or anywhere else.

### *2.3.6.4. Ways to introduce the second language*

A second language can be acquired at any time after a child has developed his or her language skills. A second language is often called the target language while the native language is known as "L1."

The second language can be introduced in following ways –

- introduced by speakers of the second language

- introduced as a second language that is part of the curriculum at school

### *2.3.6.5 Teaching Second Language*

There are several things to consideration when teaching a second language. These factors may include the language spoken at home, the willingness of the learner, the reason to learn the second language (i.e., learning at school, for work, to talk to friends or others).

Though all the students of second language acquisition go through the same stages of learning, the period of learning varies. Students can learn better by responding to pictures and visuals. Attention to listening comprehension and building a receptive and active vocabulary is essential.

### 2.3.7 Common European Framework of Reference (CEFR)

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyone involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country.

#### *2.3.7.1 A1 level*

A1 is one of the CEFR levels described by the Council of Europe. Students require a basic ability to communicate and exchange information in a simple way.

Students in this level can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

# CHAPTER III
# RESULTS AND DISCUSSION

# 2 RESULTS AND DISCUSSION

In this chapter, results of the research tools such as pretest, teachers' interview and teachers' questionnaire are detailed.

The proposal is also presented and explained in this chapter.

## 3.1 ANALYSIS OF THE PRE - TEST

The pre - test applied fulfils the standards to measure the level of English learning in students. Always keeping in mind, as explained before, English is a language and as such, its nature is communicative. Questions considered in the pre - test evaluate the minimum required to achieve A1 level according to The Common European Framework of Reference for languages.

A satisfactory answer which demonstrates A1 level is scored 2.

Scores 1 and 0 are considered below the level required.

This test was applied at the beginning of the cycle. Each cycle lasts one month.

After evaluating the sample, consisting on 21 students coursing Beginners IV at Señor de Sipan Language Center in October 2015. The results are as shown below.

### 3.1.1 Results obtained from answers to question 1:

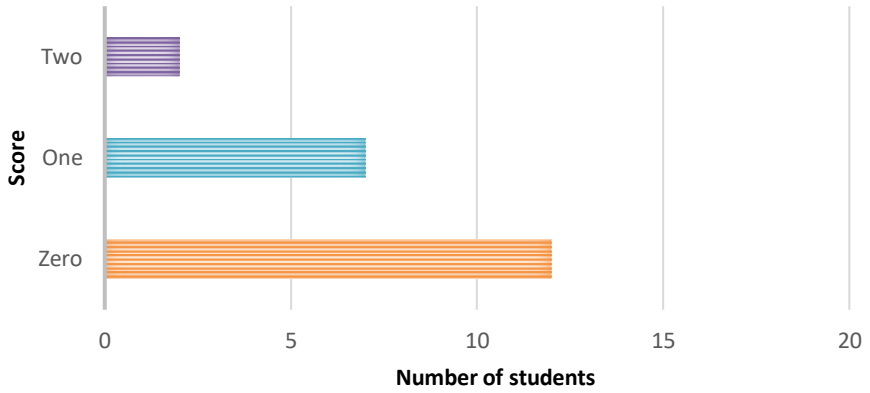
For question 1, students were asked to provide one of the most basic information about themselves, which is their age. The question asked was: "How old are you?"

**Table N° 5 Results of answers to question 1**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 12 | 7 | 2 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 4 RESULTS OF ANSWERS TO QUESTION 1**




**Source:** *Information obtained from Table N° 5 Results of answers to question 1*

**INTERPRETATION**

The bar chart presents the number of students who got a score of two, one or zero for question number one in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

It can be seen that there is a significant difference between the number of students who scored 2 which is a satisfactory achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As this graph shows, only 2 out of 21 students obtained two points for question number 1. In other words, only the 10% of the students answered correctly according to the level of English domain required for their cycle.

Respecting to the number of students who obtained 1point, we can see that they represent the 33%, which is 7 out of 21 students.

Nevertheless, the majority of the students which is 12 out of 21, scored 0 points for this question.

Overall, as it is explicit in the chart, students struggled and most of the times, failed in conveying a correct answer for question number 1.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping that in mind, information was organized as follows:

**Table N° 6**

**Number of students who answered question 1 satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 2 |
| Below the level | 1 | 7 |
| | 0 | 12 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 7**

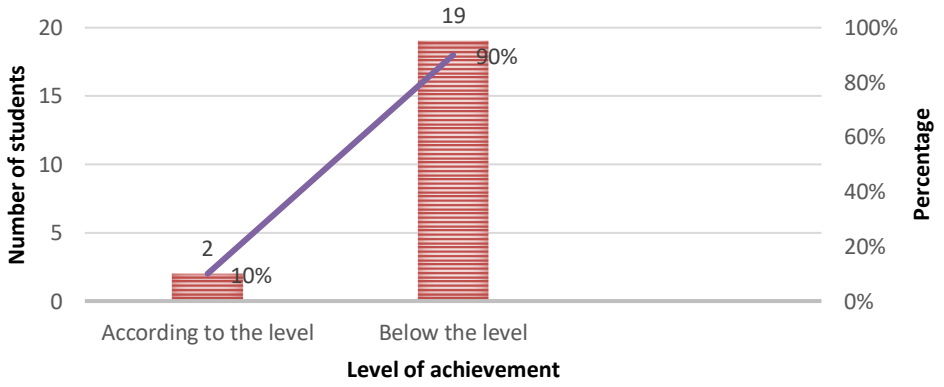
**Percentage of students who answered**

**Question 1 satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 2 | 10% |
| Below the level | 19 | 90% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 5 RESULTS OF ANSWERS TO QUESTION 1 ACCORDING TO LEVEL OF ACHIEVEMENT**




**Source:** *Information obtained from Table N° 7 Percentage of students who answered Question 1 satisfactorily*

**INTERPRETATION**

This chart by all manner of means depicts the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

It can be seen that there is an enormous gap between the students who are according to the level required, and those who are below the level.

Two students out of 21 answered according to the level required, that represents merely the 10% of the class, meanwhile, nineteen out of 21, that is, 90% of students are below the level required.

In conclusion, most of the students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

### 3.1.2 Results obtained from answers to question 2.

For question 2, students were asked to spot the difference between two images, trying to convey a full answer, may be a phrase or sentence to explain the difference. Use of basic vocabulary was necessary to answer these questions, such as basic colors, numbers, food items and clothes. Students could identify the differences in any order, however, for a better understanding we organized the questions in a, b, c and d, which are as follows:

#### 3.1.2.1 Results obtained from answers to question 2 item a.

For question 2 item “a” it was considered the color of the jacket. One was a red jacket, the other was a yellow jacket.

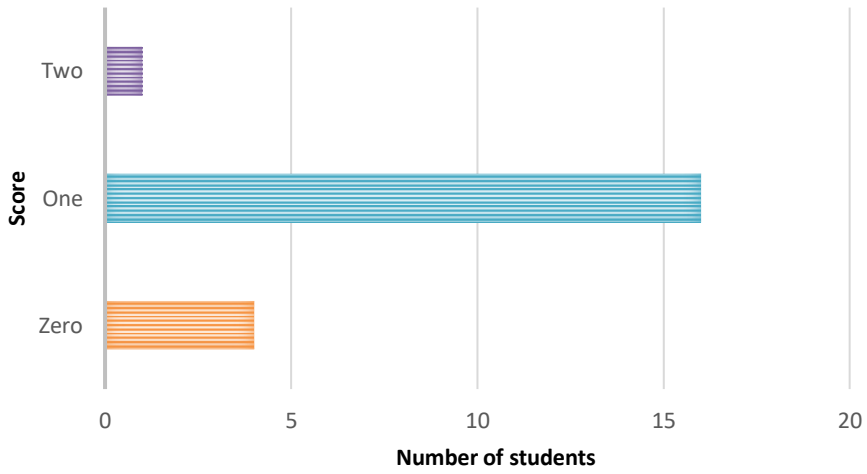
**Table N° 8**

**Results of Answers to question 2 a**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 4 | 16 | 1 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 6 RESULTS OF ANSWERS TO QUESTION 2 A**




**Source:** *Information obtained from table N° 8 Results of Answers to question 2*

**INTERPRETATION**

The bar chart shows the number of students who got a score of two, one or zero for question number two - a in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart evidences a major difference between the number of students who scored 2 which is a satisfactory achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As we can conclude from this graph, only 1 out of 21 students obtained two points for question number 1. In other words, only the 5% of the students answered correctly according to the level of English domain required for their cycle.

Respecting to the number of students who obtained 1 point, we can see that they represent the 76%, which is 16 out of 21 students. That means, most of students obtained 1 point in this question.

Yet still, we can see a moderate number of students who scored 0 points for this question. That is 4 out of 21 students, or the 19% of students.

In conclusion, students struggled and some of the times, failed in conveying a correct answer for question number 2 - a.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 9**

**Number of students who answered question 2 a satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 1 |
| Below the level | 1 | 16 |
| | 0 | 4 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

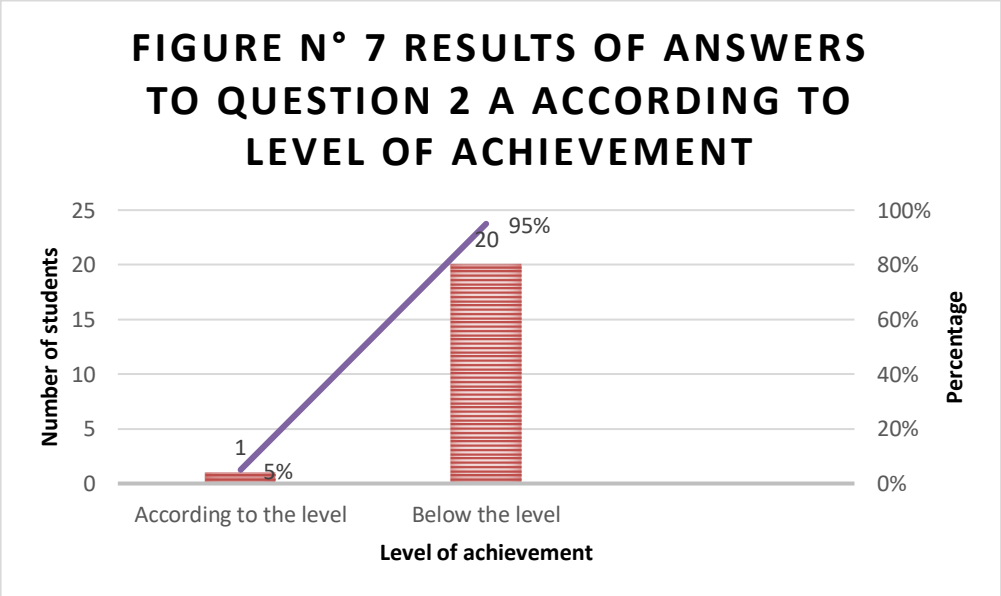
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 10**

**Percentage of students who answered Question 2 a satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 1 | 5% |
| Below the level | 20 | 95% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 10 Percentage of students who answered Question 2 a satisfactorily*

**INTERPRETATION**

This chart exposes the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

It can be conclusively seen that there is very wide gap between the students who were according to the level required, and those who were below the level.

Only one student out of 21 answered according to the level required, that represents merely the 5% of the class, meanwhile, twenty out of 21, that is, 90% of students were below the level required.

In conclusion, a shocking majority of the students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

3.1.2.2 Results obtained from answers to question 2 item b.

For question 2 item “b” the number of legs of the creature was considered. One creature had four legs, the other creature had three legs.

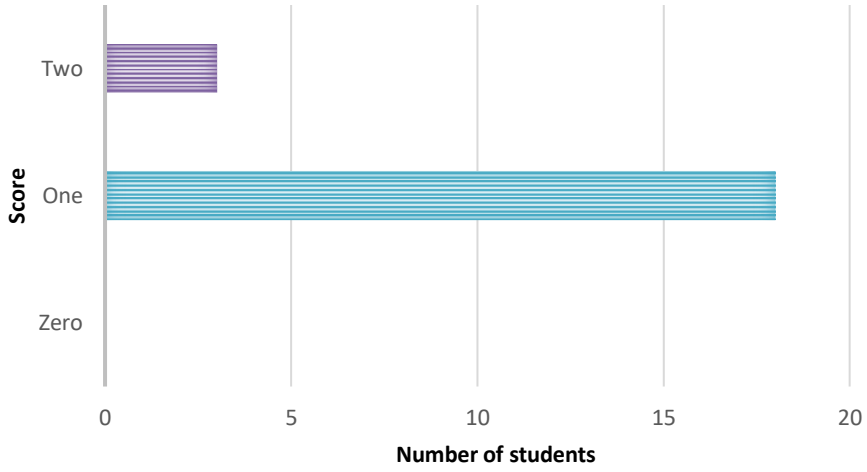
**Table N° 11**

**Results of Answers to question 2 b**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 0 | 17 | 4 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 8 RESULTS OF ANSWERS TO QUESTION 2 B**




**Source:** *Information obtained from Table N° 11 Results of Answers to question 2 b*

**INTERPRETATION**

The bar chart illustrates the number of students who got a score of two, one or zero for question number two - b in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart evidences a big difference between the number of students who scored 2 which is a satisfactory achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As this graph shows, 4 out of 21 students obtained two points for question number 2b. This means, 19% of students answered correctly according to the level of English domain required for their cycle.
Although the amount of students who answered correctly is bigger, we still can see a big number of students who obtained 1 point, since they represent the 81%, which is 17 out of 21 students. That means, most of students obtained 1 point in this question.

Luckily, we can see a fall in the number of students who scored 0 points for this question, respecting to the previous ones. That is 0 out of 21 students, or the 0% of students.
In conclusion, most students struggled in conveying a correct answer for question number 2 - b.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 12**

**Number of students who answered question 2b satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 4 |
| Below the level | 1 | 17 |
| | 0 | 0 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

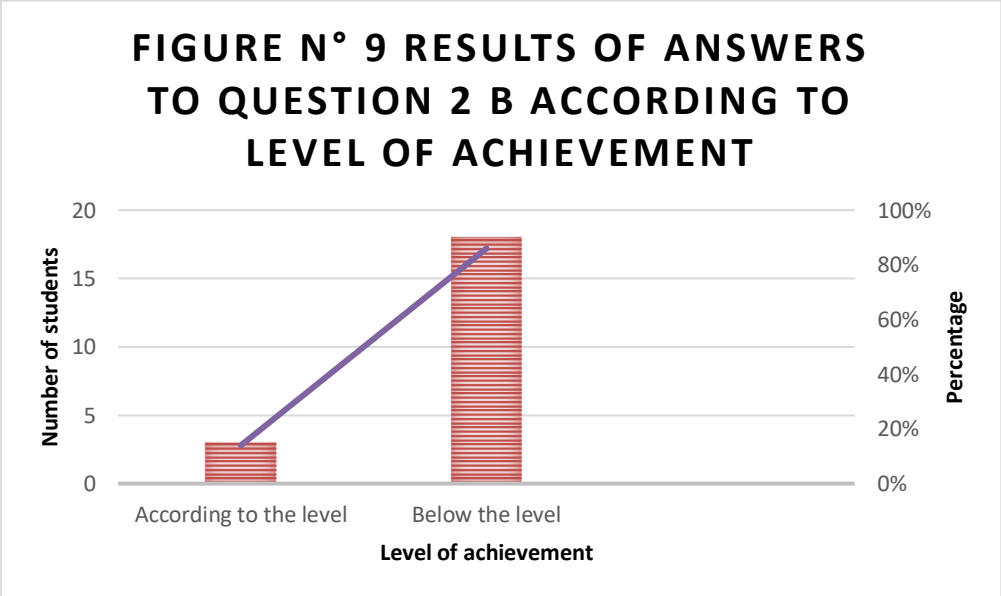
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 13**

**Percentage of students who answered Question 2b satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 4 | 19% |
| Below the level | 17 | 81% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 13 Percentage of students who answered Question 2b satisfactorily*

**INTERPRETATION**

This chart represents the number of students whose answers are according to the level required to be in Beginners IV, which is A1 (CEFR).

It can be concluded that there is an important gap between the students who were according to the level required, and those who were below the level.

Four students out of 21 were according to the level, that represents the 19% of the class, meanwhile, 17 out of 21, that is, 81% of students were below the level required.

In conclusion, most of the students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

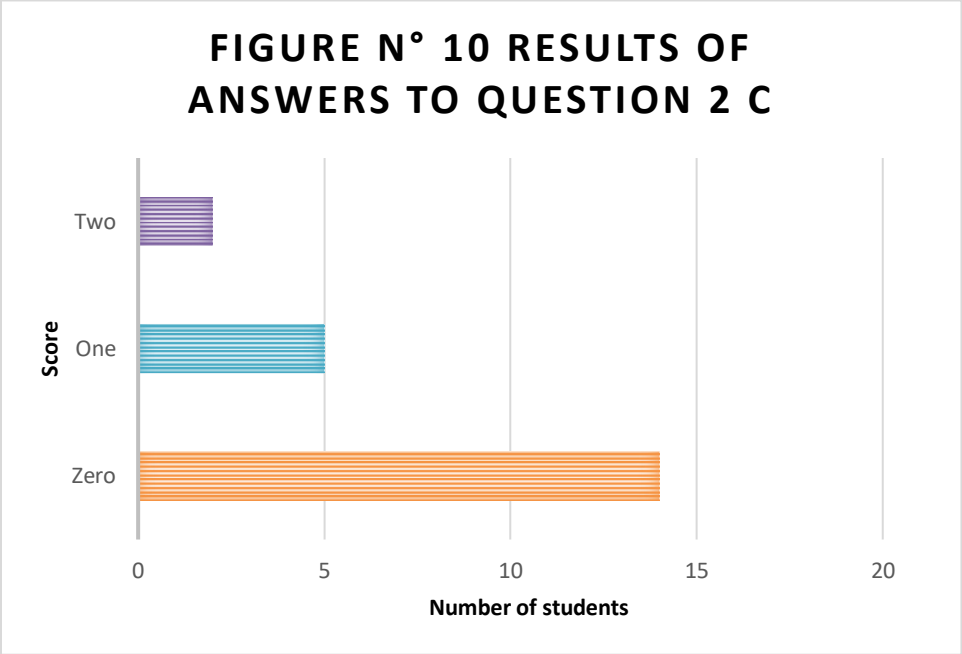
3.1.2.3 Results obtained from answers to question 2 item c.

For question 2 item “c” students were asked about the weather. In one picture the weather was sunny and in the other picture the weather was cloudy.

**Table N° 14 Results of Answers to question 2 c**

| **Score** | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 14 | 5 | 2 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 14 Results of Answers to question 2c*

**INTERPRETATION**

The bar chart indicates the number of students who got a score of two, one or zero for question number two - c in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart shows an important difference between the number of students who scored 2 which is a satisfactory achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As it can be seen in this graph, 2 out of 21 students obtained two points for question number 1. In other words, only the 10% of the students answered correctly according to the level of English domain required for their cycle.

Respecting to the number of students who obtained 1 point, we can see that they represent the 24%, which is 5 out of 21 students.

Also, we can see a big number of students who scored 0 points for this question. That is 14 out of 21 students, or the overwhelming percentage of 67% of students.

In conclusion, students struggled and most of the times, failed in conveying a correct answer for question number 2 - c.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 15 Number of students who answered question 2c satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 2 |
| Below the level | 1 | 5 |
| | 0 | 14 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

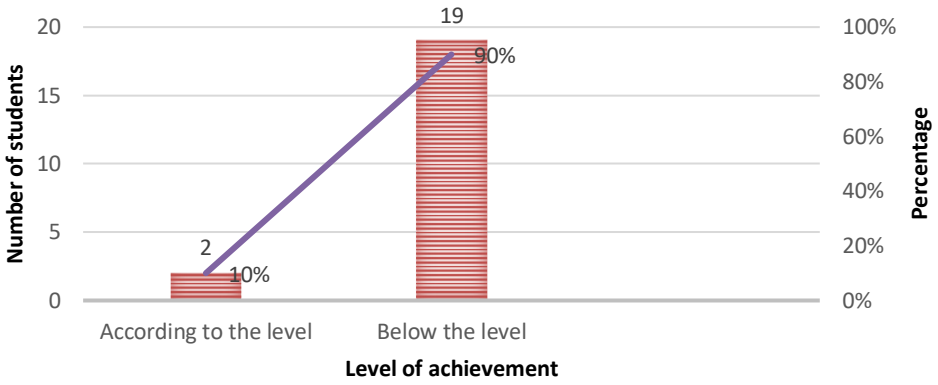
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 16 Percentage of students who answered Question 2c satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 2 | 10% |
| Below the level | 19 | 90% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 11 RESULTS OF ANSWERS TO QUESTION 2 C ACCORDING TO LEVEL OF ACHIEVEMENT**




**Source:** *Information obtained from Table N° 16 Percentage of students who answered Question 2c satisfactorily*

**INTERPRETATION**

This chart depicts the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

It can be inferred that there is a substantial breach between the students who are according to the level required, and those who are below the level.

Two students out of 21 were according to the level, that represents merely the 10% of the class, meanwhile, nineteen out of 21, that is, 90% of students were below the level required.

It can be concluded that most of the students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

3.1.2.4 Results obtained from answers to question 2 item d.

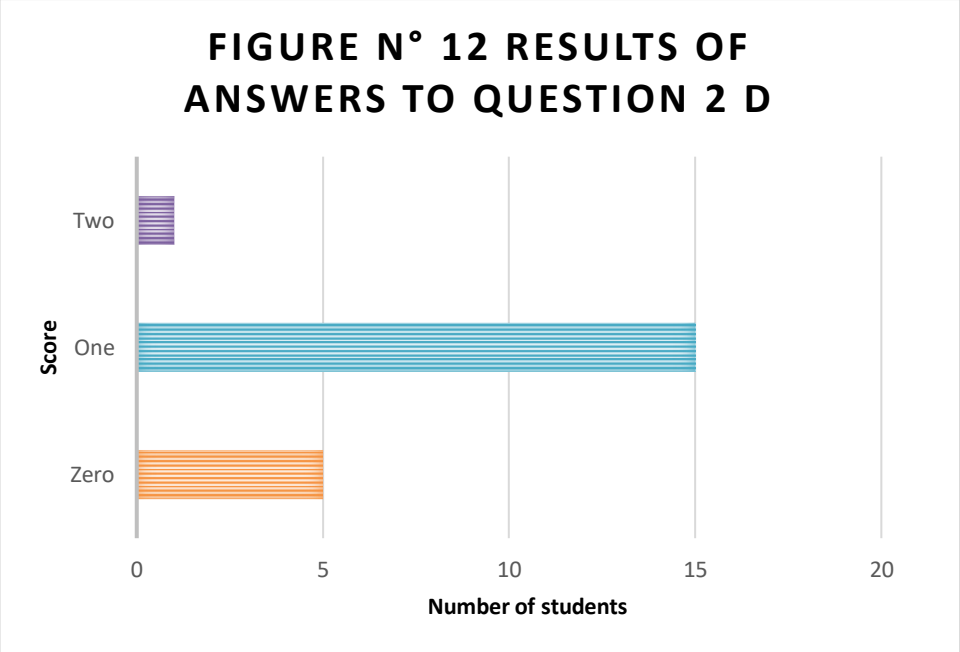
For question 2 item “d” it was considered the food items in the pictures. In one picture the boy was eating a hamburger, in the other picture, the boy was eating French fries.

**Table N° 17**

**Results of Answers to question 2d**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 5 | 15 | 1 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 17 Results of Answers to question 2d*

**INTERPRETATION**

The bar chart represents the number of students who got a score of two, one or zero for question number two - d in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart states a humongous difference between the number of students who scored 2 which is a satisfactory achievement in relation

to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As this graph help us to see, only 1 out of 21 students obtained two points for question number 2 d. In other words, only the 5% of the students answered correctly according to the level of English domain required for their cycle.

In what the number of students who obtained 1-point respects, we can see that there were 15 out of 21 students whose answers obtained such score. That means, most of students obtained 1 point for this question.

Nevertheless, we still can see a reasonable number of students who scored 0 points for this question. That is 5 out of 21 students which represents the 24% of students.

In conclusion, students struggled and some of the times, failed in conveying a correct answer for question number 2 - d.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 18 Number of students who answered question 2d satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 1 |
| Below the level | 1 | 15 |
| | 0 | 5 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

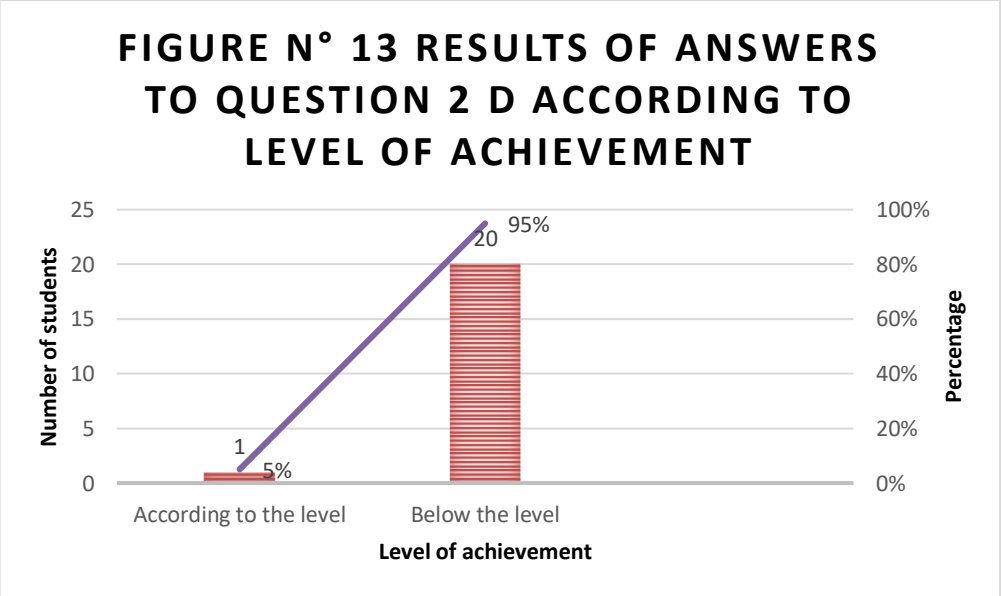
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 19**

**Percentage of students who answered Question 2d satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 1 | 5% |
| Below the level | 20 | 95% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 19 Percentage of students who answered Question 2d satisfactorily.*

**INTERPRETATION**

This bar chart illustrates the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

As the chart evidences, the difference between the number of students who were according to the level required, and those who were below the level is alarming.

Only 1 student out of 21 was according to the level, that represents scarcely the 5% of the class, while in the counterpart, 20 out of 21, that is, 95% of students were below the level required.

In conclusion, a crushing majority of students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

### 3.1.3 Results obtained from answers to question 3:

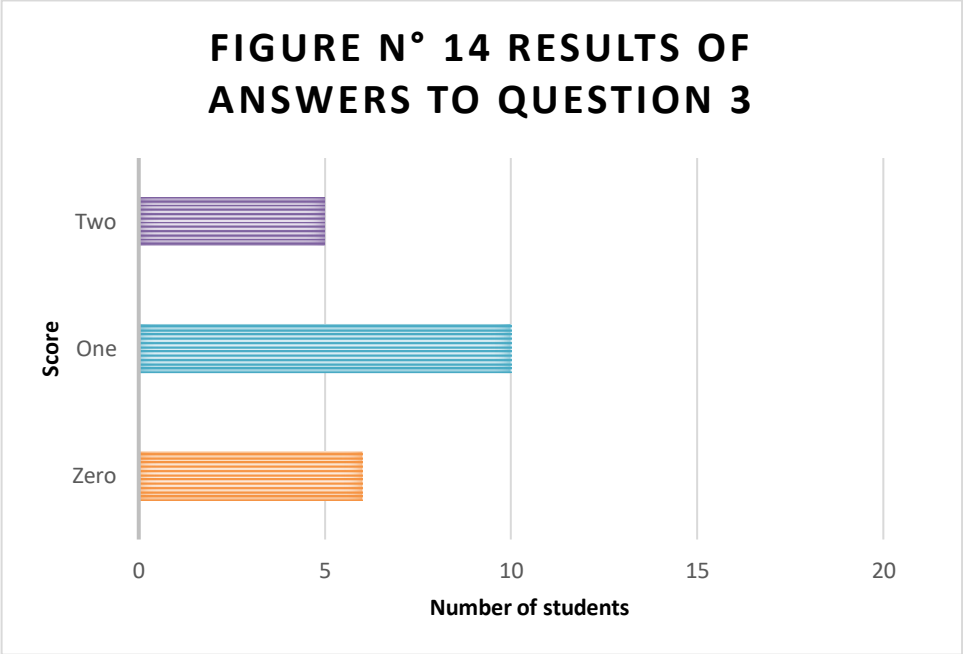
For question 3, students were asked to provide information about their daily routines and habits. In questions 3, 4, and 5; students were asked about the activities they usually do in the evenings. The question asked was: “Who cooks your dinner?”

**Table N° 20**

**Results of Answers to question 3**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 6 | 10 | 5 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 20 Results of Answers to question 3*

**INTERPRETATION**

The bar chart illustrates the number of students who got a score of two, one or zero for question number three in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart evidences a reasonable difference between the number of students who scored 2 which is a satisfactory achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As this graph help us to see, 5 out of 21 students obtained two points for question number 1. In other words, 24% of the students answered correctly according to the level of English domain required for their cycle.

Respecting to the number of students who obtained 1 point, we can see that they represent the 47%, which is 10 out of 21 students. That means, most of students obtained 1 point in this question.

Yet still, we can see a moderate number of students who scored 0 points for this question. That is 6 out of 21 students, or the 29% of students.

In conclusion, most students struggled and in some of the times, failed in conveying a correct answer for question number 3.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 21 Number of students who answered question 3 satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 5 |
| Below the level | 1 | 10 |
| | 0 | 6 |

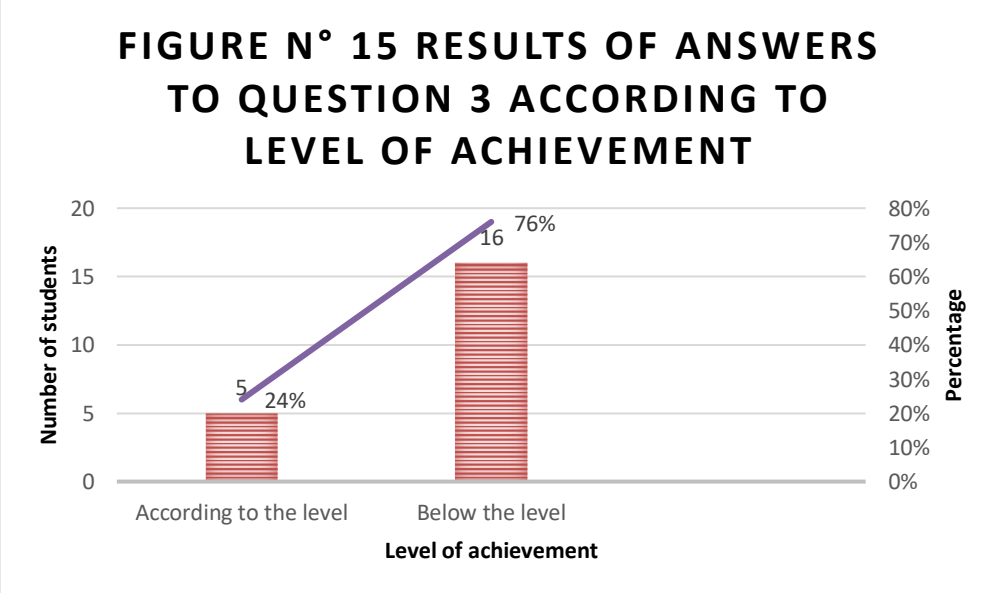
**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 22 Percentage of students who answered Question 3 satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 5 | 24% |
| Below the level | 16 | 76% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 22 Percentage of students who answered Question 3 satisfactorily*

**INTERPRETATION**

This chart depicts the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

We can see in the graph that there is a moderate difference between the number of students who answered according to the level, and the number of those who did not.

As the graphic shows, 5 students out of 21 were according to the level, that represents the 24% of the class, meanwhile, 17 out of 21, that is, 76% of students were below the level required.

In conclusion, Evidence shows that although there were many students whose answer was below the level required, there were more students who responded according to the level, in comparison to previous questions.

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### 3.1.4 Results obtained from answers to question 4:

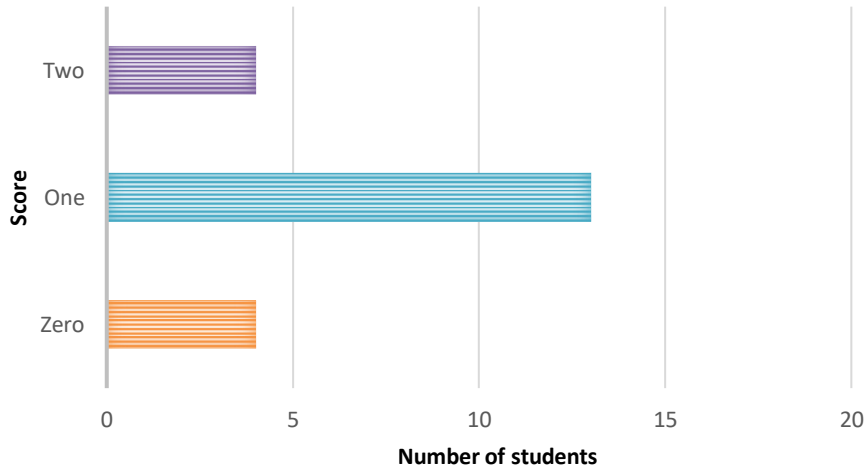
For question 4, the question asked was: “What do you usually eat for dinner?”

**Table N° 23 Results of Answers to question 4**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 4 | 13 | 4 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 16 RESULTS OF ANSWERS TO QUESTION 4**




**Source:** *Information obtained from Table N° 23 Results of Answers to question 4*

**INTERPRETATION**

The bar chart draws information about the number of students who got a score of two, one or zero for question number 4 in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart evidences the difference between the number of students who scored 2 which is a satisfactory achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

As this graph demonstrates, 4 out of 21 students obtained two points for question number 4. In other words, only the 19% of the students answered correctly according to the level of English domain required for their cycle.

Respecting to the number of students who obtained 1 point, we can see that they represent the 62%, which is 13 out of 21 students. That means, most of students obtained 1 point in this question.

In this case, we can see that the number of students who scored 0 points for this question is the same that the number of students who scored 2 points; that is 4 out of 21 students, or the 19% of students.

In conclusion, students struggled and some of the times, failed in conveying a correct answer for question number 4.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 24 Number of students who answered question 4 satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 4 |
| Below the level | 1 | 13 |
| | 0 | 4 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

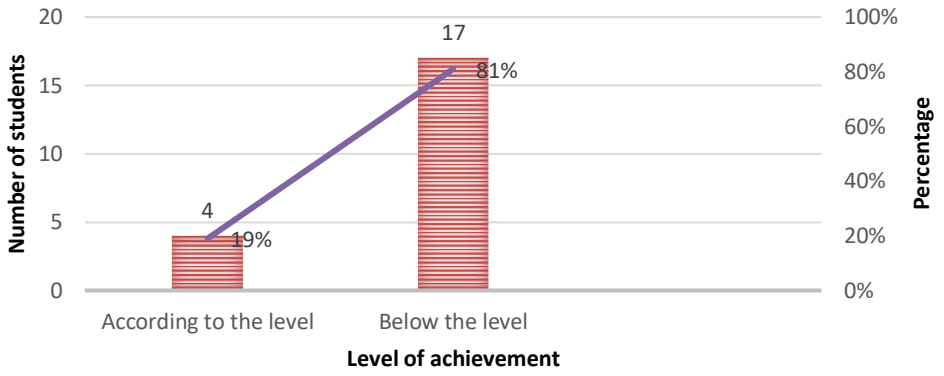
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 25 Percentage of students who answered Question 4 satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 4 | 19% |
| Below the level | 17 | 81% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 17 RESULTS OF ANSWERS TO QUESTION 4 ACCORDING TO LEVEL OF ACHIEVEMENT**




**Source:** *Information obtained from Table N° 25 Percentage of students who answered Question 4 satisfactorily*

**INTERPRETATION**

This chart shows the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

It can be seen that there is considerable difference between the students whose answers were according to the level required, and those who were below the level.

Four students out of 21 were according to the level, that represents the 19% of the class and 17 out of 21, that is, 81% of students were below the level required.

In conclusion, most of the students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

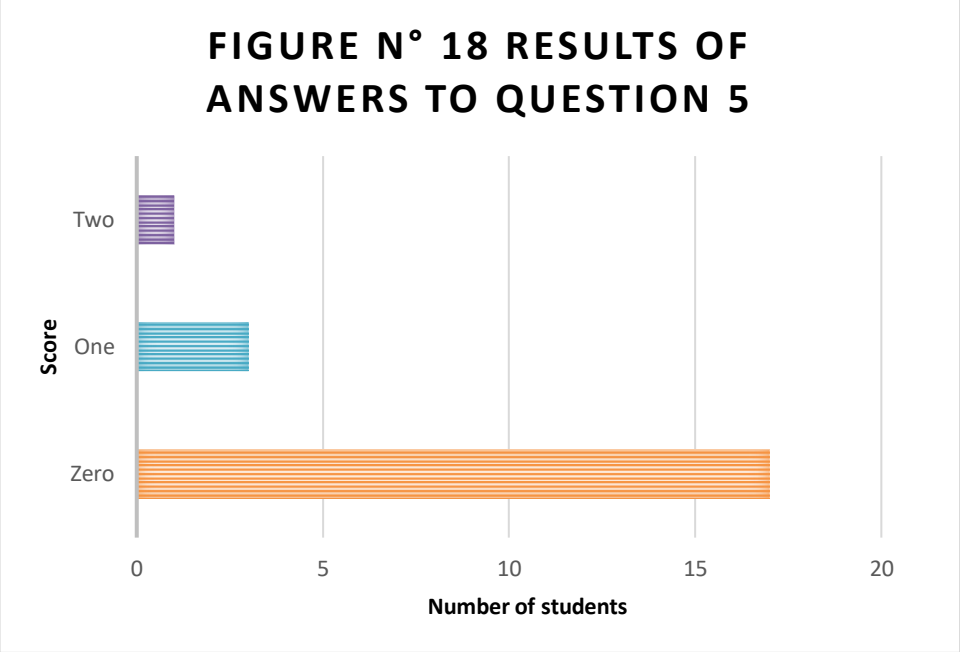
### 3.1.5 Results obtained from answers to question 5:

For question 5, students were asked to provide more information about their evenings. The question asked was: “Tell me more about your evenings”

**Table N° 26 Results of Answers to question 5**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 17 | 3 | 1 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 26 Results of Answers to question 5*

**INTERPRETATION**

The bar chart illustrates the number of students who scored of two, one or zero points for question number 5 in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

The chart dramatically evidences a tremendous difference between the number of students who scored 2 which is a satisfactory

achievement in relation to the number of students who obtained an unsatisfactory achievement, meaning scores 1 and 0.

We can elicit from this graph that, only 1 out of 21 students obtained two points for question number 5. In other words, only the 5% of the students answered correctly according to the level of English domain required for their cycle.
Respecting to the number of students who obtained 1 point, we can see that they represent the 14%, which is 3 out of 21 students which is still a minority.
Once again, we get astonished to see that a vast number of students scored 0 points for this question. That is 17 out of 21 students, that means the 81% of students.

In conclusion, students struggled and most of the times, failed in conveying a correct answer for question number 5.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 27 Number of students who answered question 5 satisfactorily**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 1 |
| Below the level | 1 | 3 |
| | 0 | 17 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

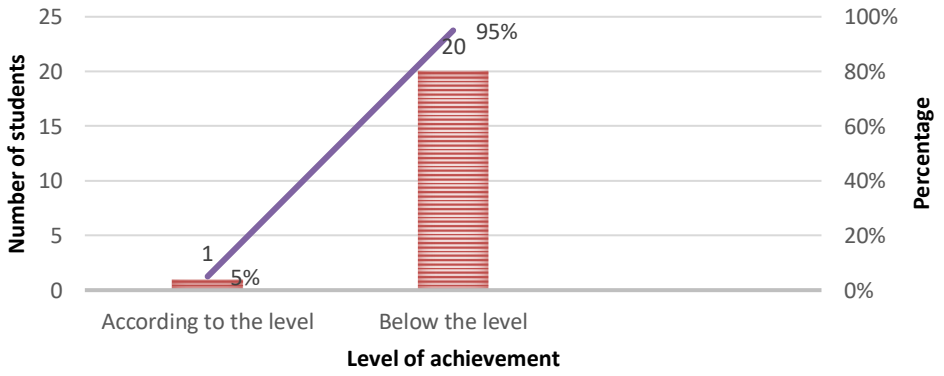
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 28 Percentage of students who answered Question 5 satisfactorily**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 1 | 5% |
| Below the level | 20 | 95% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 19 RESULTS OF ANSWERS TO QUESTION 5 ACCORDING TO LEVEL OF ACHIEVEMENT**




**Source:** *Information obtained from Table N° 28 Percentage of students who answered Question 5 satisfactorily*

**INTERPRETATION**

This chart by all manner of means depicts the number of students whose answers were according to the level required to be in Beginners IV, which is A1 (CEFR).

It can be seen that there is a dramatic deviation between the students who were according to the level required, and those who were below the level.

Only 1 student out of 21 answered according to the level, that represents scarcely the 5% of the class, meanwhile, 20 out of 21, that is, 95% of students were below the level required.

In conclusion, most of the students did not answer satisfactorily, which is, their answer was below the level of English domain required for their coursing cycle.

### 3.1.6 Results obtained from Global achievement:

A rubric was constructed in order to assess this part of the exam. Aspects that were considered in the rubric are: domain and use of vocabulary and grammar according to their level which is A1. It was also considered Interaction which refers to how students respond to instructions, interact with the assessor and asks for support when required. This last aspect was considered under the point of view of the huge role communication plays in the learning process and use of a language.

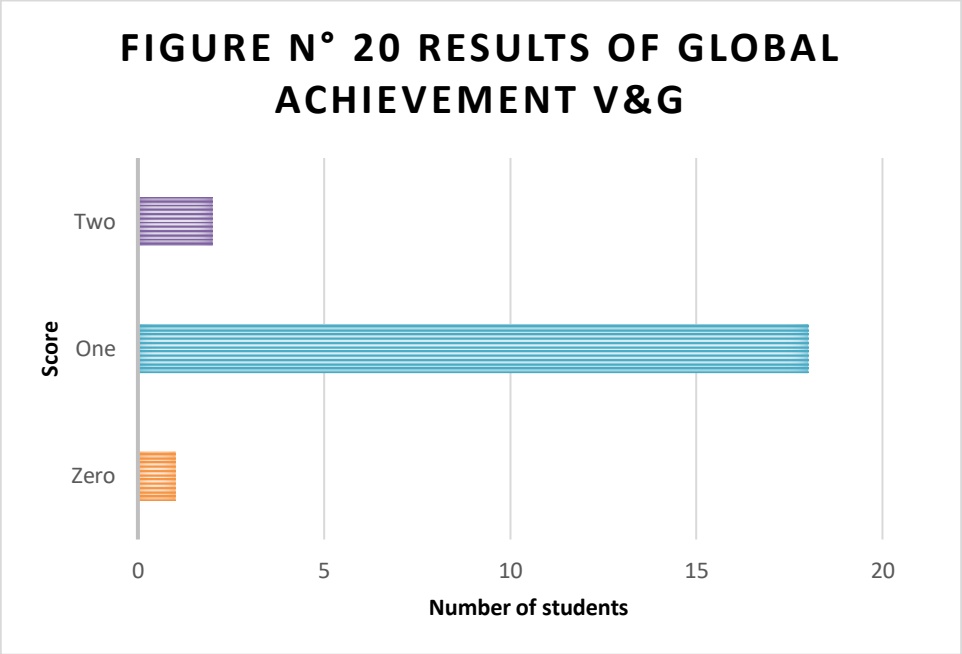
#### *3.1.6.1 Results obtained from Global achievement regarding vocabulary and grammar.*

The aspects that were evaluated for this criterion are range, control, extent and cohesion. Results were as it follows.

**Table N° 29 Results of Answers to Global Achievement V&G**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 1 | 18 | 2 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 29 Results of Answers to Global Achievement V&G*

**INTERPRETATION**

The bar chart depicts the number of students who got a score of two, one or zero for Global achievement assessment, regarding vocabulary and grammar in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

A huge difference between the number of students who scored 2 and the number of students who scored 1 and 0 is unmistakable in the graph.

This figure demonstrates, that only 2 out of 21 students obtained two points in global achievement regarding vocabulary and grammar. In other words, only the 10% of the students achieved the level of vocabulary and grammar domain required for their cycle.

It is also possible to see that the number of students who obtained 1 point represent the 86%, which is 18 out of 21 students. That means, most of students obtained 1 point in this assessment criterion.

Finally, we can see a very small number of students who scored 0 points for this criterion. That is 1 out of 21 students, or the 5% of students.

In conclusion, the majority of students did not achieve the minimum level of vocabulary and grammar domain required for their coursing cycle.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 30 Results of Global Achievement V&G**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 2 |
| Below the level | 1 | 18 |
| | 0 | 1 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

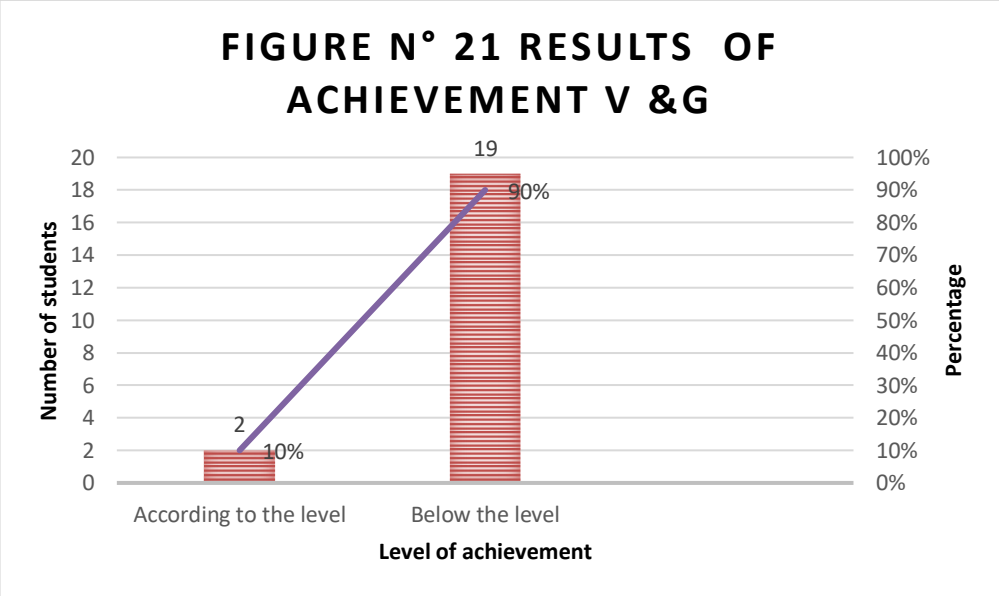
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 31**

**Results of Global Achievement V&G by Percentage**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 2 | 10% |
| Below the level | 19 | 90% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 31 Results of Global Achievement V&G by Percentage*

**INTERPRETATION**

This graph represents the number of students who achieved the minimum use and domain of vocabulary and grammar according to the level required to be in Beginners IV, which is A1 (CEFR).

It can evidently be seen that there is a vast difference between the students who were according to the level required, and those who were below the level.

Two students out of 21 were according to the level, that represents merely the 10% of the class, meanwhile, nineteen out of 21, that is, 90% of students were below the level required.

In conclusion, most of the students did not achieved the minimum level of grammar and vocabulary required to be in Beginners IV, which is, their answer was below the level of English domain required for their coursing cycle.

### *3.1.6.2 Results obtained from Global achievement regarding Interaction*

The aspects that were evaluated for this criterion are. Reception/ Responding, Support required and Fluency/ Promptness. Results were as it follows

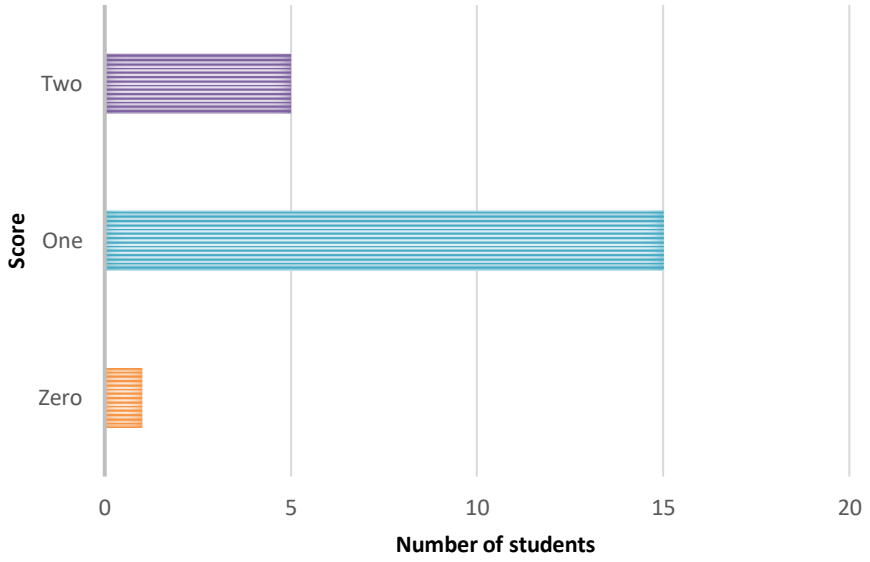
**Table N° 32**

**Results of Global Achievement I**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 1 | 15 | 5 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 22 RESULTS OF GLOBAL ACHIEVEMENT I**




**Source:** *Information obtained from Table N° 32 Results of Answers to Global Achievement I*

**INTERPRETATION**

The bar chart shows the number of students who got a score of two, one or zero for Global achievement assessment, regarding interaction in the pre test applied to students coursing Beginners IV – L at Señor de Sipan Language Center in October 2015.

Although a different figure from previous results can be seen for this criterion, there is still a breach between the number of students who scored 2 and the number of students who scored 1 and 0.

This graph demonstrates, that students seem to have slightly better level of interaction compared to their results in other criteria since 5 out of 21 students obtained two points in global achievement regarding interaction. In other words, only the 24% of the students achieved the level expected.

It is also possible to see that the number of students who obtained 1 point represent the 71%, which is 15 out of 21 students. That means, most of students obtained 1 point in this question.
Finally, we can see a very small number of students who scored 0 points for this question. That is 1 out of 21 students, or the 5% of students.

Nevertheless, we can conclude that the majority of students did not achieve the minimum level of interaction required for their coursing cycle.

As mentioned before, scores 0 and 1 represent an unsatisfactory answer, since they do not achieve the minimum required for level A1 of English language domain. Keeping it in mind, information was organized as follows:

**Table N° 33**

**Results of Global Achievement I**

| Level of achievement | Score | Numer of students |
|---|---|---|
| According to the level | 2 | 5 |
| Below the level | 1 | 15 |
| | 0 | 1 |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*

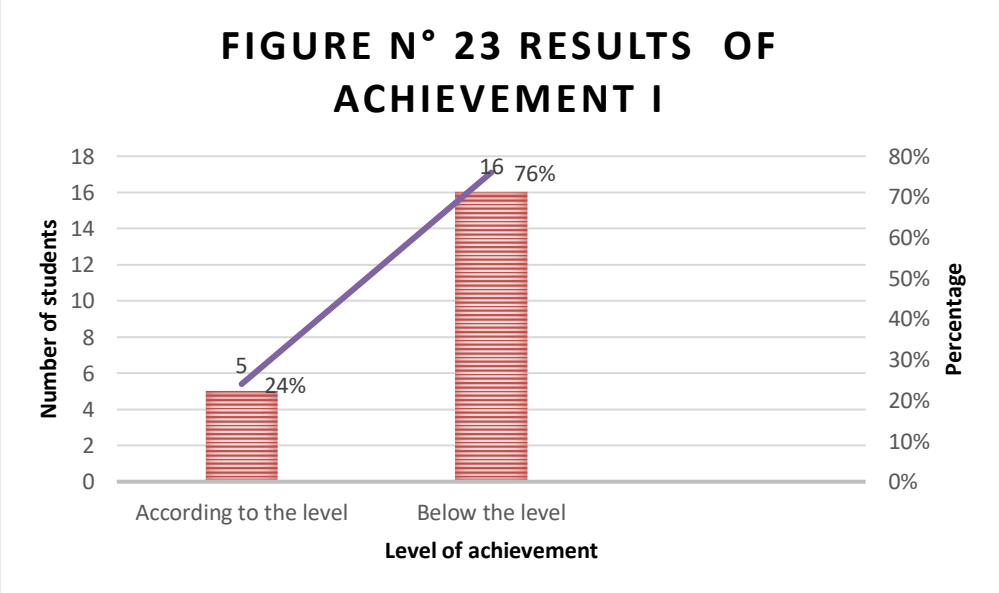
The next table shows the summary of the results considering only the level of achievement and percentages.

**Table N° 34**

**Results of Global Achievement I by Percentage**

| Level of achievement | Numer of students | % |
|---|---|---|
| According to the level | 5 | 24% |
| Below the level | 16 | 76% |

**Source:** *Results of pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 34 Results of Global Achievement I by Percentage*

**INTERPRETATION**

This graph represents the number of students and level they achieved for the criterion interaction according to the level required to be in Beginners IV, which is A1 (CEFR).

It can clearly be seen that there is an important difference between the number of students who were according to the level required, and those who were below the level.

As it is possible to infer from the chart, 5 students out of 21 were according to the level, that represents the 24% of the class, meanwhile, 16 out of 21, that is, 76% of students were below the level required.

In conclusion, most of the students did not achieved the minimum level of interaction required to be in Beginners IV, which is, their answer was below the level required for their coursing cycle.

### 3.1.7 Conclusions about the over – all pre – test students' performance.

As it can be clearly seen, data collected in the pre – test undoubtedly shows that most of the students of Señor de Sipan Language Center coursing Beginners IV during October 2015 did not reach the degree of language domain required to be considered within A1 level according to CEFR. It should also be heeded that being in Beginners IV, would actually mean they are one step from A2 level, which is the level that they were supposed to achieve once they finish Beginners IV.

## 3.2 ANALYSIS OF THE TEACHERS' INTERVIEW REGARDING USE OF TECHNOLOGY IN CLASSES

This interview was applied to teachers and it sought to find out whether teachers used technology in their classes or not, and in what degree they apply the use of technology successfully, adapting it to the content of each class developed and considering the interests of their digital native students.

This test was applied to teachers who were in charge of Beginners levels during October 2015. Beginners levels comprise: Beginners I, II, III and IV. There were 14 teachers but only 12 accepted to be interviewed.
The results are as shown below.

### 3.2.1 Results obtained from answers to question 1

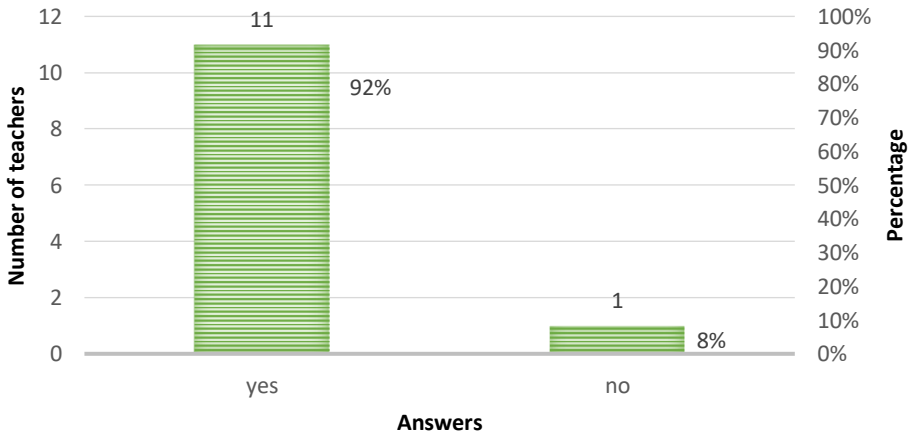
In question 1, teachers were asked whether they used technology in their classes or not. The question stated was: “Do you use any technology in your classes?”

**Table N° 34 Results of Question 1 from the Teachers Interview**

| Answer | Number of teachers | % |
|---|---|---|
| Yes | 11 | 92% |
| No | 1 | 8% |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N°24**
**RESULTS OF QUESTION 1 FROM THE TEACHERS INTERVIEW**




**Source:** *Information obtained from Table N° 34 Results of Question1 from the Teachers Interview.*

**INTERPRETATION**

The bar chart shows the number of teachers who use any kind of technology in their classes, regardless their savvy in the field. The only two possible answers were yes or not.

It can be seen that most teachers claim to use any kind of technology in their classes.

As this graph presents, 11 out of 12 teachers answered yes for this question. In other words, 92% of the teachers state that they use a type of technology in their classes.

Respecting to the number of teachers who declared not to use technology, we can see that they represent only the 8%, which is 1 out of 12 teachers.

In conclusion, as it is explicit in the chart, the majority of teachers of Beginners levels claim to use a type of technology in their classes.

### 3.2.2 Results obtained from answers to question 2

In question 2, teachers were asked to rank the frequency of their use technology in their classes. The question stated was: “If you answer to question one is affirmative. How frequently do you use technology in your classes?”

Then a chart ranking from 1 to 5 was proposed, being 1 closer to never and 5 closer to always.

In order to maximize the ease of the analysis for this question, numbers were converted into frequency adverbs, as follows:

1 = hardly ever

2 = sometimes

3 = frequently

4 = usually

5 = always

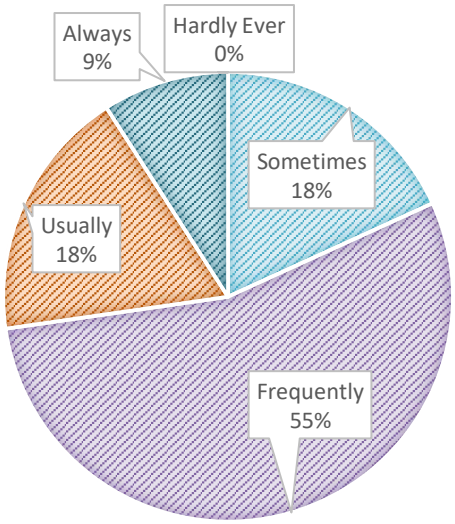
Results obtained were as shown below.

**Table N° 35 Results of Question2 from the Teachers Interview**

| Hardly Ever | Sometimes | Frequently | Usually | Always |
|---|---|---|---|---|
| 0 | 2 | 6 | 2 | 1 |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N° 25**
**RESULTS OF QUESTION 2 FROM THE TEACHERS INTERVIEW**




**Source:** *Information obtained from Table N° 35 Results of Question 2 from the Teachers Interview*

**INTERPRETATION**

The pie chart illustrates the frequency teachers claim to use any kind of technology in their classes, regardless their savvy in the field. The possible answers were hardly ever, sometimes, frequently, usually and always.

It can be elicited from the figure that there is an almost homogeneous distribution, although there is a tendency for teachers to frequently use any kind of technology in their classes.

We can see that 0 out of 11 teachers hardly ever use any type of technology in their classes, that obviously represents the 0%. 2 out of 11 teachers sometimes use technology, which represents the 18%. At the same time, 18% of teachers usually work with technology in their classes. Finally, most of the teachers represented by the 55% claim to frequently use technology.

In conclusion, the majority of teachers of Beginners levels who declare to use technology claim to frequently work with it in their classes.

### 3.2.3 Results obtained from answers to question 3

Question 3, was designed to obtain information about the type of technology teachers of Beginners levels know and use, as well as the popularity of such devices among teachers.

The question stated was: “If your answer to question one is affirmative. What type of technology do you use?”

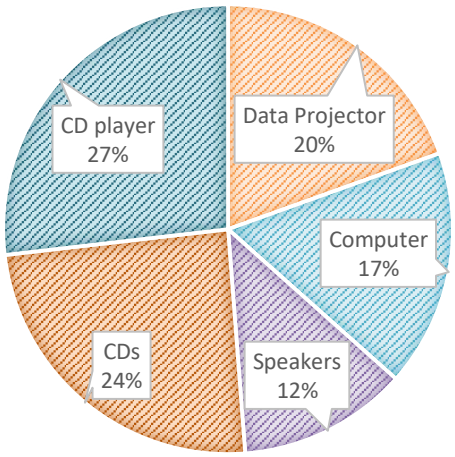
It was an open question, so, to analyze the results, all the answers were considered and counted, then organized as follows.

**Table N° 36 Results of Question 3 from the Teachers Interview**

| Data Projector | Computer | Speakers | CDs | CD player |
|---|---|---|---|---|
| 8 | 7 | 5 | 10 | 11 |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N° 26**
**RESULTS OF QUESTION 3 FROM THE TEACHERS INTERVIEW**




**Source:** *Information obtained from Table N° 36 Results of Question 3 from the Teachers Interview*

**INTERPRETATION**

The pie chart presents information about the technology devices teachers use and specifies the popularity of each, representing it in percentages. The answers were data projector, computer, speakers, CDs and CD player.

As the chart shows, only five devices were known and used in class. They popularity of such devices was fairly homogeneous, although it is possible to note that there is a slight tendency to use CD players, which evidently, cannot be considered a very modern and updated device.

Results show that 20% of teachers know and use the data projector. 17% of the teachers use the computer. We can also see that the 12% of teachers use speakers. The 24% use CDs, and finally the 27%, use CD players.

In conclusion, the most popular technological device used by teachers of Beginners levels is the CD player.

### 3.2.4 Results obtained from answers to question 4

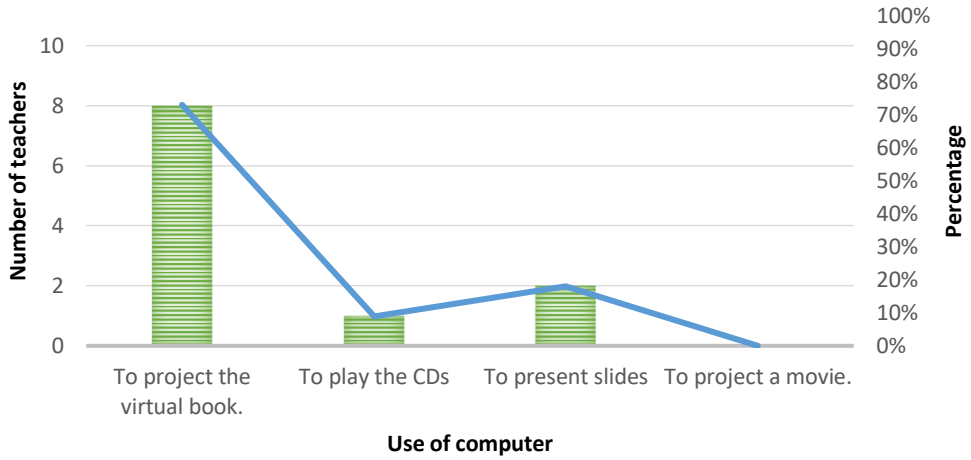
In question 4, teachers were asked about their use of computers in their classes, thus it was possible to infer the effectiveness of its current usage and their awareness of the versatility this device has.

**Table N° 37 Results of Question 4 from the Teachers Interview**

| Use | Number of teachers | % |
|---|---|---|
| To project the virtual book. | 8 | 73% |
| To play the CDs | 1 | 9% |
| To present slides | 2 | 18% |
| To project a movie. | 0 | 0% |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N°27**
**RESULTS OF QUESTION 4 FROM THE TEACHERS INTERVIEW**




**Source:** *Information obtained from Table N° 37 Results of Question4 from the Teachers Interview*

**INTERPRETATION**

The bar chart portrays use teachers give to computers on their classes. The answers were: to project the virtual book, to play the CDs of audio recordings for the listening, to present slides and to project a movie.

It can be seen that there is a major tendency among teachers to use computers merely to project the virtual book, and as a counterpart, they technically do not use it to project a movie, which is a way more appealing activity for students, which could hook them and from there develop many other language learning activities.

As this graph presents, 8 out of 11 teachers use the computers to project the virtual book, that represents the 73% of the teachers. Also, 18% of teachers use the computer to project slides about the topics presented in the class, 9% of teachers use it only to play the audio CDs, despite they also have a CD player at hand, and a shocking 0% of them use it to project a movie.

In conclusion, the majority of teachers of Beginners levels misuse the computer by only projecting a PDF of the book students already have at hand

.

### 3.2.5 Results obtained from answers to question 5

Question 5 is specifically for teachers who answered “no” in question 1, which means they do not use technology by any means in their classes. The question was formulated to find out the reason why these teachers do not use technology. The question stated was: “If your answer to question one is negative. Why don’t you use technology in your classes?”

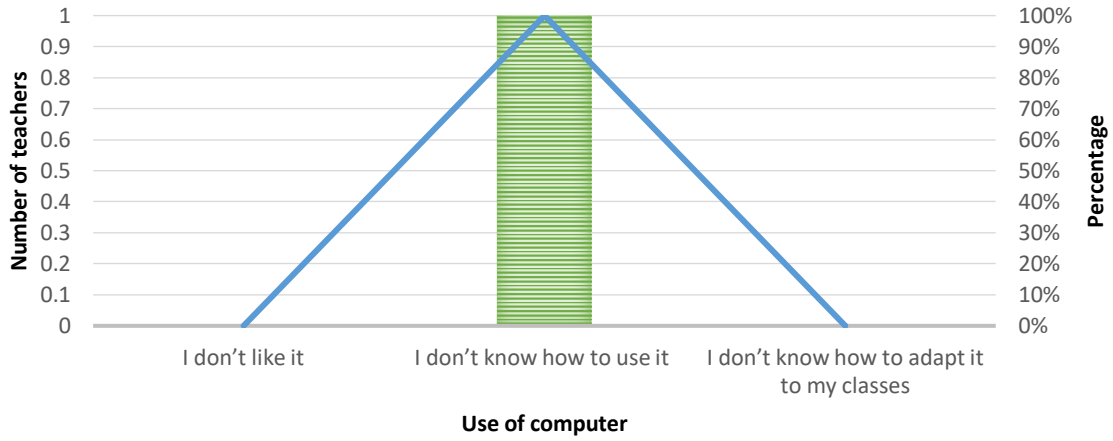
Results were as shown below:

**Table N° 38 Results of Question 5 from the Teachers Interview**

| Use | Number of teachers | % |
|---|---|---|
| I don’t like it | 0 | 0% |
| I don’t know how to use it | 1 | 100% |
| I don’t know how to adapt it to my classes | 0 | 0% |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC*

**FIGURE N°28**
**RESULTS OF QUESTION 5 FROM THE TEACHERS INTERVIEW**




**Source:** *Information obtained from Table N° 38 Results of Question 5 from the Teachers Interview*

**INTERPRETATION**

The bar chart casts light over the reason teachers who do not use technology in their classes, proceeded in such way. The possible answers were because they did not like it, because they did not know how to use it, or because they did not know how to adapt it to their classes.

It can be seen that the only teacher who did not use technology in his / her classes, proceeded in such way because he / she lacked the knowledge about it.

In conclusion, complete digital illiteracy also strikes teachers of Beginners levels at SSLC although in a very small proportion.

### 3.2.6 Results obtained from answers to question 6

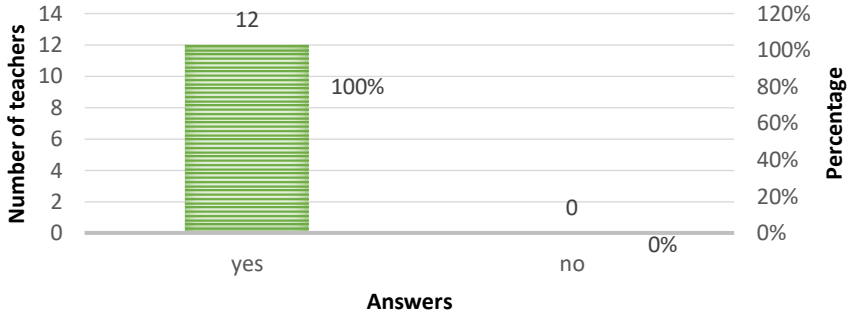
In question 6, teachers were asked about their interest in implementing more use of technology in their classes. The formulated question was: "Would you like to include (more) activities which imply the use of technology in your classes?" There were only two possible answers: Yes, or not. The results were as follows.

**Table N° 39 Results of Question 6 from the Teachers Interview**

| Answer | Number of teachers | % |
|---|---|---|
| Yes | 12 | 100% |
| No | 0 | 0% |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC*

**FIGURE N°29**
**RESULTS OF QUESTION 6 FROM THE TEACHERS INTERVIEW**




**Source:** *Information obtained from Table N° 39 Results of answers to question 6*

**INTERPRETATION**

The bar chart shows the number of teachers who would like to implement more use of technology in their classes. The only two possible answers were: Yes, I would, or Not I would not.

The chart clearly describes the situation at the SSLC, all teachers are interested and willing to apply more technology in their classes.
We can see that 12 out of 12 teachers answered yes for this question. In other words, 100% of the teachers, state that they are interested in rising the use of technology in their classes.

### 3.2.7 Results obtained from answers to question 7

In question 7, teachers were asked about the use of social network sites as activities proposed in classes in order to enhance language learning. Question stated as follows: “Have you ever used in your classes any activity regarding social networks?” The only two possible answers were: Yes, I have, or Not I have not. Results are as shown below.

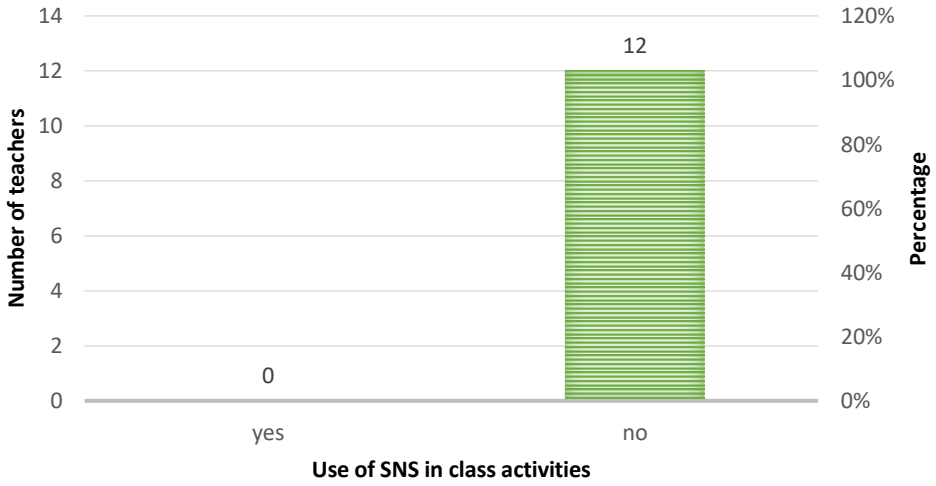
**Table N° 40 Results of Question 7 from the Teachers Interview**

| Answer | Number of teachers | % |
|---|---|---|
| Yes | 0 | 0% |
| No | 12 | 100% |

**Source:** *Results of interview applied to teachers of Beginners levels- of SSLC in October 2015*

**Source:** *Information obtained from Table N° 40 Results of Question 7 from the*

**FIGURE N°30**
**RESULTS OF QUESTION 7 FROM THE TEACHERS INTERVIEW**




*Teachers Interview*

### 3.2.8 Conclusions about the over – all results of the teachers' interview regarding use of technology in classes.

After analyzing data previously presented, it is possible to conclude that teachers in charge of Beginners levels during October 2015, in spite of having some minimum knowledge about the use of few technological devices, they did not know how to use them effectively, as a tool to help them engage their screenager

students into language learning. They did not use any 2.0 technology whatsoever since they mostly use computers just as an instrument to deliver their lectures and to accomplish the activities proposed in the book. They are not aware of the versatility technology has, to be included technically in any learning session, either inside or outside the classroom, and the positive effect this implementation would have in their lessons and teaching performance. Although they do seem willing to change that situation.

## 3.3 ANALYSIS OF THE TEACHERS' QUESTIONNAIRE REGARDING THE APPLICATION OF AN INSTRUCTIONAL DESIGN IN CLASSES.

This questionnaire was applied to teachers and it sought to find out whether teachers based their lesson plans on an instructional design and what method or approach they usually tend to follow in their classes. It was also intended to see if teachers planned their classes or not.

This test was applied to teachers who were in charge of Beginners levels during October 2015. Beginners levels comprise: Beginners I, II, III and IV. There were 14 teachers but only 12 accepted to solve the questionnaire.

The results are as shown below.

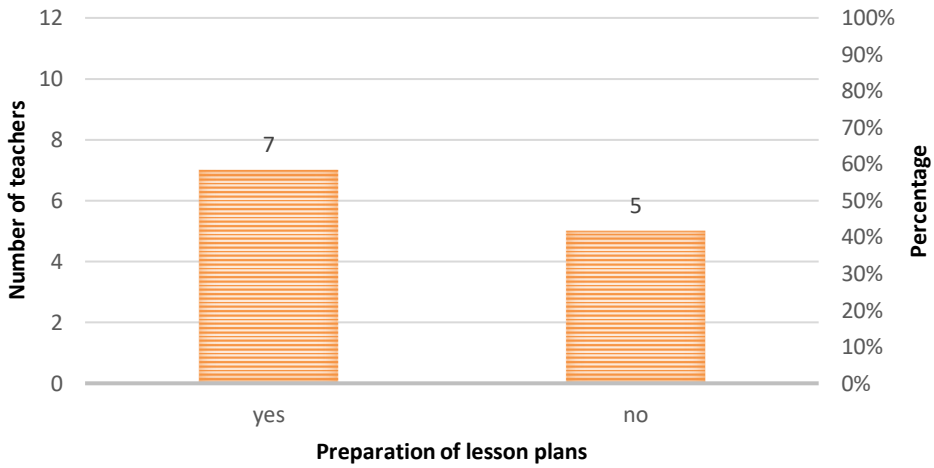
### 3.3.1 Results obtained from answers to question 1

Question 1 was formulated in order to gather information about the preparation of lesson plans. The question asked was: "Do you prepare a lesson plan for each class?" Results were the following.

**Table N° 41 Results of Question 1 from the Teachers Questionnaire**

| Answer | Number of teachers | % |
|---|---|---|
| Yes | 7 | 58% |
| No | 5 | 42% |

**FIGURE N°41**
**RESULTS OF QUESTION 1 FROM THE TEACHERS QUESTIONNAIRE**




**Source:** *Results of questionnaire applied to teachers of Beginners levels- of SSLC in October 2015*

**Source:** *Information obtained from Table N° 41 Results of Question 1 from the Teachers Questionnaire*

**INTERPRETATION**

The bar chart shows the number of teachers who claim to prepare a lesson plan for each of their classes, regardless the method or approach their lesson plans are based on or even if they know any teaching method at all. The only two possible answers were yes or not.

It can be seen that there is a slight difference between the number of teachers that claim to prepare a lesson plan for their classes, and those who do not.

As this graph presents, 7 out of 12 teachers answered yes for this question. In other words, 58% of the teachers stated that they prepare lesson plans for their classes.

Respecting to the number of teachers who declared not to prepare a lesson plan, we can see that they represent the 42%, which is 5 out of 12 teachers.

In conclusion, there is almost an even number of teachers of Beginners levels who declare preparing lesson plans for their classes and those who do not.

### 3.3.2 Results obtained from answers to question 2

In question 2, teachers were asked about the first part of their classes, what strategies or activities they use to hook students' interest and connect them with the class. This question is directly related to the approach or method they could base their lessons on.

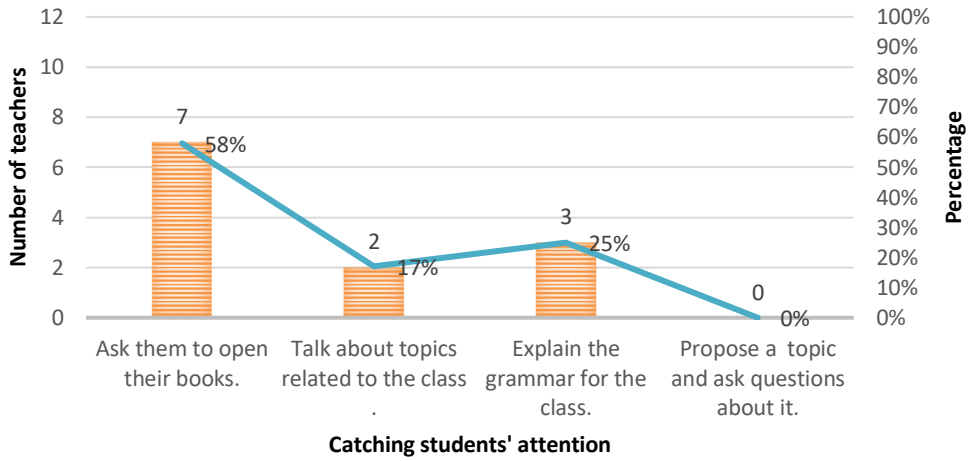
Teachers who have not decided or do not know much about methods or approaches of teaching would probably use no strategies at all or just follow the instructions from the book, meanwhile teachers who prefer traditional methods would probably opt for activities related to grammar or simple lectures. In the counterpart, students who apply social theories or natural approach would choose an activity which would imply more interaction with students and communication among their peers.

**Table N° 42 Results of Question 2 from the Teachers Questionnaire**

| Use | Number of teachers | % |
|---|---|---|
| Ask them to open their books. | 7 | 58% |
| Talk about topics related to the class. | 2 | 17% |
| Explain the grammar for the class. | 3 | 25% |
| Propose a topic and ask questions about it. | 0 | 0% |

**Source:** *Results of questionnaire applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N°42**
**RESULTS OF QUESTION 2 FROM THE TEACHERS QUESTIONNAIRE**




**Source:** *Information obtained from Table N° 42 Results of Question 2 from the Teachers Questionnaire*

**INTERPRETATION**

This chart depicts the activities or strategies, teachers apply when they begin their classes in order to catch student's attention and motivate them to follow the class.

From this figure we can see that most teachers technically do not apply any strategy at all, they simply focus on the use of the book given by the institution, neglecting the interest and motivation of students. Yet still, there is also a considerable number of teachers who follow the traditional method and focus primarily on the explanation and teaching of grammar.

As this graph presents, 7 out of 12 teachers answered just ask their students to open their books and follow the exercises proposed in it. In other words, 58% of the teachers just care about solving the book and finishing the units and exercises proposed. 17% of teachers,

prefer to begin their classes talking about topics related to the class, which means they prefer to give lectures and not acting so much as a guide or facilitator, but a lecturer and classes go mainly around them. There is also a strong 25% of teachers who prefer their classes focusing on grammar, since that is the most important for their praxis. Surprisingly we can see that 0% of teachers promote interaction and socialization at the beginning of their classes.

In conclusion, there are two main factions in SSLC teachers praxis: Those who do not follow any method or approach and those who focus mainly in grammar learning.

### 3.3.3 Results obtained from answers to question 3

Question 3 was about the activities teachers use the most in their classes. This question was thought to dig more about the method or approach teachers of Beginners level at SSLC prefer. The question stated was: “How frequently do you use these activities in your classes? Complete the table with any other activity you use if necessary.” Information collected was as follows.

**Table N°43**

**Results of Question N° 3 from the Teacher Questionnaire**

| ACTIVITY | NEVER | SOMETIMES | USUALLY | ALWAYS |
|---|---|---|---|---|
| Silent reading | 0 | 10 | 2 | 0 |
| Gap filling | 0 | 1 | 10 | 1 |
| Mingling | 1 | 9 | 2 | 0 |
| Group work | 0 | 9 | 3 | 0 |
| Drilling | 0 | 2 | 4 | 6 |
| Pair discussion | 2 | 8 | 2 | 0 |
| Computer based assignments | 8 | 4 | 0 | 0 |
| Video project | 12 | 0 | 0 | 0 |
| | | | | |
| | | | | |

**Source:** *Results of questionnaire applied to teachers of Beginners levels- of SSLC in October 2015*

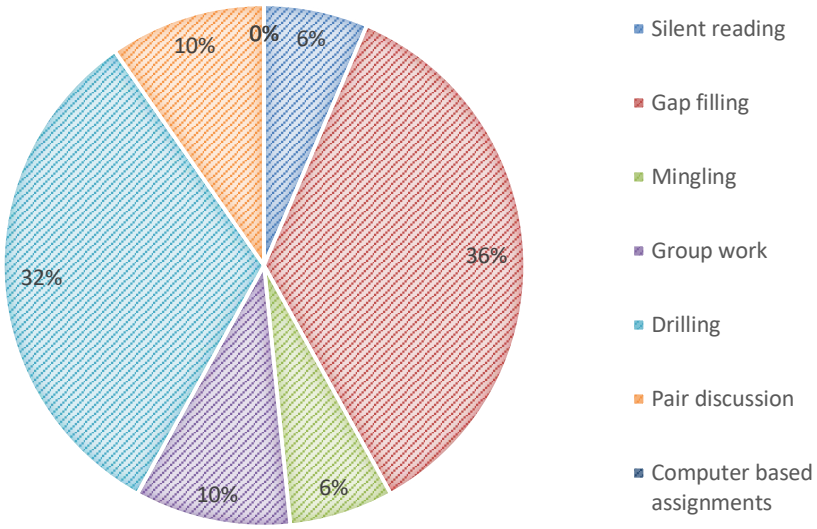
In order to facilitate the analysis of this data, information was organized regarding only the most frequent uses which are usually and always. So, only two categories would be analyzed for all the activities in this way: how many teachers usually or always apply each of the proposed activities. Data was organized as follows.

**Table N° 44 Results of Question 3 from the Teachers Questionnaire**

| Silent reading | Gap filling | Mingling | Group work | Drilling | Pair discussion | Computer based assignments | Video project |
|---|---|---|---|---|---|---|---|
| 2 | 11 | 2 | 3 | 10 | 3 | 0 | 0 |

**Source:** *Results of questionnaire applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N° 43**
**RESULTS OF QUESTION 3 FROM THE TEACHERS QUESTIONNAIRE**




**Source:** *Information obtained from Table N° 44 Results of Question 3 from the Teachers Questionnaire*

**INTERPRETATION**

The bar chart shows the activities which are more popular among teacher of Beginners levels at SSLC.

As the chart shows, teachers mainly prefer two activities which are gap filling and drilling, both activities are considered to be the key of traditional methods, the rest of activities seemed not to have such popularity among teachers.

We can see that, 36% of teachers prefer to propose gap filling exercises in their classes, 32% prefer drilling, both activities are the most popular. In the other hand, minority is shared out among pair discussing and group work, sadly, they represent only the 10% each, and we could have verified that these strategies were applied because they were proposed in the text books. There is still a smaller minority (only 2 teachers each) who prefer silent reading and mingling. Once

again it was shocking to find out that 0% of teachers preferred to organized activities based on technology as computers and such.

To conclude, it is possible to note that most teachers of Beginners levels tend to apply traditional methods in their classes.

### 3.3.4 Results obtained from answers to question 4

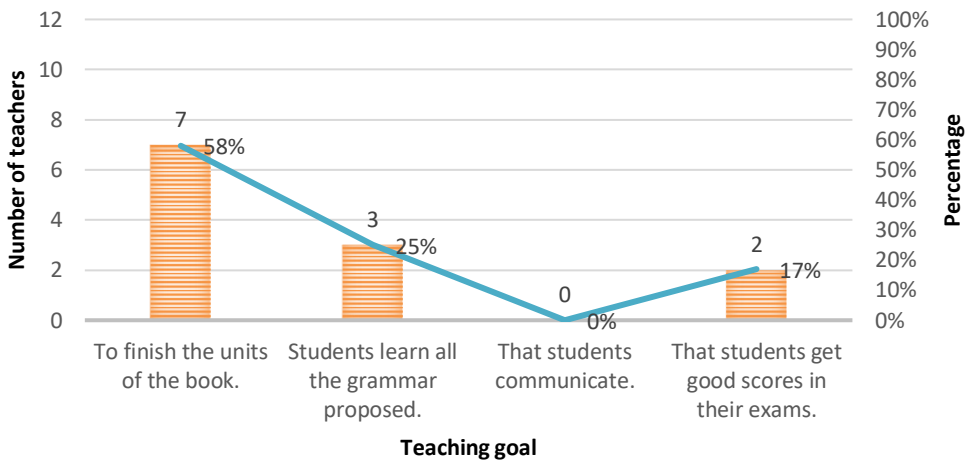
In question 4, teachers were asked about their goals or objectives for their classes, once again to inquire more into their method or approach preferred. The question was: “What is the main objective in your classes?” The answered considered were: To finish the units of the book, that students learn accurately all the grammar proposed for the cycle, that students communicate in the target language and that students get good scores in their exams.

**Table N° 45 Results of Question 4 from the Teachers Questionnaire**

| Use | Number of teachers | % |
|---|---|---|
| To finish the units of the book. | 7 | 58% |
| Students learn all the grammar proposed. | 3 | 25% |
| That students communicate. | 0 | 0% |
| That students get good scores in their exams. | 2 | 17% |

**Source:** *Results of questionnaire applied to teachers of Beginners levels- of SSLC in October 2015*

**FIGURE N°44**
**RESULTS OF QUESTION 4 FROM THE TEACHERS QUESTIONNAIRE**




**Source:** *Information obtained from Table N° 45 Results of Question 4 from the Teachers Questionnaire*

**INTERPRETATION**

The bar chart shows the goals teachers aim for their classes. The possible answers were: To finish the units of the book, that students learn all the grammar proposed for the class, that students get to communicate in the target language and that students obtain good scores in their exams.

It can be seen that, most teachers' main objective is to finish the units of the book, followed by a smaller number of teachers whose objective is that students learn all the grammar proposed for the class, there is also a minority who care more about the grades of their students.

As this graph presents, 7 out of 12 teachers are more concern about solving and completing the book, that represents 58% of the teachers. Respecting to the number of teachers who care more about grammar, we can see that they represent the 25%. The teachers whose objective is to teach students to obtain good scores in their exams

represent the 17% and finally o% of teachers cared about the capacity of students to communicate in the target language.

In conclusion, as we can elicit from the chart, most teachers of Beginners care more about the resolution of the book, which mean they follow no particular teaching method and a smaller but yet important number, follow traditional methods focused on grammar teaching.

### 3.3.5 Conclusions about the over -all results of the teachers' questionnaire regarding the application of an instructional design in classes.

After analyzing data previously presented, it is possible to conclude that teachers in charge of Beginners levels during October 2015, seem not to follow a method in their classes, except possibly traditional methods based on grammar teaching. Activities and strategies, they apply hardly engage students' attention. They are not aware of the importance of communication in learning and teaching a language. They do not promote activities which create a social, interactive environment they do not promote students' autonomy nor students' production. Finally, we could also confirm teachers at SSLC do not use activities related to technology in their classes

## 3.4 PROPOSAL

### 3.4.1 Name of the proposal:

Social-e-learning

### 3.4.2 Objectives of the proposal

#### 3.4.2.1 General Objective.

Students communicate effectively in the target language, according to the standards required to be in A1 level (CEFR)

#### 3.4.2.2 Specific Objectives

a. Students share basic personal information and learn about privacy.
b. Students share written information about their meals and food.
c. Students talk about a Clothing shopping experience registered in Instagram.
d. Students introduce a member of their family through a youtube video.
e. Students present a weather report and share it in reddit.
f. Students write and share information about the activities they are doing in that moment.
g. Students talk and interact with native speakers about their daily routines.

### 3.4.3 Program

| SOCIAL - E - LEARNING | | | | | | | |
|---|---|---|---|---|---|---|---|
| NATURAL APPROACH | **Session** | **Activity** | **Objective** | **Topic** | **Skill developed** | **SNS** | TPACK |
| | 1 | Hello world! | Students share basic personal information and learn about privacy. | Personal information | Reading and Writing | Facebook | |
| | 2 | Yum - yum!! | Students share written information about their meals and food. | Food and Drinks | Reading and Writing | Twitter | |
| | 3 | Let's go shopping | Students talk about a Clothing shopping experience. | Clothes | Speaking and listening | Instagram | |
| | 4 | Meet my family | Students introduce a member of their family through a youtube video. | Members of the family | Speaking and listening | Youtube | |
| | 5 | Today's forecast | Students present a weather report and share it in reddit. | The weather | Reading and Writing | Reddit | |
| | 6 | Day in, day out | Students talk and interact with native speakers about their daily routines. | Present Simple - Daily Routines | Speaking and listening | LiveMocha | |
| | 7 | What are you doing? | Students write and share information about the activities they are doing in that moment. | Present continuous | Reading and Writing | WhatsApp | |
| SOCIAL LEARNING THEORY | | | | | | | |

### 3.4.4 Proposal design

### 3.4.5 Description

The outcome of this research is an instructional design, following the ASSURE model, proposed by Heinich, Molenda, Russel and Smaldino. This, is a learner – centered instructional design model, which makes emphasis in the integration of technology in the classroom to produce more efficient and effective teaching and learning experiences. It requires the students' active participation. According to this model, the designer must follow six steps, which form the acronym of the name (see Figure N° 45).

| | |
|---|---|
| A | nalyze learner |
| S | tate objectives |
| S | elect methods, media and materials |
| U | tilize media and materials |
| R | equire learner participation |
| E | valuate and revise |

*Figure N° 45, Montoya, 2015 Steps of ASSURE model [Figure]*

**A**nalyze the students.

At this stage, the designer must analyze all the characteristics that may influence the students learning.

Aspects that need to be considered are: General attributes such as age, gender, etc., prior competences and learning styles.

**S**tate standards and objectives.

Once, the designer completes the analysis, he or she must select and specify what will the learner be able to do as a result of the lessons. The objectives may be used as guidelines for the assessment.

**S**elect strategies, technology, media and materials.

They must correspond to the learning objectives.

In this section it is also important to consider in what theories, methods or approaches the instructional design will be based on.

**U**tilize Technology, Media, and Materials

For this stage, the designer must plan how to use the technology selected. The designer ought to keep in mind that the ways technology is used, goes in relation with the learning objectives as well.

**R**equire learner participation.

This step is intrinsically related to the theoretical sustain of the proposal and is one of the two reasons the ASSURE model was chosen. For this model, it is essential to encourage and ensure students participation, they must be engaged in the activities proposed in classes and their learning process. That is why the first step is so important, the activities proposed must be according to the students' interests, thus designer can be certain students will participate.

**E**valuate and revise

Finally, in this step, it is required to evaluate the effects, the application of the instructional design had on the students. It is recommended to ask students for feedback.

All these steps must be thoroughly followed, leaving none unfulfilled or the success of the instructional design would be compromised.

### 3.4.6 Sustain of the proposal

As mentioned in chapter 2, the core of this instructional design lays down its roots in Banduras' Social learning theory, and Koehler and Punya TPACK framework.

It is set off from the idea that significant learning, especially significant **language learning is only possible when the student is provided in a social environment,** where he or she can interact with his or her teacher and peers, performing meaningful activities which promote communication. To make these activities meaningful they must be connected to their reality, experiences and interests. Now, what is that reality?

Students at SSLC are teenagers, digital natives as most members of Generation Z, who use devices to communicate, to investigate, and also for leisure. They use devices for almost anything. Technology is an important part of their lives. The only moment when they must unplug is for their classes, when they are asked to leave behind or turn off their devices and “focus” on their class.

As part of technology, as it as mentioned before, **Social network sites can be used to facilitate language learning in collaboration and interaction with one's peers and teachers** (Blake, 2008; Lin, 1762015).

They were considered in this proposal for the many benefits the use of this tools in the classroom has.

For instance, SNS tools can help to slow down the pace of a discussion, affording students more time to process what they have read and to craft a response (Payne, 2004, as cited in Blake, 2008)

It can also lower their affective filters (Payne, 2004, as cited in Blake, 2008) and increase student participation by providing them some degree of anonymity and the option to respond at their own pace (Godwin - Jones, 2003, as cited in Blake, 2008; Sadeghi, Rahmany, & Doosti, 2015), which is a requirement for proper acquisition according to Natural Approach.

Keeping all mentioned in mind, is that this instructional design was developed. All activities are intended to promote interaction and

communication, using technology as a key tool, especially social network sites which essence is precisely that: communication, technology and fun!

Lessons were designed using social networking sites in a way that first, encouraged students felt motivated to work collaboratively with their peers. Second, students gained access to a wider range of authentic materials through the social networking sites. Third, there was a furthering of interaction between classmates, teachers, and native speakers. Lastly, students were provided with the tools to take charge of their own learning, as the social networking sites chosen for this research are applications that students were familiar with or already use. ESL students constantly use their small mobile devices for a myriad of purposes such as translation, sharing their culture, and being social.

This research endeavored to expand on that use by capitalizing on their frequent access and interest in social networking sites.

ESL teachers will be able to use the ID to supplement their current materials, expand on their students' exposure to authentic materials, increase their students' learning opportunities, and provide more real time and individualized feedback to their students.

On the other hand, students will have increased teacher contact time and learning moments, potentially become more interested and engaged in learning, have added control over their learning, and be exposed to other modalities of learning, such as video, audio, and/or photos that may be more in line with their learning style.

The use of social networking sites that students are familiar with and the incorporation of them into the classroom serve the dual purpose of increasing student motivation and autonomy over their

learning. The familiarity puts students at ease and allows them to focus on learning.

### 3.4.7 Following the steps

**A**nalyze the learners

- General attributes: Students coursing Beginners IV – L during October 2015 at SSLC are teenagers from 16 to 18 years old. It is a medium size group, consisting of 21 students. There are both, male and female students. Their main interests are: music, singers, local TV shows and social network sites.
- Prior knowledge: According to the pretest, they have a low level of English domain. They were supposed to have a range of vocabulary which included: colors, numbers, food, members of the family, the weather, clothes, parts of the house, etc. Their grammar knowledge required, considered present simple, past simple, present continuous. Nevertheless, the majority of students do not remember neither the vocabulary nor the grammar structures; and the few who do, are not capable of communicate using them.
- Learning styles: After a quick test, it was possible to see that the two main learning styles were auditory and visual, and just a really small minority were kinesthetic.

**S**tate objectives

1. At the end of the cycle, students will be able to produce a vlog entry using the lexical structures seen during the classes and simple technology in a basic level.

**S**elect strategy, technology.

Classes must be 25% teacher – centered and 75% student – centered.

As it has been mentioned, the methods and frameworks that guide and sustain this proposal are TPACK and social learning

theory, this implies that the activities and goals must promote communication, interaction, meaningful activities that require the use of technology and a stress-free environment.

Possibilities to begin with the classes: short videos or texts from technological environments such as blogs, Facebook, or any other 2.0 site; which are related in somehow to the session. They will be used to start a class conversation. It is suggested to vary the activity, sometimes classes can begin with quick games or activities which will help catch students' attention.

It is also important to state the importance of the new content that will be acquired during the session.

During the rest of the class, there must be activities which promote involvement, interaction and socialization. Meaningful activities related to their real world. The idea is taking English out of the book and putting it into their lives.

Suggested activities are: collaborative problem solving, group discussion, creating media, brainstorming, jigsaw, games and competitions, social media, etc.

At the end of the classes, students must be capable of explaining what they have learned.

Finally, they must have an extension task at the end of every lesson. This activity must combine what students have learned during the session and l + 1 as Krashen said. It means it will be one level more difficult from what they have done. The activity must be developed using any social network site.

**U**se technology and media

To follow this step, it was important to follow the 5 P's process.

It means, technology applied had to be **p**reviewed and **p**repared. It was also important to **p**repare the environment, **p**repare the learners and **p**rovide the learning experience.

As mentioned before, technology used was principally 2.0 technology, computers, mobile phones, tablets, and social network sites.

**R**equire learner participation

Since the instructional design is learner – centered, as mentioned in the first S, 75% require learners' participation. Activities are design to work under the premise of an active and interconnected classroom, where is the student who undergoes the whole learning experience, inside and outside the classroom.

**E**valuate

The impact of the application of this instructional design was evaluated through the posttest and the assessment of the vlog entries students posted as the outcome of the cycle.

### 3.4.8 List of Activities suggested.

As stated before this instructional intends to give more preponderance to the use of technology, so here is a list of activities suggested which combine, the use of technology, socialization and that are intrinsically related to students' daily life.

1. Tweet As A Class

Use Twitter to send out daily updates on what students are learning in class. You can assign a different person every day to write out the Tweet of the Day. You could have them

work out what they want to say in a group to make it a team-building exercise. This is also a good practical digital citizenship lesson on what is appropriate to say on Twitter.

2. Class Instagram Account

This is similar to Twitter but with photos. You can use Instagram to post pictures of group activities, or anything else the students are working on in class. It creates a picture-based record of their cycle that they can look back on for years to come. Also, it's a great way to work on building student portfolios.

3. YouTube a Show

Students love to perform and putting their projects up on a class YouTube channel can give parents and other relatives a chance to seen them shine. You can do this with podcasts, reports, and other interview-type shows. Even a weekly "newscast" of things that are going on in the institution can make for an interesting YouTube clip.

4. Work with Periscope

Periscope allow stream videos can be done in real time, so it's best for a longer presentation-type assignment. In addition, you can tweet that your class is going to be on Periscope and the students will get a kick out of how many "likes" they get.

5. Create a Class Website

Have the students write blog posts to have on the website. This gives them a chance to practice their writing skills. They will be proud to show their friends and family what is going on in the classroom.

6. Polleverywhere

Use any one of the many polling services to have your students send a quick response to an SMS short code. One example of a service is Polleverywhere.

7. Photo Rally

Use the camera of their mobiles to record evidence of items 'found' on a scavenger hunt.

Try letting the teams come up with the list and then swap lists. Set the timers on the phone to 30mins - first team to find and record evidence wins. Points for creativity!

8. Voice recording

Use the voice recorder feature as a means of collecting audio evidence / feedback on work. Add to portfolio as evidence of peer feedback / learning / development - transfer to machine via bluetooth / wifi / email / etc and link up by embedding / storing on intranet etc. If you own a smart phone, audioboo could be used to store in the cloud and then link directly to the audio files. Voice recorder could be used for other purposes too such as: interview | recording instructions | podcast style notes | keywords for revision |

9. Calling for an expert

Teachers can use a cellphone alone or with some special apps to make a video or voice call with an expert in order to achieve certain objectives in the classroom, and their students can use it also in a group work.

When you have many groups working at the same time, each group will have an interview with an expert of a certain topic of which it can be a project or a collaborative classroom activity.

10. Create a WhatsApp group

Teachers can create a group using WhatsApp to send texts to students. This is an easy way to send reminders, homework assignments, or other news.

11. Posterous

Students use their mobiles to take pictures of places they visit, which they can then email to the class Posterous site or via the Posterous app to make them appear on the blog. Students can also produce text to accompany the pics. The posts can then be discussed in class later or students can write comments on them. This provides great writing and speaking practice.

12. Reddit

Reddit has been around since 2005, but many people are still unaware of how useful it can be. Reddit communities are organized around a particular interest or topic, they are great, positive places where people exchange ideas and knowledge for free. One of the best ways to learn a language (or improve your current language skills) is to simply communicate with other speakers, so it's easy to see why Reddit makes a good practice ground for language learners.

One activity suggested, specially for a little more advanced student is "study partners", where Instead of chatting with everyone at once, students might sharpen their English skills in one-on-one conversation. Subreddits like /r/AlienExchange and /r/Penpals are just the right place to find a person to talk to. They can focus on language practice and look for people with the same interest or find someone to chat about anything simply to practice communicating in the language. Of course, all users are expected to behave politely, so make sure students follow the subreddit rules.

There are also social network sites which are specifically for language learning. Here is a list of some more ideas using these sites but including a little more advanced activities.

| SNS | Skill | Task |
|---|---|---|
| **Busuu** | Speaking and Listening | After selecting a vocabulary lesson from Busuu's English courses, students find a stranger online to do a video chat with, using the vocabulary that was just learned. This activity gives students the opportunity to put vocabulary into a meaningful context and test out new words. |
| | Writing | The student chooses a friend and writes him/her a message about personal plans over their next holidays. Students are encouraged to use the structures: a 'be going to' - with a time frame and indicate specific dates. b. 'will'- with a time frame, to show various uses of the future . Students ask for feedback. |
| **Livemocha** | Speaking and Listening | Students listen to a native speaker's audio sample, taking note of stress patterns in English sentences. Then, they record themselves reciting the practice sentences. Students submit their recording to a friend in their network so that a native speaker can comment suggestions. Students check this feedback. In turn, they respond to material submitted by others. |
| | Writing | Students share information about their own culture with the online community. First, as a model, they read the posts of other members about culture in the United States. Then they add to the usergenerated content of the site by posting their own stories about life and culture in their home country. Students check back a week later for comments. |
| **English Café** | Writing | Students join a group called "World Culture," where they share their culture with friends from different countries. Students post comments by uploading a photo that shows some aspect of their culture and writing sentences to describe the people and objects in the photo. They also reply to one of their group members' comments. |
| | Grammar | Students join a group called "The English Forum" and learn the "present perfect tense." Students watch the video of the presentperfect grammar lesson created by one of the group members. They then write at least two sentences using the present perfect tense about a place they have been. Students also provide feedback to others. In addition, on the Ask & Answer page, they ask a grammar question and find answers offered by native speakers. |

### 3.4.9 Lesson plan sample

# LESSON PLAN

## I. General Information

1. **Institution:** Señor de Sipan Language Center
2. **Cycle :** Beginners IV
3. **Time:** 90 Minutes
4. **Teacher:** Montoya Muñoz Gabriela Emma
5. **Learning unit:** My personal information
6. **Topic:** Basic personal information

**Specific achievement:** Creates a Facebook profile, using his or her basic personal information

## II: Methodological sequence

| MOTIVATION | ACTIVITIES | | | | | | COMUNICATION |
|---|---|---|---|---|---|---|---|
| | **LEARNING STAGES** | | **STRATEGIES** | **TIME** | **INDICATORS** | **MATERIAL** | |
| | **BEGINNING** | | • Teacher greets students and briefly talks with them to create a smooth environment in the classroom.<br>• The teacher organizes a quick game (hot potatoes) to motivate students and gather information about their previous knowledge in relation to the session.<br>• The teacher connects the results of the game with the topic for the class.<br>• The teacher declares the topic of the class.<br>• Students elicit the importance and application of the topic into their real life. | 15’ | • Students pay attention to the teacher.<br>• Students participate in the conversation and activities proposed by the teacher. | • Slides<br>• Projector<br>• Rubber ball<br>• Music | |
| | **DEVELOPMENT** | **TRANSFORMATION** | • The teacher presents the information in a dynamic and interactive way, using slides, images, videos and examples to help students infer the uses of the lexical structures presented.<br>• Students participate actively, helping to build their knowledge.<br>• Students ask questions to solve any doubt. Questions are answered by peers and the teacher, when required. | 55’ | • Students demonstrate their interest in the development of the class and participate actively.<br>• Students show respect towards their classmates and their participations in class.<br>• Students recognize and use correctly personal information in English in the proposed activities. | • Slides<br>• Projector<br>• Board<br>• Markers<br>• Notebooks<br>• Pens | |
| | | **PRACTICE** | • Students gather in groups of two or three and talk about a sample Facebook profile, analyze the information included in it and compare it with their own Facebook profiles.<br>• Students share their opinions to the class.<br>• The teacher monitors students’ work and help to solve questions whenever it is required.<br>• Students draft their Facebook profile in English | | | | |
| | **CLOSURE** | | • Students and teacher dialogue about the knowledge acquired in the session.<br>• Altogether, students and teacher make a summary of the content of the session.<br>• Some students give examples of the content learnt by formulating full sentences of their basic information.<br>• The teacher provides feedback.<br>• Extent activity: Create a new profile in Facebook using the content learnt in the session. | 20’ | • Students demonstrate their domain of knowledge acquired. | • Projector<br>• Slides | |
| | **FEEDBACK** | | | | | | |

## III. Evaluation

| Capacities | Content | Aptitudes | Instruments |
|---|---|---|---|
| Produce simple texts about their basic personal information using structures learnt in class correctly. | • Basic Personal information | Show interest in learning the topic. Participates actively during the session. Perseveres in learning and mastering the content. | • Observation<br>• Oral Participation<br>• Facebook profile |

## Bibliography


| TEXTO |
|---|
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**ANNEX**

Option 1: Prepared for really beginners students. Considering just vary basic information and structures.


Movies:

_____

_____

TV Shows:

_____

_____

Music:

_____

_____

Books:

_____

_____

Sports:

_____

My birthday:

_____

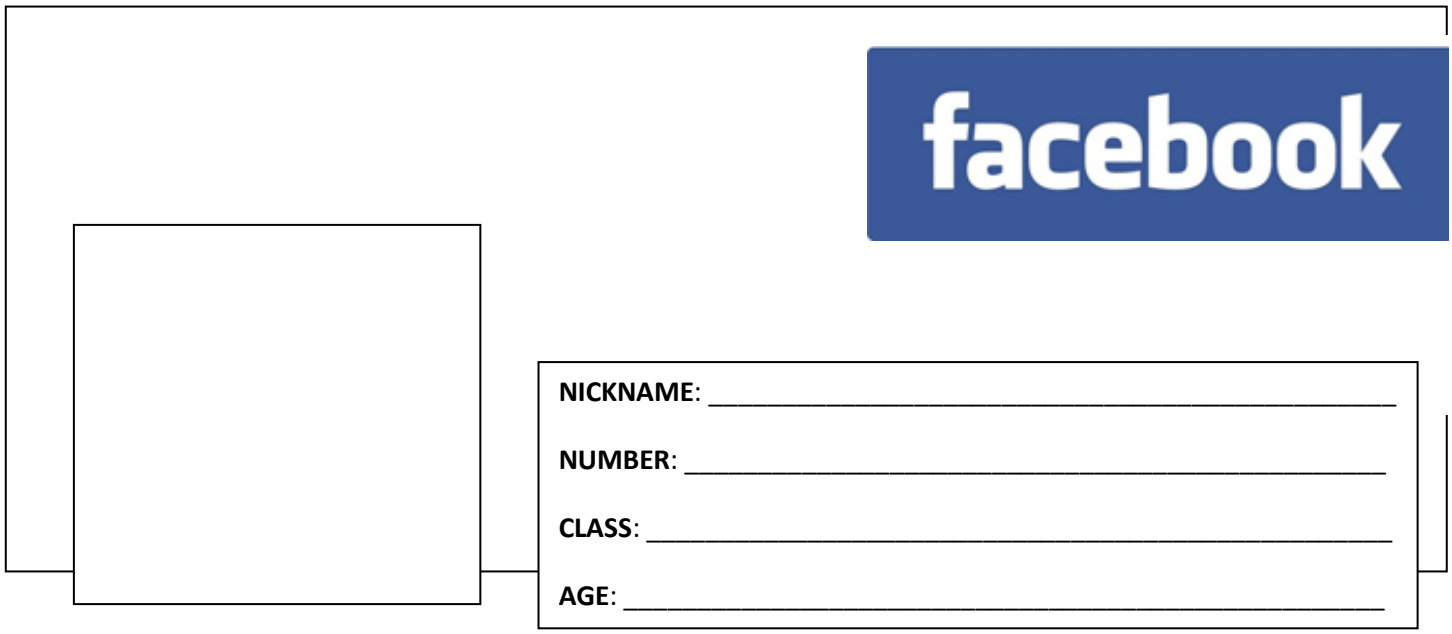
I am ____ years old.

I live in:

My friends:

My family:

Option 2: For students with more domain of English structures.



**NICKNAME**: _____

**NUMBER**: _____

**CLASS**: _____

**AGE**: _____

**WHERE ARE YOU FROM?**

**WHAT IS YOUR FAVOURITE COLOUR?**

_____

**WHAT IS YOUR FAVOURITE SPORT?**

_____

**WHAT SPORTS DO YOU LIKE?**

_____

**WHAT SPORTS DO YOU DISLIKE?**

_____

**WHO IS YOUR FAVOURITE SINGER?**

_____

**WHAT IS YOUR FAVOURITE FOOD?**

_____

**WHAT FOOD DO YOU LIKE?**

_____

**WHAT FOOD DO YOU DISLIKE?**

_____

**WHAT DO YOU DO IN YOUR FREE TIME?**

_____

## 3.5 RESULTS OF THE POST TEST

The post - test applied followed the same structure and exercises than the pre test, in order of truly measuring the changes operated in students after the implementation of the instructional design. Thus, it also fulfils the standards to measure the level of English learning in students. Always keeping in mind, as explained before, English is a language and as such, its nature is communicative. Questions considered in the post - test evaluate the minimum required to achieve A1 level according to The Common European Framework of Reference for languages.

A satisfactory answer which demonstrates A1 level is scored 2.

Scores 1 and 0 are considered below the level required.

This test was applied at the end of the cycle. Each cycle lasts one month.

After evaluating the sample, consisting of 21 students coursing Beginners IV at Señor de Sipan Language Center in October 2015. The results are as shown below.

### 3.5.7 Results obtained from answers to question 1:

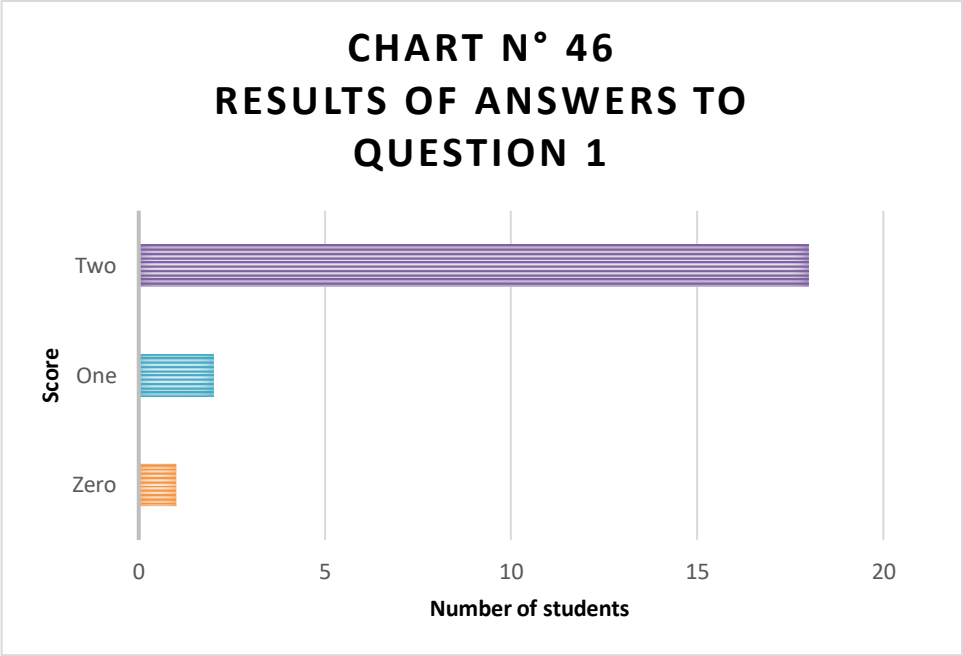
For question 1, students were asked to provide one of the most basic information about themselves, which is their age. The question asked was: “How old are you?”

**Table N° 45**

**Results of Answers to question 1**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 1 | 2 | 18 |

**Source:** *Results of post test applied to students of Beginners IV - L of SSLC in October 2015*



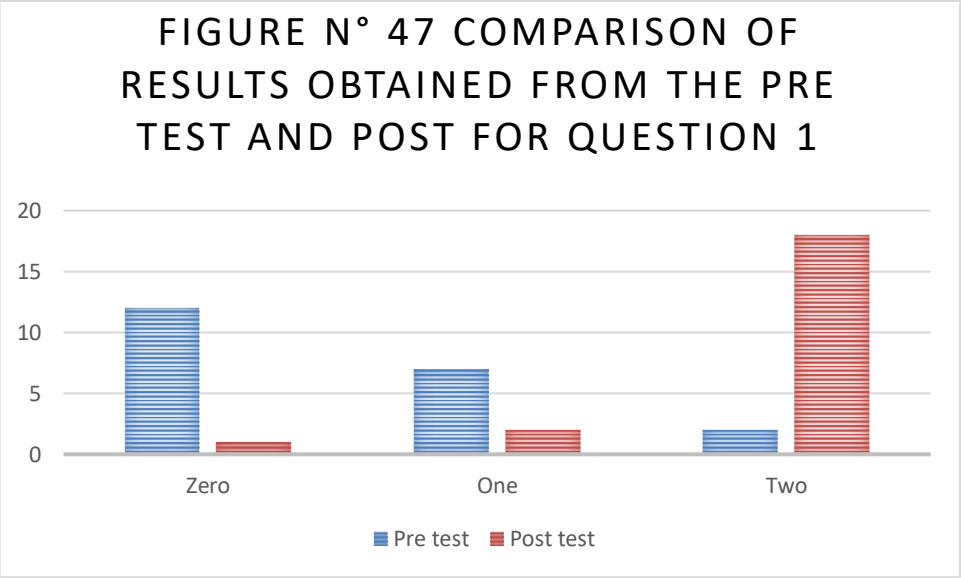

**Source:** *Information obtained from Table N° 45 Results of Answers to question 1*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

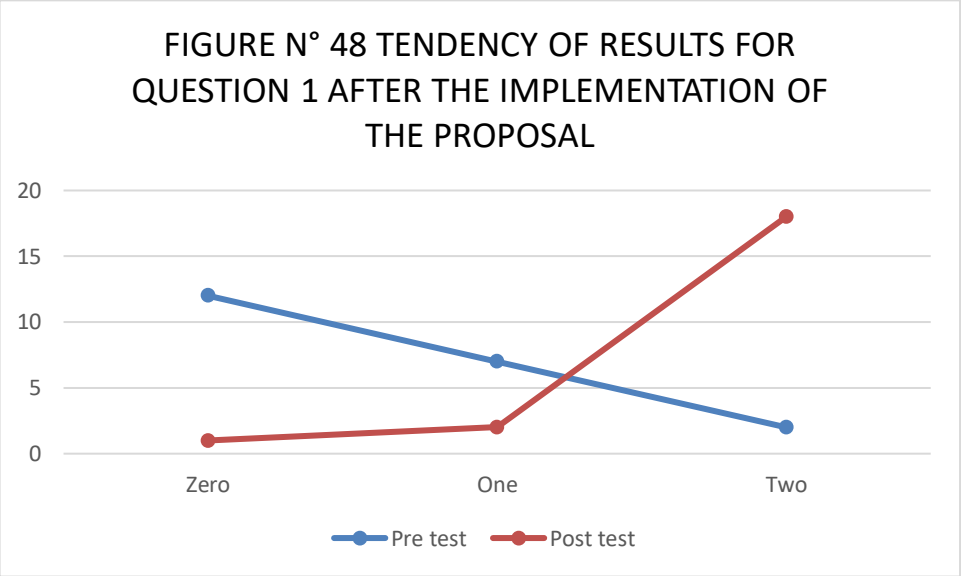
**Table N° 46 Comparison of results obtained from the pre test and post test for question 1**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 12 | 7 | 2 |
| Post test | 1 | 2 | 18 |

**Source:** *Results of post - test and pre – test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 46 Comparison of results obtained from the pre test and post test for question 1*




**Source:** *Information obtained from Table N° 46 Comparison of results obtained from the pre test and post test for question 1*

**INTERPRETATION**

This figure presents the tendency of scores obtained in question 1 after the application of the proposal.

It can be clearly seen that there is a significant increase in the number of students who obtained 2 points in question 1in the post test, in relation to the number or students who scored 2 points in the pre – test.

As this graph shows, only 1 out of 21 students obtained zero points for question number 1, while most students, which is 86% obtained 2 points. It represents a huge improvement in comparison with the results obtained in the pre test for the same question.
Respecting to the number of students who obtained 1point, we can see that they represent the 14%, which is 3 out of 21 students.

Overall, as it is explicit in the chart, most students actually improved their performance in conveying a correct answer for question number 1.

### 3.5.8 Results obtained from answers to questions 2.

For questions 2, students were asked to spot the difference between two images, trying to convey a full answer, may be a phrase or sentence to explain the difference. Use of basic vocabulary was necessary to answer these questions, such as basic colors, numbers, food items and clothes. Students could identify the differences in any order, however, for a better understanding we organized the questions in a, b, c and d, which are as follows:

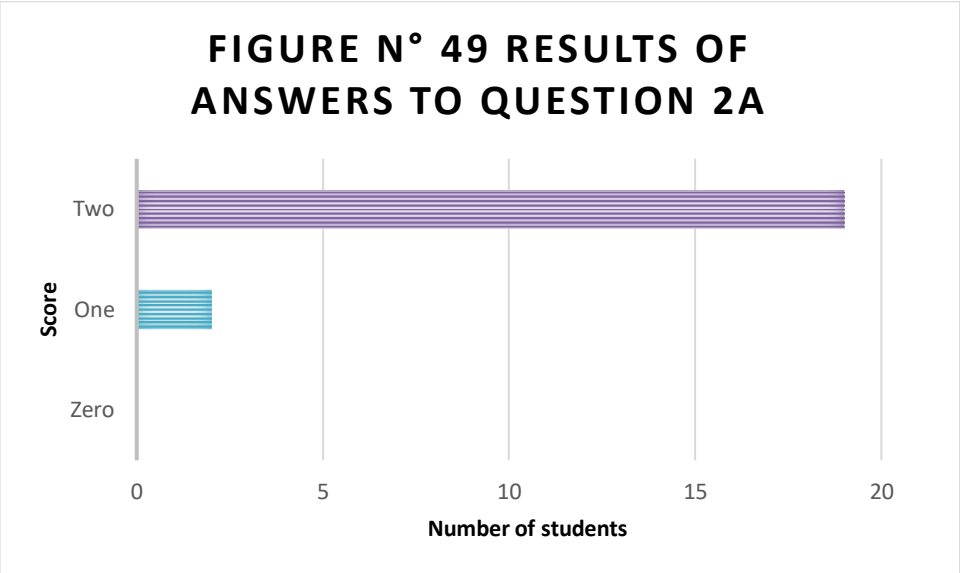
#### 3.5.8.1 Results obtained from answers to question 2 item a.

For question 2 item “a” we considered the color of the jacket. One was a red jacket, the other was a yellow jacket.

**Table N° 47 Results of Answers to question 2 a**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 0 | 2 | 19 |

**Source:** *Results of post - test applied to students of Beginners IV - L of SSLC in October 2015*



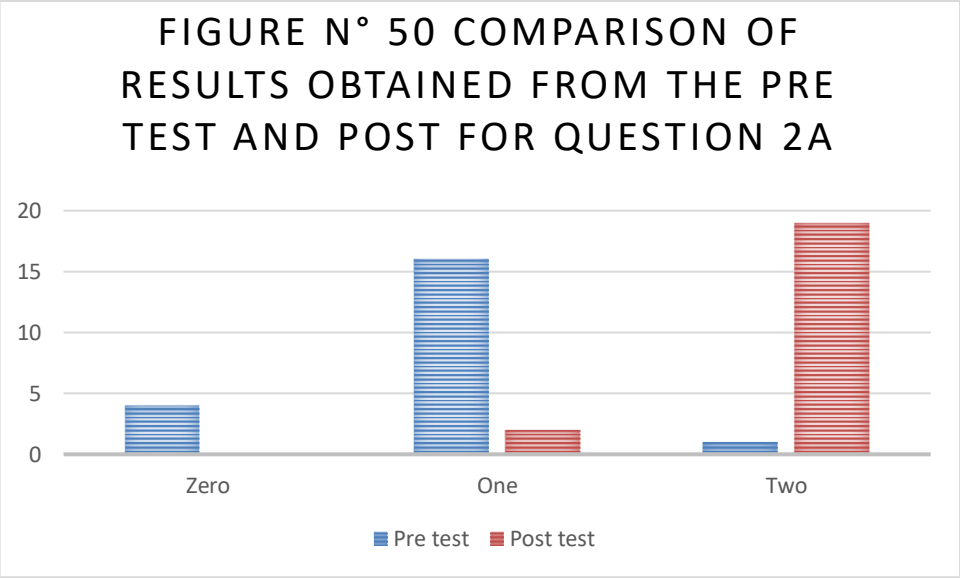

**Source:** *Information obtained from Table N° 47 Results of Answers to question 2 b*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

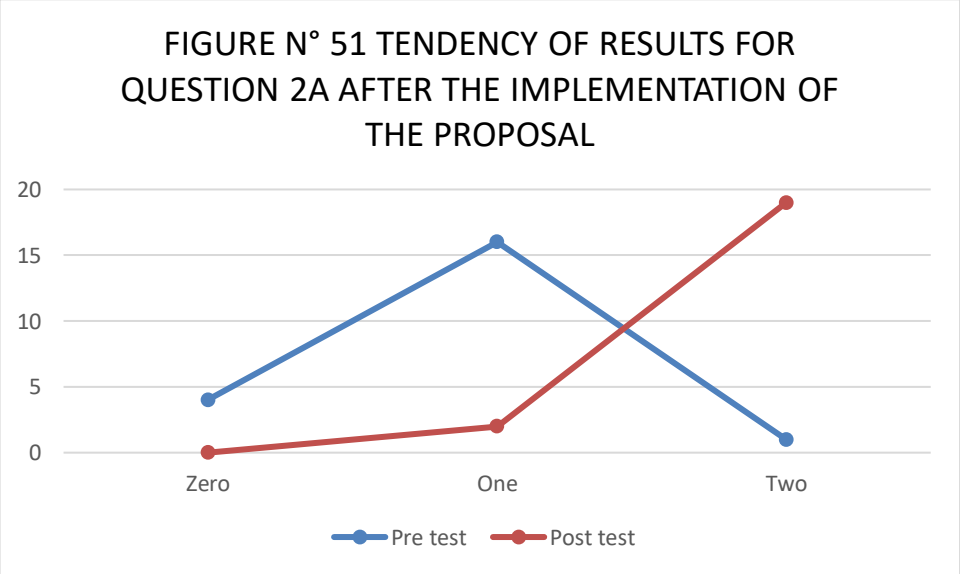
**Table N° 48 Comparison of results obtained from the pre test and post test for question 2a**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 4 | 16 | 1 |
| Post test | 0 | 2 | 19 |

**Source:** *Results of post - test and pre – test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 48 Results of Answers to question 2 a*




**Source:** *Information obtained from Table N° 48 Results of Answers to question 2 a*

**INTERPRETATION**

This figure presents the tendency of scores obtained in question 2a after the application of the proposal.

It can be easily elicited, there is a vast increase in the number of students who obtained 2 points in question 2 a in the post test, in relation to the number or students who scored 2 points in the pre – test.

As this graph shows, 0 out of 21 students obtained zero points for question 2a, while most students, which is 90% obtained 2 points. It represents a humungous improvement in comparison with the results obtained in the pre - test for the same question.

Respecting to the number of students who obtained 1point, we can see that they only represent the 10%, which is 2 out of 21 students.

From these figures, it can be concluded that, most students actually improved their performance in conveying a correct answer for question 2a.

3.5.8.2 Results obtained from answers to question 2 item b.

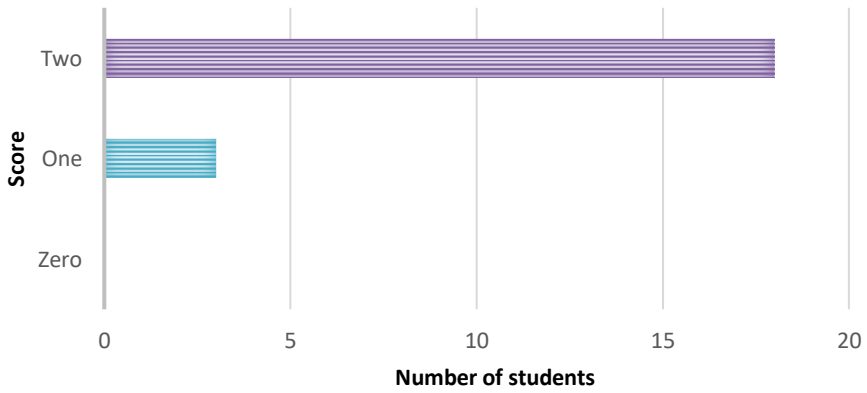
For question 2 item “b” we considered the number of legs of the creature. One creature had four legs, the other creature had three legs.

**Table N° 49 Results of Answers to question 2 b**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 0 | 3 | 18 |

**Source:** *Results of post - test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 52 RESULTS OF ANSWERS TO QUESTION 2 B**



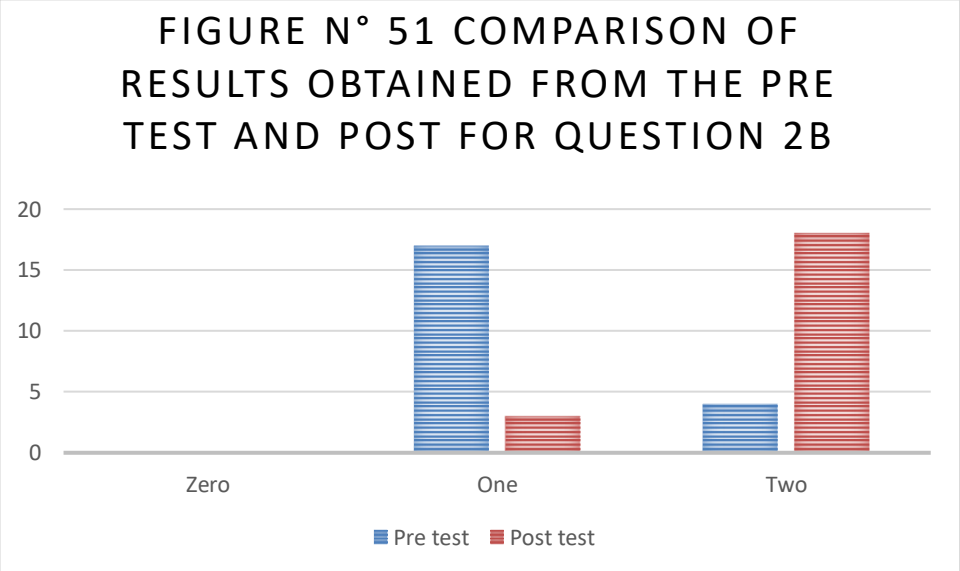

**Source:** *Information obtained from Table N° 49 Results of Answers to question 2b*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

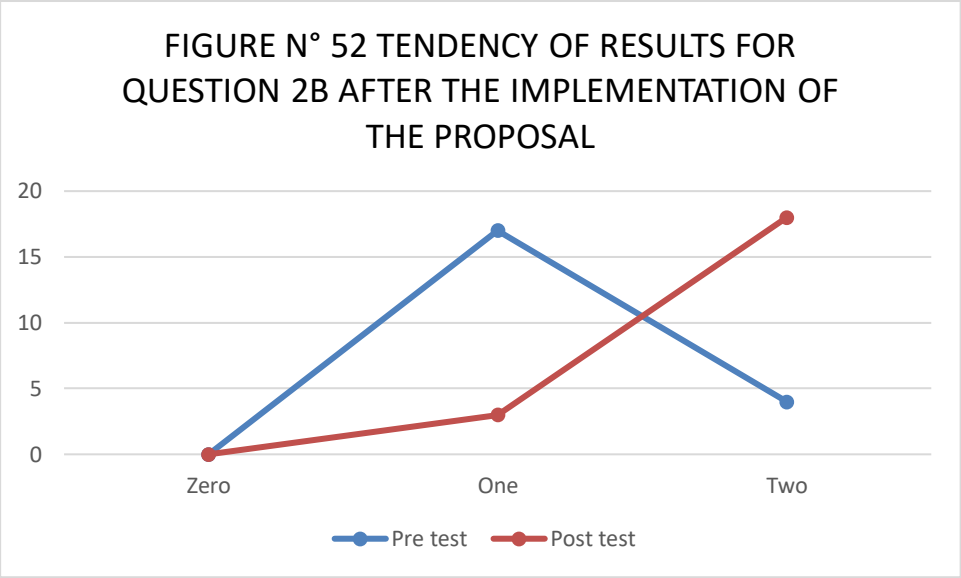
**Table N° 50 Comparison of results obtained from the pre test and post test for question 2B**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 0 | 17 | 4 |
| Post test | 0 | 3 | 18 |

**Source:** *Results of post - test and pre – test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 50 Comparison of results obtained from the pre test and post test for question 2B*




**Source:** *Information obtained from Table N° 50 Comparison of results obtained from the pre test and post test for question 2B*

**INTERPRETATION**

These figures depict the tendency of scores obtained in question 2b after the application of the proposal.

It can be surely drawn out from the figures, there is a vast increase in the number of students who obtained 2 points in question 2 b in the post test, in relation to the number or students who scored 2 points in the pre – test.

As this graph shows, 0 out of 21 students obtained zero points for question 2b, while most students, which is 86% obtained 2 points. It represents a very big improvement in comparison with the results obtained in the pre - test for the same question.

Respecting to the number of students who obtained 1point, we can see that they only represent the 14%, which is 3 out of 21 students.

From these figures, it can be concluded that, most students actually improved their performance in conveying a correct answer for question 2b.

3.5.8.3 Results obtained from answers to question 2 item c.

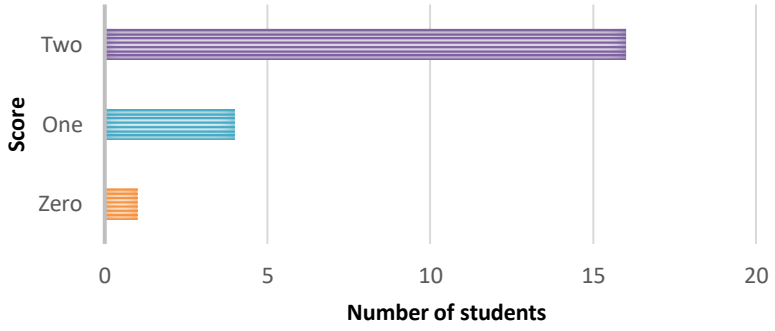
For question 2 item “c” we considered the weather. In one picture the weather was sunny and in the other picture the weather was cloudy.

**Table N° 51 Results of Answers to question 2 c**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 1 | 4 | 16 |

**Source:** *Results of post - test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 55 RESULTS OF ANSWERS TO QUESTION 2 C**



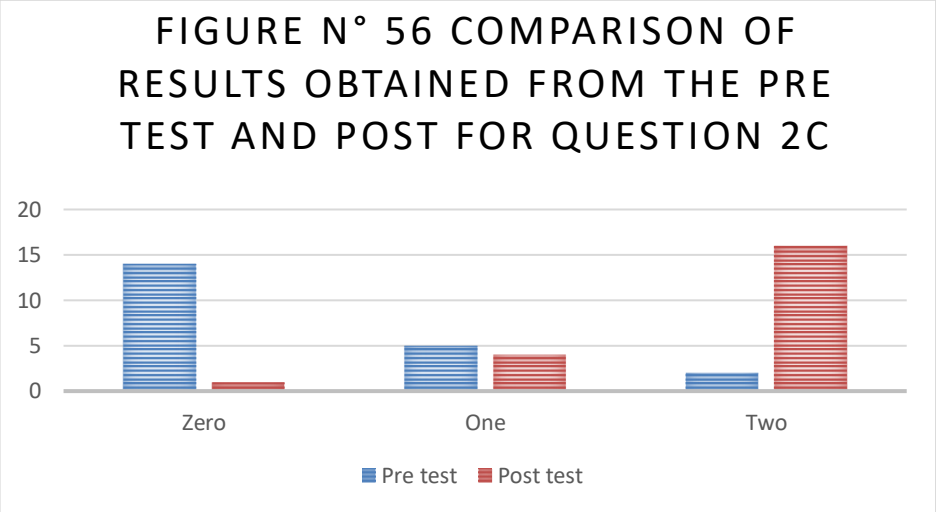

**Source:** *Information obtained from Table N° 51 Results of Answers to question 2 c*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

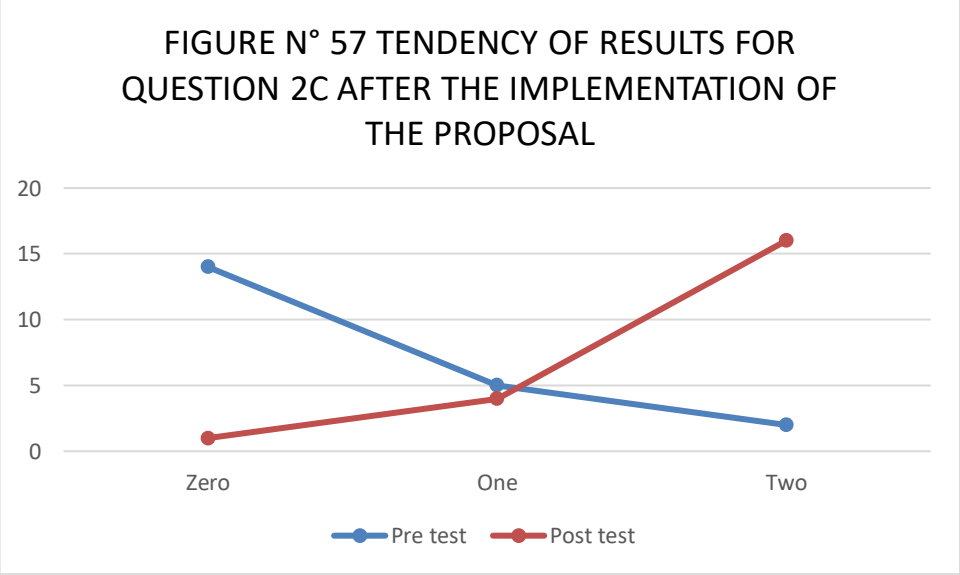
**Table N° 52 Comparison of results obtained from the pre test and post test for question 2c**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 14 | 5 | 2 |
| Post test | 1 | 4 | 16 |

**Source:** *Results of post - test and pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 52 Comparison of results obtained from the pre test and post test for question 2c*




**Source:** *Information obtained from Table N° 52 Comparison of results obtained from the pre test and post test for question 2c*

**INTERPRETATION**

These figures depict the tendency of scores obtained in question 2c after the application of the proposal.

It can be seen that there was an increase in the number of students who obtained 2 points in question 2 c in the post test, in relation to the number or students who scored 2 points in the pre – test. Although the number of students who achieved the level required (2 points) is less than in previous questions, there is still an important improvement.

As this graph shows, 1 out of 21 students obtained zero points for question 2c, while most students, which is 76% obtained 2 points. It represents a considerable improvement in comparison with the results obtained in the pre - test for the same question.

Respecting to the number of students who obtained 1point, we can see that they represent the 19%, which is 4 out of 21 students.

From these figures, it can be concluded that, most students improved their performance in conveying a correct answer for question 2c.

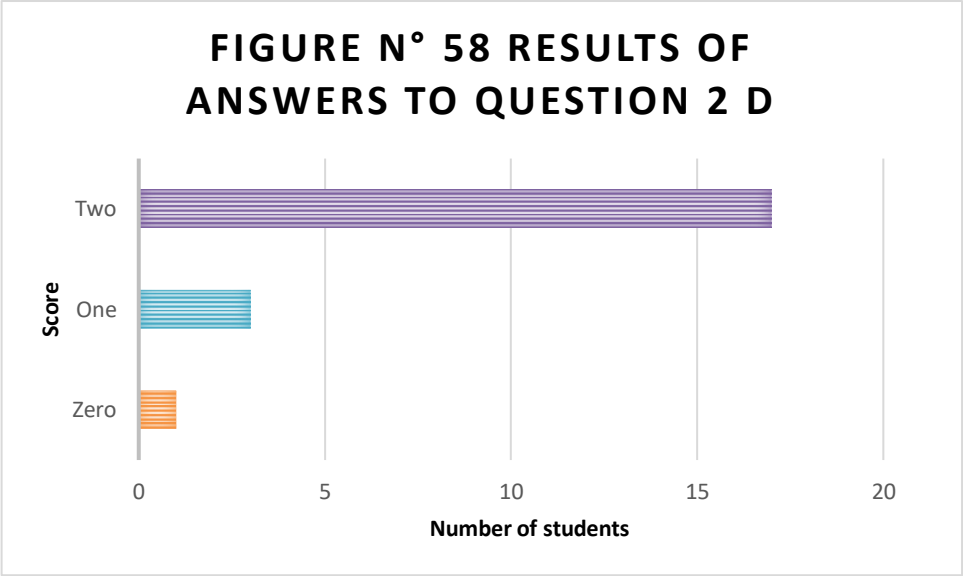
3.5.8.4 Results obtained from answers to question 2 item d.

For question 2 item “d” we considered the food items in the pictures. In one picture the boy was eating a hamburger, in the other picture, the boy was eating French fries.

**Table N° 53 Results of Answers to question 2d**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 1 | 3 | 17 |

**Source:** *Results of post test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 53 Results of Answers to question 2d*

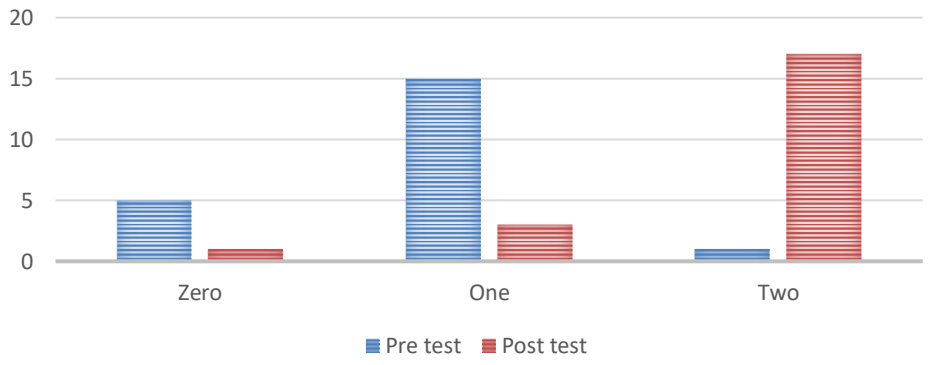
To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

**Table N° 54 Comparison of results obtained from the pre test and post test for question 2D**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 5 | 15 | 1 |
| Post test | 1 | 3 | 17 |

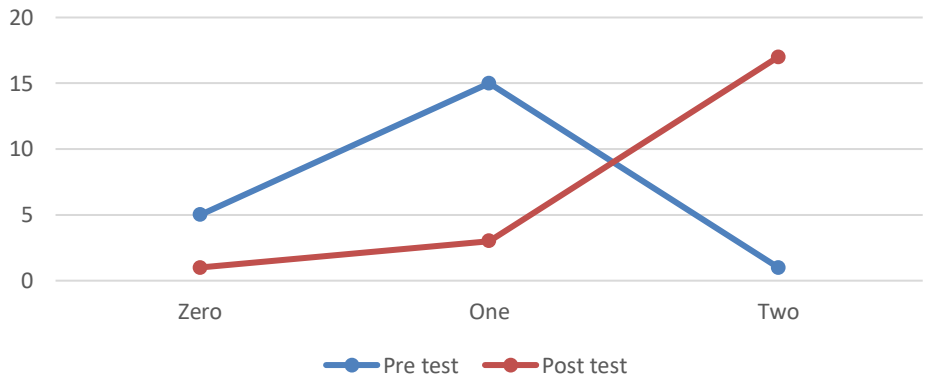
**Source:** *Results of post test and pre test applied to students of Beginners IV - L of SSLC in October 2015*

FIGURE N° 59 COMPARISON OF RESULTS OBTAINED FROM THE PRE TEST AND POST FOR QUESTION 2D




**Source:** *Information obtained from Table N° 54 Comparison of results obtained from the pre test and post test for question 2d*

FIGURE N° 60 TENDENCY OF RESULTS FOR QUESTION 2D AFTER THE IMPLEMENTATION OF THE PROPOSAL




**Source:** *Information obtained from Table N° 54 Comparison of results obtained from the pre test and post test for question 2d*

**INTERPRETATION**

These figures represent the tendency of scores obtained in question 2d after the application of the proposal.

From the graph it is easy to extract that there was an important increment in the number of students who obtained 2 points in question 2 d in the

post test, in relation to the number or students who scored 2 points in the pre – test.

As this graph shows, 1 out of 21 students obtained zero points for question 2d, while most students, which is 81% obtained 2 points. It represents an important improvement in comparison with the results obtained in the pre - test for the same question where only 5% obtained 2 points.

Respecting to the number of students who obtained 1point, we can see that they represent the 14%, which is 3 out of 21 students.

From these figures, it can be concluded that, most students improved their performance in conveying a correct answer for question 2d.

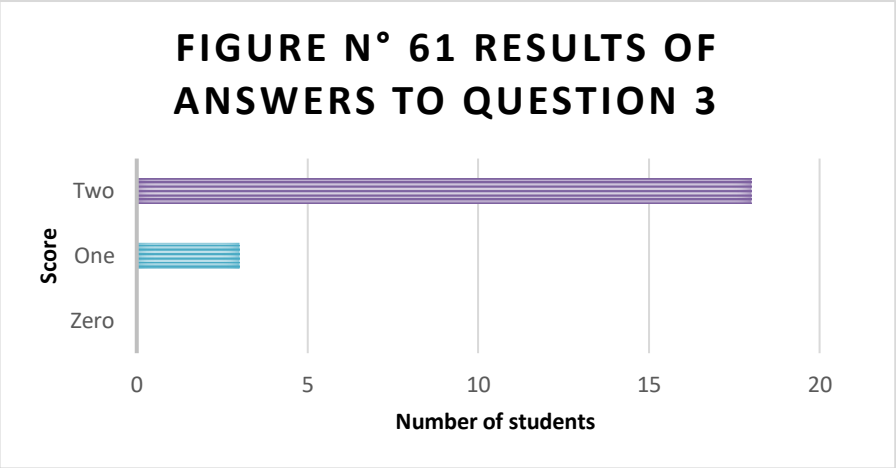
### 3.5.9 Results obtained from answers to question 3:

For question 3, students were asked to provide information about their daily routines and habits. In questions 3, 4, and 5; students were asked about the activities they usually do in the evenings. The question asked was: “Who cooks your dinner?”

**Table N° 55 Results of Answers to question 3**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 0 | 3 | 18 |

**Source:** *Results of post - test applied to students of Beginners IV - L of SSLC in October 2015*



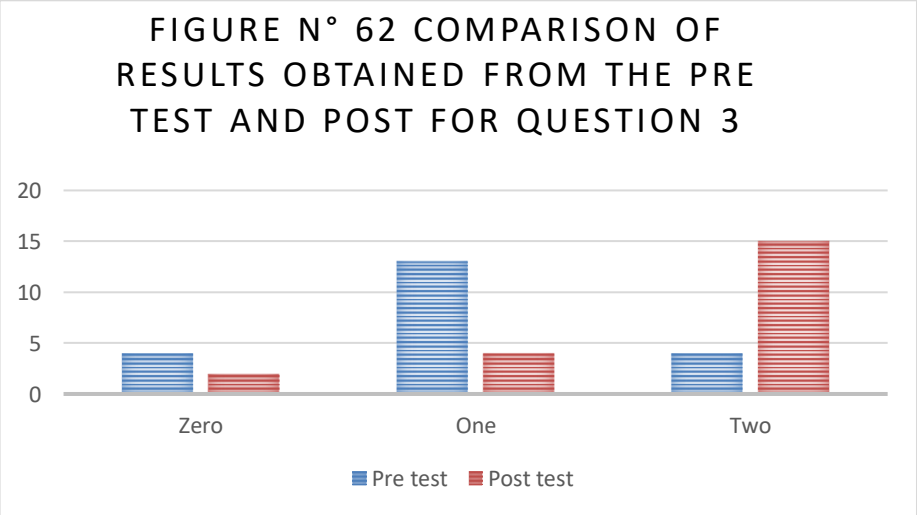

**Source:** *Information obtained from Table N° 55 Results of Answers to question 3*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

**Table N° 56 Comparison of results obtained from the pre test and post test for question 3**

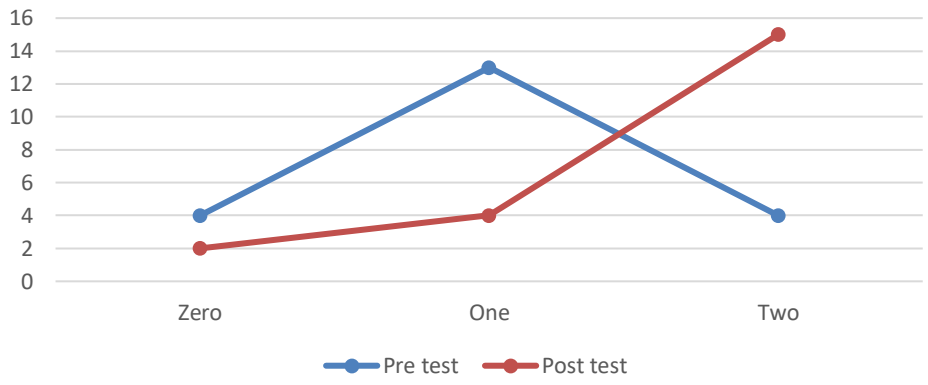
| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 6 | 10 | 5 |
| Post test | 0 | 3 | 18 |

**Source:** *Results of post test and pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 56 Comparison of results obtained from the pre test and post test for question 3*

FIGURE N° 63 TENDENCY OF RESULTS FOR QUESTION 3 AFTER THE IMPLEMENTATION OF THE PROPOSAL




**Source:** *Information obtained from Table N° 56 Comparison of results obtained from the pre test and post test for question 3*

**INTERPRETATION**

These figures show the fluctuation of scores obtained in question 3 after the application of the proposal.

From the graph it is easy to elicit that there was a dramatical rise in the number of students who obtained 2 points in question 3 in the post test, in relation to the number or students who scored 2 points in the pre – test.

As this graph shows, 0 out of 21 students obtained zero points for question 3, while most students, which are represented by the 86% obtained 2 points. It clearly portrays an improvement in comparison with the results obtained in the pre - test for the same question where only 24% obtained 2 points.

Respecting to the number of students who obtained 1point, we can see that they represent the 14%, which is 3 out of 21 students.

From these figures, it can be concluded that, most students improved their performance in conveying a correct answer for question 3.

### 3.5.10 Results obtained from answers to question 4:

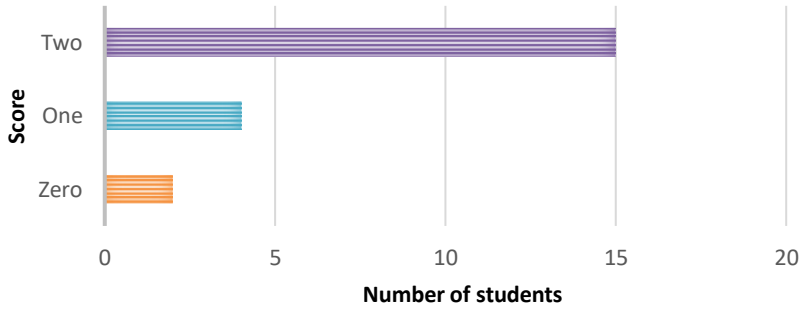
For question 4, students were asked to provide information about their daily routines and habits. Students were asked about the activities they usually do in the evenings. The question asked was: “What do you usually eat for dinner?”

**Table N° 56 Results of Answers to question 4**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 2 | 4 | 15 |

**Source:** *Results of post test applied to students of Beginners IV - L of SSLC in October 2015*

**FIGURE N° 64 RESULTS OF ANSWERS TO QUESTION 4**




**Source:** *Information obtained from Table N° 56 Results of Answers to question 4*

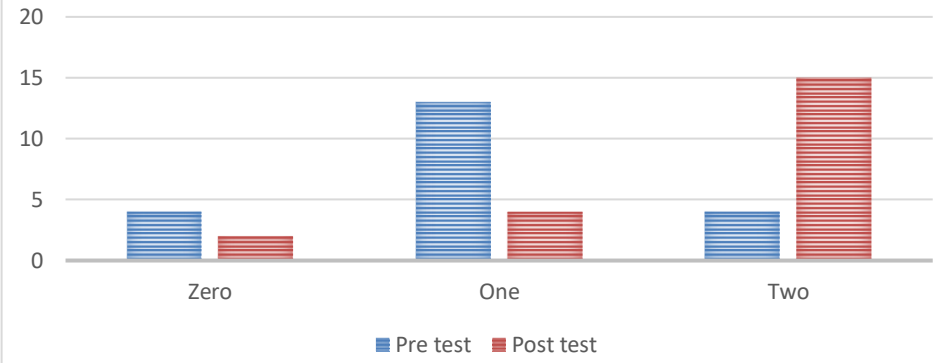
To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

**Table N° 57 Comparison of results obtained from the pre test and post test for question 4**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 4 | 13 | 4 |
| Post test | 2 | 4 | 15 |

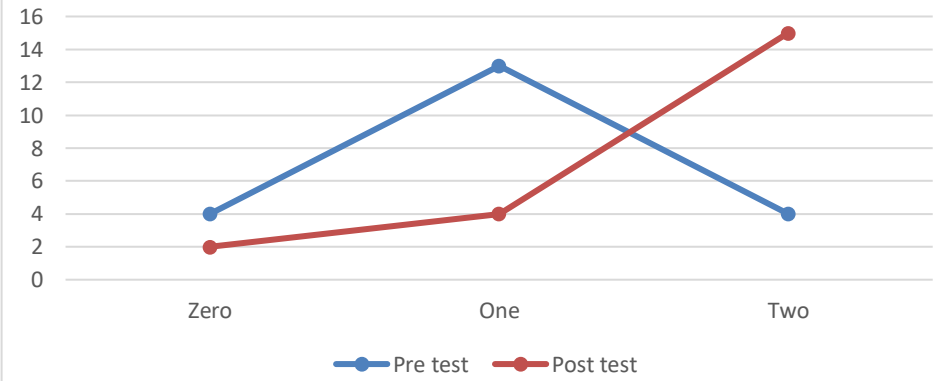
**Source:** *Results of post test and pre test applied to students of Beginners IV - L of SSLC in October 2015*

FIGURE N° 65 COMPARISON OF RESULTS OBTAINED FROM THE PRE TEST AND POST FOR QUESTION 4




**Source:** *Information obtained from Table N° 57 Comparison of results obtained from the pre test and post test for question 4*

FIGURE N° 66 TENDENCY OF RESULTS FOR QUESTION 4 AFTER THE IMPLEMENTATION OF THE PROPOSAL




**Source:** *Information obtained from Table N° 57 Comparison of results obtained from the pre test and post test for question 4*

## INTERPRETATION

These charts show the changes on the scores obtained in question 4 after the application of the proposal.

As it can be seen in the graph, there was an important rise in the number of students who obtained 2 points in question 3 in the post test, in relation to the number or students who scored 2 points in the pre – test.

This graph shows that 2 out of 21 students obtained zero points for question 4, while the majority of students, in other words 71% obtained 2 points. It represents an improvement in comparison with the results obtained in the pre - test for the same question where 19% obtained 2 points.

Respecting to the number of students who obtained 1point, we can see that they represent the 19%, which is 4 out of 21 students.

From these figures, it can be concluded that, most students improved their performance in conveying a correct answer for question 4.

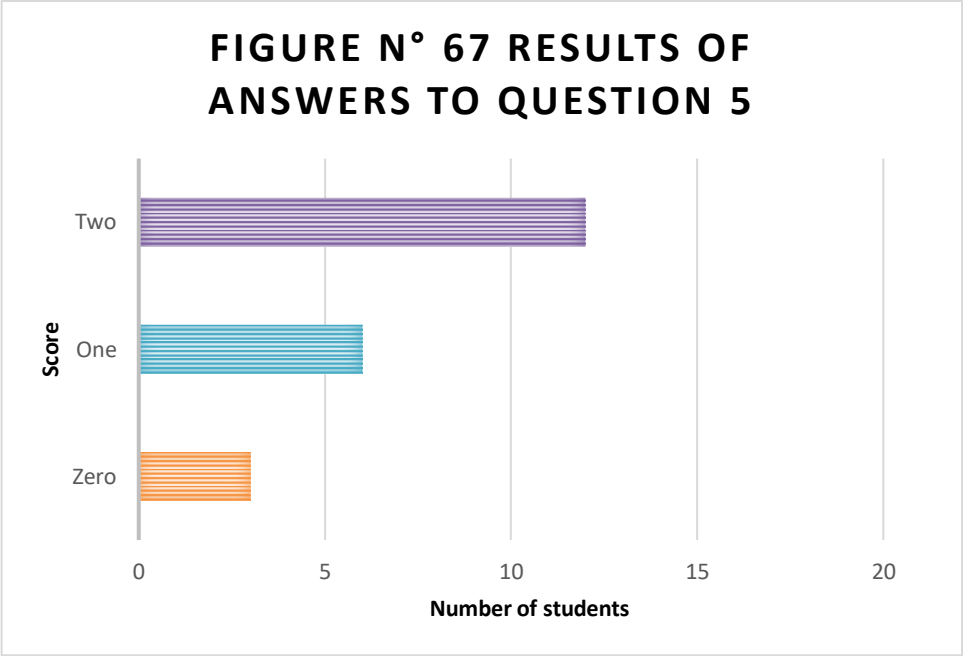
### 3.5.11 **Results obtained from**

The question asked was: “Tell me more about your evenings”

**Table N° 58 Results of Answers to question 5**

| **Score** | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 3 | 6 | 12 |

**Source:** *Results of post test applied to students of Beginners IV - L of SSLC in October 2015*



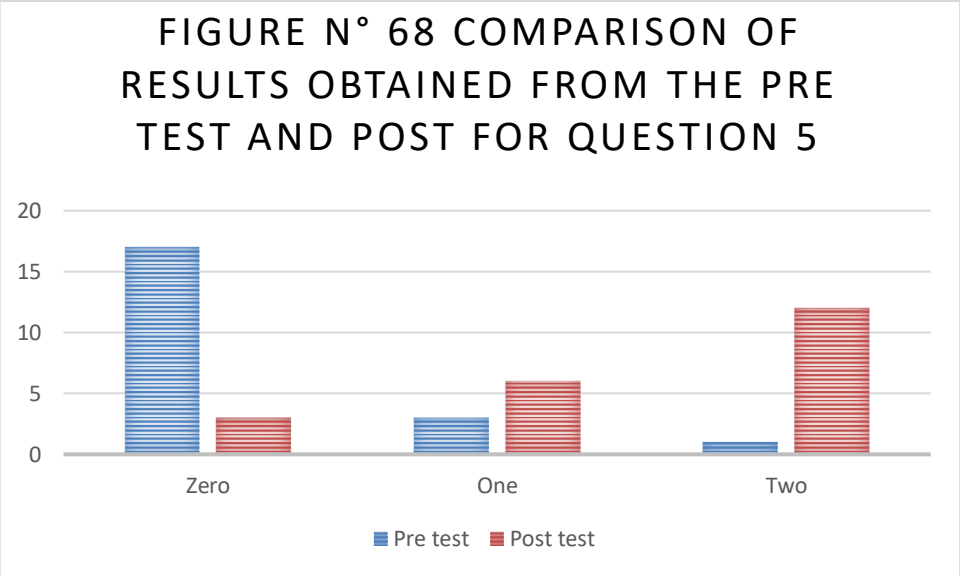

**Source:** *Information obtained from Table N° 58 Results of Answers to question 5*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

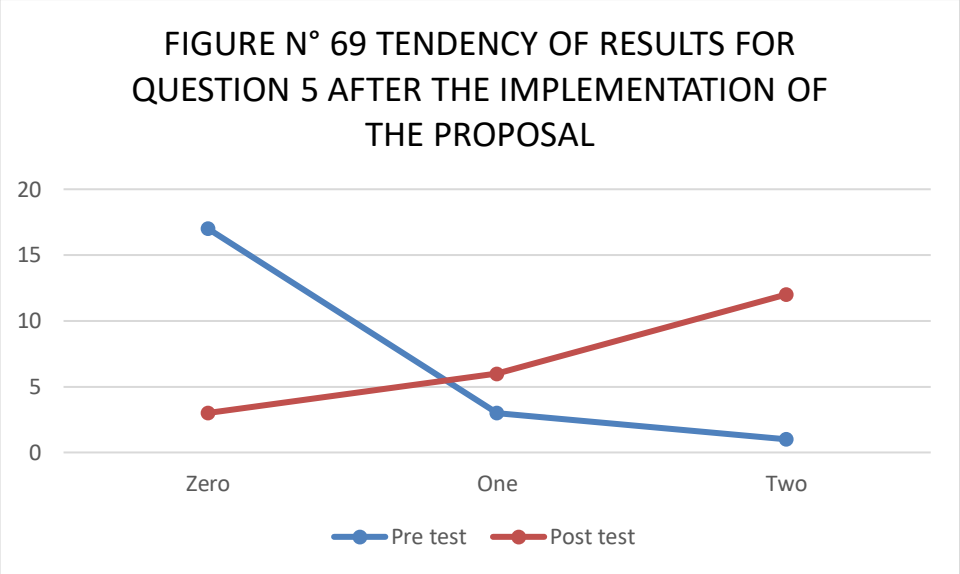
**Table N° 59 Comparison of results obtained from the pre test and post test for question 5**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 17 | 3 | 1 |
| Post test | 3 | 6 | 12 |

**Source:** *Results of post test and pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 59 Comparison of results obtained from the pre test and post test for question 5*




**Source:** *Information obtained from Table N° 59 Comparison of results obtained from the pre test and post test for question 5*

**INTERPRETATION**

These figures represent the tendency of scores obtained in question 5 after the application of the proposal.

In these graphs it can be seen was an important increment in the number of students who obtained 2 points in question 5 in the post test, in relation to the number or students who scored 2 points in the pre – test.

The figures show that, the minority of students, which is 3 out of 21 obtained zero points for question 5, while in the pre test it was right the opposite, 17 students failed and obtained 0 points.

In this question, most of the students answered correctly, getting 2 points as it is possible to see in the graph, 57% obtained 2 points. Despite it might not seem such big increase if we compare it with the results of previous questions, nevertheless, there is a rise because in the previous test only 5% obtained 2 points.

From these figures, it can be concluded that, most students improved their performance in conveying a correct answer for question 5.

### 3.5.12 Results obtained from Global achievement:

A rubric was constructed in order to assess this part of the exam. Aspects that were considered in the rubric are: domain and use of vocabulary and grammar according to their level which is A1. It was also considered Interaction which refers to how students respond to instructions, interact with the assessor and asks for support when required. This last aspect was considered under the point of view of the huge role communication plays in the learning process and use of a language.

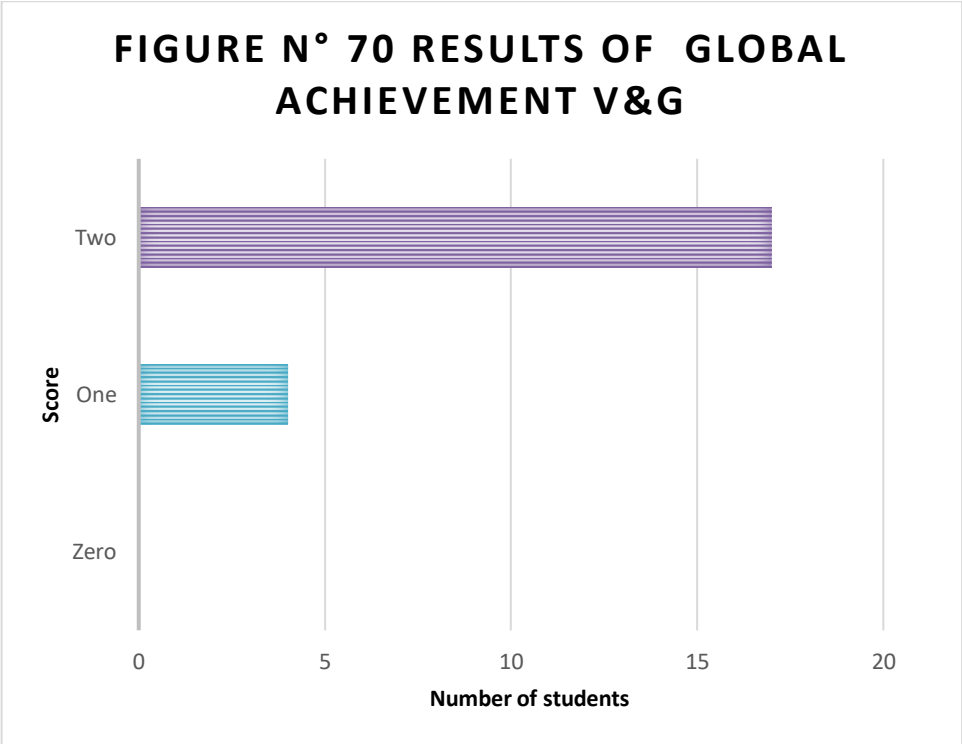
#### 3.5.12.1 Results obtained from Global achievement regarding vocabulary and grammar.

The aspects that were evaluated for this criterion are range, control, extent and cohesion. Results were as it follows.

**Table N° 60 Results of Global Achievement V&G**

| Score | Zero | One | Two |
|---|---|---|---|
| Number of students | 0 | 4 | 17 |

**Source:** *Results of post test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 60 Results of Answers to Global Achievement V&G*

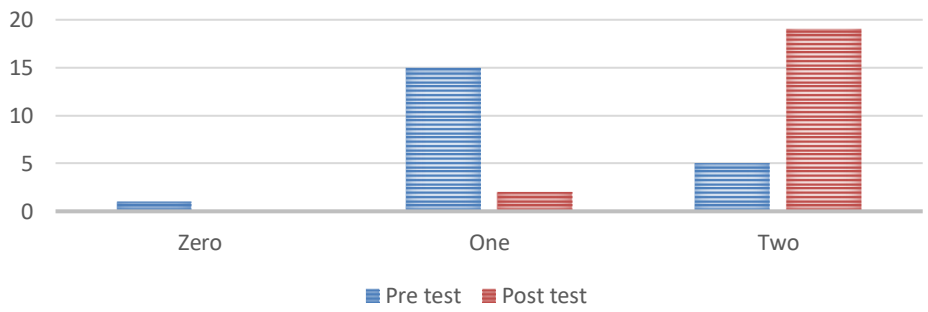
To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

**Table N° 61 Comparison of results obtained from the pre test and post test for GA V&G**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 1 | 18 | 2 |
| Post test | 0 | 4 | 17 |

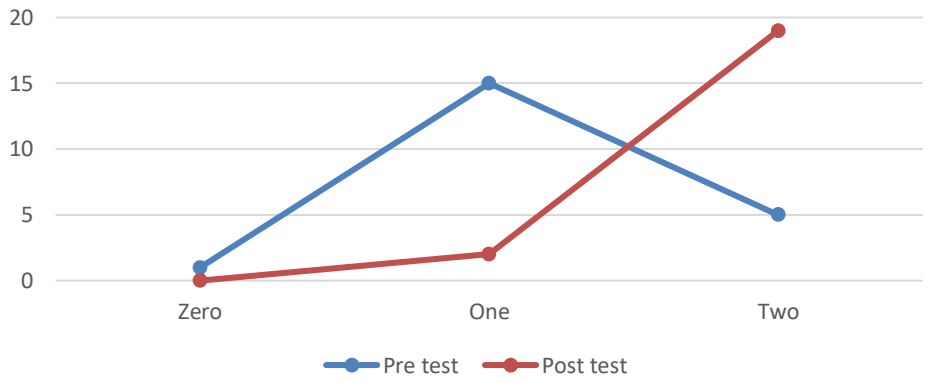
**Source:** *Results of post test and pre test applied to students of Beginners IV - L of SSLC in October 2015*

FIGURE N° 71 COMPARISON OF RESULTS OBTAINED FROM THE PRE TEST AND POST FOR QUESTION GA V&G




**Source:** *Information obtained from Table N° 61 Comparison of results obtained from the pre test and post test for Global achievement regarding Vocabulary and Grammar*

FIGURE N° 72 TENDENCY OF RESULTS FOR GA V&G AFTER THE IMPLEMENTATION OF THE PROPOSAL




**Source:** *Information obtained from Table N° 61 Comparison of results obtained from the pre test and post test for Global achievement regarding Vocabulary and Grammar*

**INTERPRETATION**

This line graph shows the tendency of scores obtained in global achievement regarding the domain of vocabulary and grammar required for their level after the application of the proposal.

It can be seen that there is a major climb in the number of students who achieved a passing score in this section, in relation to the results of the pre – test.

As this graph presents, 0 out of 21 students obtained zero points for section of the test, while the majority of them, which is 81% obtained 2 points. It represents a considerable improvement in comparison with the results obtained in the pre - test for the same section where only 10% obtained 2 points.

From these figures, it can be concluded that, most students improved their levels of vocabulary and grammar domain, achieving the level required after the application of the proposal.

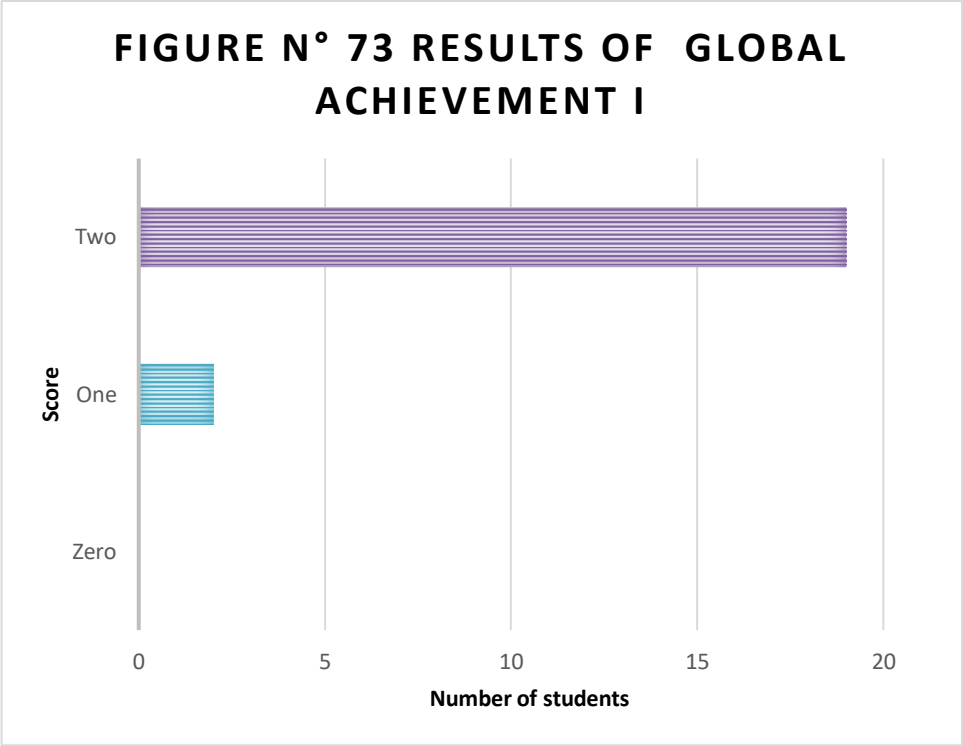
### 3.5.12.2 Results obtained from Global achievement regarding Interaction

The aspects that were evaluated for this criterion are. Reception/ Responding, Support required and Fluency/ Promptness. Results were as it follows

**Table N° 62 Results of Global Achievement I**

| Score | Zero | One | Two |
|---|---|---|---|
| **Number of students** | 0 | 2 | 19 |

**Source:** *Results of post test applied to students of Beginners IV - L of SSLC in October 2015*



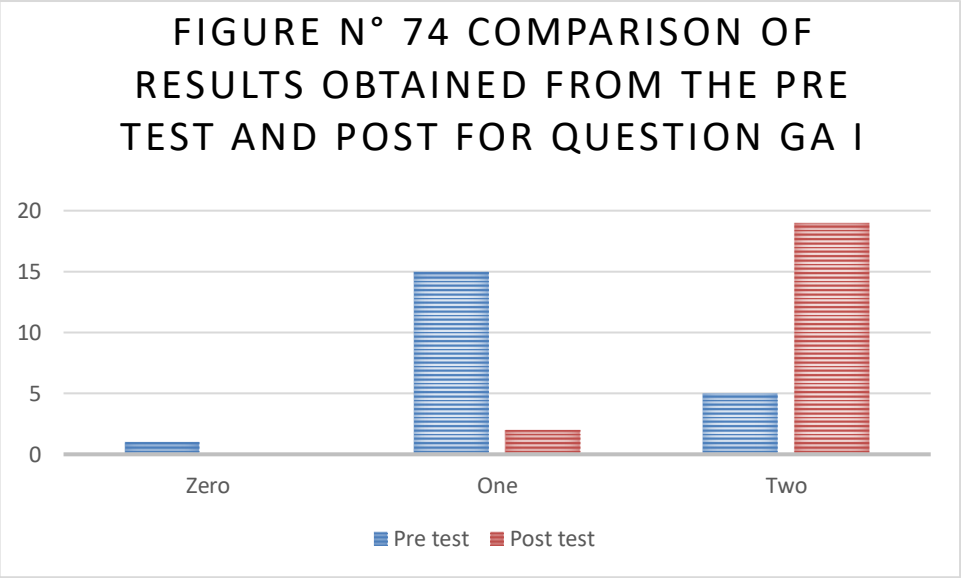

**Source:** *Information obtained from Table N° 62 Results of Answers to Global Achievement regarding interaction*

To analyze the effectiveness of the application of the proposal, data collected from the pre - test and post- test have been joined together and compared as follows.

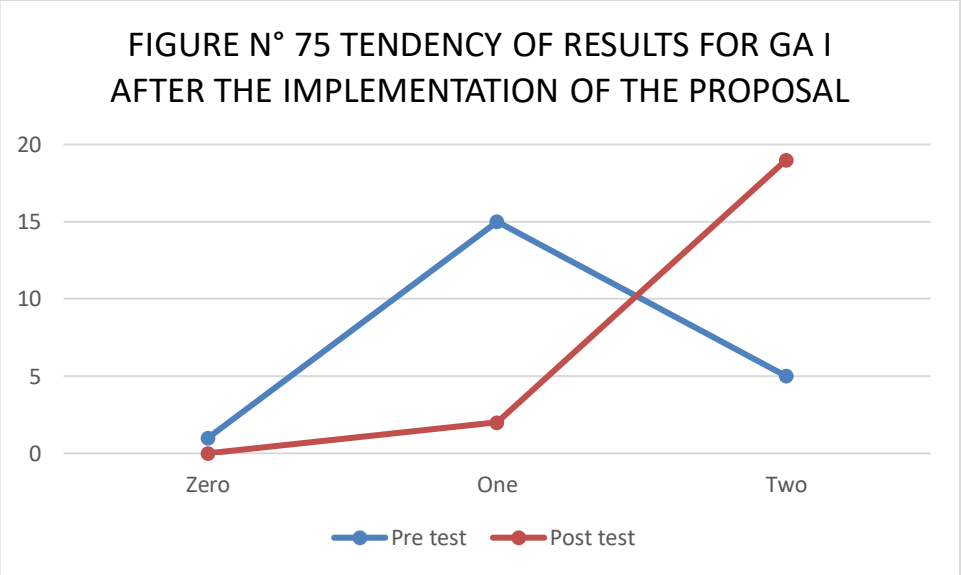
**Table N° 63 Comparison of results obtained from the pre test and post test for GA I**

| Score | Zero | One | Two |
|---|---|---|---|
| Pre test | 1 | 15 | 5 |
| Post test | 0 | 2 | 19 |

**Source:** *Results of post test and pre test applied to students of Beginners IV - L of SSLC in October 2015*




**Source:** *Information obtained from Table N° 63 Comparison of results obtained from the pre test and post test for Global achievement regarding interaction.*




**Source:** *Information obtained from Table N° 63 Comparison of results obtained from the pre test and post test for Global achievement regarding interaction.*

**INTERPRETATION**

This line graph shows the tendency of scores obtained in global achievement regarding interaction after the application of the proposal.

It can be seen that there is a significant increase in the number of students who achieved a passing score in this section, in relation to the results of the pre – test.

As this graph presents, 0 out of 21 students obtained zero points for section of the test, while the majority of them, which is 90% obtained 2 points. It represents a considerable improvement in comparison with the results obtained in the pre - test for the same section where only 24% obtained 2 points.

From these figures, it can be concluded that, most students improved their interaction skills after the application of the proposal

### 3.5.13 Conclusions about the over – all pretest students' performance.

As it can be clearly seen, data collected in the post – test undoubtedly shows that most of the students of Señor de Sipan Language Center Coursing Beginners IV during October 2015 significantly improved their English level and reached the degree of language domain required to be considered within A1 level according to CEFR after the application of the instructional design Sociall – E - learning.

# CONCLUSIONS

The results of this research showed that:

1. Students coursing Beginners IV at SSLC during 2015 had **low domain of English and did not reach the level required** which is A1 according to the CEFR.
2. After analyzing the possible causes and applying a questionnaire and interviewing the teachers it was possible to find out that the cause was the **lack of an instructional design** regarding the needs of these digital native students.
3. The proposal consisted on an **instructional design** based on social learning theory and TPACK framework which was intended to supply the students with meaningful activities that enhance their communication and language level using SNSs.
4. After the application of the proposal, a posttest was taken. The results showed a **significant increase of English domain,** especially in oral communicative skills students finally achieved and surpassed level A1.

# RECOMMENDATIONS

There are some important recommendations to consider, based on the findings and conclusions of this dissertation:

1. First, it is important to consider the most accurate and suitable way to measure the students level of language domain. Always keeping in mind, the real importance of a language, which is communication.

2. Another consideration is the correct analysis of the cause of the problem. It is important to determine which tools would be more effective to find out if teachers can effectively use and adequate technology into their classes and if they follow any instructional design, method or approach to develop the same.

3. It must also be considered the major role investigation plays in the elaboration of any pedagogical tool, especially in what instructional design concerns. We must remember, instructional designs are not mere random activities which are anyhow ensembled together, they follow a train of thought, there must be a theory or method underneath which must nurture and guide it.

4. Finally, the researcher must keep an objective and open mind to interpret the findings. To realize if the results of the post – test prove that the application of the proposal had a positive impact on the students or not.

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# APPENDIXES