

**UNIVERSITY OF SANCTIS SPIRITUS**

**“JOSÉ MARTÍ PÉREZ”**

**PEDAGOGICAL FACULTY**

**DEPARTMENT OF FOREIGN LANGUAGES**

**MAJOR PAPER IN OPTION TO THE BACHELOR'S  
DEGREE IN FOREIGN LANGUAGES EDUCATION**

**“A WEB PAGE WITH TEACHING ACTIVITIES  
TO THE FORMATION OF ENGLISH AS  
FOREIGN LANGUAGE”**

**AUTHOR: JORGE ALBERTO SILVERIO  
GÓMEZ**

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**2015**

## **THOUGHT:**

“Technology and education have a tightly intertwined future”

**Mark Pegrum**

## **DEDICATION:**

-To my parents and my family for always to lean on and to demand me that it should always continue improving professionally.

-To my professors that contributed in my in the scientific investigation, especially to PhD. Mercedes.

## **ACKNOWLEDGEMENTS:**

- To the students that made the development of this work possible.
- To my tutor for being always present and dedicating me all his effort and comprehension.
- To all my friends.

## **ABSTRACT**

The present research is about the use of ICT in the teaching and learning of English as foreign language. It intends to solve the existing lack of use of the ICT to support the syllabus of English. The main goal of this research is to apply a web page with Teaching activities guided to the use of the ICT in the teaching-learning process. To accomplish such a goal, methods from the different levels of investigation were used. From the theoretical level, the historical logical, the analysis- synthesis and the induction deduction methods were used. Belonging to the empirical level, it has: the observation, survey, interviews and the documental analysis; and from the mathematical- statistical level, the percentage calculation and the descriptive statistics were used. This work is of great importance due to the lack of activities that propitiates the use of the ICT in the teaching and learning of English as foreign language. Once these activities were applied, the students' interest increased and the results were much better, as well as the teacher's role.

## **Résumé :**

La présente recherche est au sujet de l'usage d'ICT dans l'enseignement et apprendraient d'anglais comme langue étrangère. Il projette de résoudre le manque existant d'usage de l'ICT pour supporter le programme d'anglais. L'objectif principal de cette recherche est appliqué des activités guidé à l'usage de l'ICT dans le processus de l'enseignement-érudition. Pour accomplir un tel objectif, les méthodes des niveaux différents d'enquête ont été utilisées. Du niveau théorique, Historique et logique, Analytique et synthétique et Inductif et déductif ont été utilisées. Appartenir au niveau empirique, il a l'observation, l'enquête, l'interview et l'analyse des documents ; Du niveau mathématique statistique, le Calcul du pourcentage et statistique descriptif ont été utilisées. Ce travail est de grande importance due au manque d'activités qui se concilient l'usage de l'ICT dans l'enseignement et apprendre d'anglais comme langue étrangère. Une fois que ces activités ont été appliquées, l'intérêt des étudiants a augmenté et les résultats étaient beaucoup mieux, aussi bien que le rôle du professeur.

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## **INTRODUCTION:**

Since the dawn of human civilization, the world is changing with breathtaking speed. Life is not static, change is the law of nature and every educational organization has to keep pace with changing environment, which is beyond human control. Need for education is inevitable. Technology has played a vital role in revolutionizing our world in many aspects. Computers and language teaching have walked hand in hand for a long time and technology has contributed as a teaching tool in the language classroom. In language teaching and learning, we have a lot to choose from technology: Radio, TV, CD player, Computers, The Internet, Electronic Dictionary, Audio Cassettes, Power Point videos, Mobile devices, Skype and DVDs.

Internet and software have heralded a new era in many aspects of our lives, to which education is no exception. As a result of the application of cyber technologies, both teaching and learning are facilitated. Students learn faster and easier than before because of the use of technology.

Computer based effective teaching offers powerful, interesting and a new way of providing knowledge to students. Today all the educational institutes maximize the potential of student learning through the implementation of computational tools. Technology is evolving with a lightning speed. Teaching in a physical classroom remained the dominant form of delivering lectures for a good number of centuries. Nevertheless, setbacks of traditional teaching styles led to the development of online learning or multimedia teaching.

The use of technology in various fields has been so successful and beneficial for teachers to reach some particular goals especially in education and for those who are learning a foreign language and literature. In every step of our lives, the significance of technology is seen and enjoyed these days. Web- based technologies and powerful internet connections provide various new possibilities for the development of educational technology. English is the only language that has attracted many people around the world, for the most part due to the globalization. Students learn faster and easier than before because of the use

of technology in educational institutions. It is quite clear that English has become a necessity today.

The previous reasons have made teachers stop in the necessity of deepening in the use of the computer techniques in the teaching and learning of English as foreign language.

The use of the ICT in the teaching and learning of English as foreign language was wide studied by teachers like: Becker (1994; 1999); Lankshear, Snyder, & Green (2000); Zhao, Pugh, Sheldon, & Byers (2002); Anthony Fitzpatrick (2003); Andreas Lund (2004); Bernard Moro (2004); Graham Davies, (2004); Salam Diakite (2004); Dan E. Davidson and Maria D. Lekic, (2004); Mounira Soliman, 2004; Fang Xu, 2004; among other.

As in the other environments of the society, the ICT is transforming into a more and more indispensable instrument in the school institutions. Teachers not only have to teach these technologies, but also apart from producing changes in the school, they have to produce changes in the environment and to prepare the society for that environment. The challenge before, depends on great measure of their capacity to assume these educational new challenges and the domain that they have of the use of the ICT in their professional activity. For all that, it is necessary the continuous preparation of the teachers to know its benefits but also its disadvantages. However, in the Cuban schools there are some problems with its use by teachers to help the teaching-learning process of English as a foreign language, been the solution to this problems, the reason of this work.

For the development of this research and analyzing the previously exposed, the following has been determined:

**Scientific problem:**

How to contribute to the teaching and learning of English as a foreign language in Juan Santander Herrera high school?

**Objective:**

To apply a web page with teaching activities guided to contribute to the formation of English as a foreign language through ICT.

**Research questions:**

1. Which are the theoretical and methodological foundations that sustain the use of the ICT in the teaching and learning of English as a foreign language?
2. Which is the real state of the problem of the use of the ICT in the teaching and learning of English as a foreign language?
3. How to achieve a bigger knowledge of English as foreign language by means of a web page with teaching activities?
4. What results should be obtained after applying the web page with teaching activities to 9<sup>th</sup> grade students from “Juan Santander Herrera” high school to enhance the use of the ICT in the teaching and learning of English as foreign language?

**Scientific tasks:**

1. Determination of the theoretical and methodological foundations that sustain the use of the ICT in the teaching and learning of English as foreign language.
2. Diagnosis of the real state of the problem of the use of the ICT in the teaching and learning of English as foreign language.
3. Application of a web page with teaching activities to achieve a bigger knowledge of English as foreign language.
4. Validation of the effectiveness of the web page with teaching activities, applied to 9<sup>th</sup> grade students from “Juan Santander Herrera” high school to enhance the use of the ICT in the teaching and learning of English as foreign language.

For this research a **population** of seven groups from ninth grade from “Juan Santander Herrera” Secondary School, in Cabaiguán, has been selected. The **sample** taken was not probabilistic. It is supported by 40 students from group number four; it was taken in an intentional way, in as much as it gathers the necessary characteristics for the application of the solution proposals.

On the other hand, the ninth graders are characterized by being adolescents and their ages are between fourteen-fifteen years old. Twenty of them, which represent 50 percent, are sons of divorced parents, for which they are placed in the risk factor group. A disadvantage is the economic situation, it is generally regular. The learning level is average because they present difficulties in the English subject.

Besides, the students of these ages are considered as preadolescents and their intellectual development is ample what allows major amplitude of their memories. The cognitive processes (perception, memory, attention, imagination, thought) of the adolescents experience qualitative changes joined to the increasing of the operating capacity with concepts and abstract contents. All these characteristics have been taken into consideration for the elaboration of teaching activities to strengthen the knowledge of English as foreign language using the ICT

In the present research, different **methods** were used such as:

**Theoretical level:**

**-Analysis-synthesis:** Used during the whole process of the investigation, so much in the systematizing and to deepen on the bibliography related with the topic that is investigated, like in the initial, partial and final diagnosis to interpret the empirical data obtained and to determine the main necessities of the use of ICT in the schools.

**-Induction-deduction:** Used in the systematization of the object of study of the investigation.

**-Historical-logical:** It was used in the scientific analysis of the investigation problem and also used since the beginning for the study of the historical trajectory, to deepen on, inquiry and search of the theoretical antecedents.

**Empiric level:**

**-Scientific observation:** It was used at the beginning and during the investigation to check the preparation level that the students possess.

**-Interview:** It is applied to the students in the initial stage of the investigation to verify the preparation that they possess.

**-Documental analysis:** It is used in the initial stage of the investigation to check by means of the revision and analysis of different documents if

orientations are conceived on the treatment to the use of ICT in the English lessons.

**Mathematical Statistical level:**

-**Percentage calculation:** It was used in the analysis of the obtained data.

-**Descriptive Statistics:** It was used to determine the absolute frequency in the obtained data.

**Scientific novelty:** The scientific novelty is given by using the ICT to create a web page with teaching activities to help the teaching and learning of English as foreign language. By means of this, we can see the protagonist role of the students, it can achieve the unit between the instructive and the educative and it favours the initiatives, creativeness and the cognitive independence of the students during or outside the class.

## DEVELOPMENT:

In a world divided by clashes of cultures and beliefs, the potential of the new media for fostering intercultural understanding and exchanging is enormous. In the history of humankind, access to information and knowledge has never been so straightforward at a local, regional, national, or global level. Judicious deployment of ICTs can encourage and sustain cultural and linguistic diversity in individuals and in society in general. Facilitating access to other cultures and languages is the main goal of the language teaching profession and using ICT resources effectively in their teaching, representing one of the principal challenges faced by language teachers today.

One important aspect that has evolved in the study of the use of ICTs in foreign language learning and teaching is that, as a subject area, it differs greatly from most other subject areas in the curriculum: it is both skill-based and knowledge-based. This has implications both for the types of hardware and software that are used in **FLT/FLL**, but also for **FLT** pedagogy and methodology. Increasingly, reference is made to the need for teachers and learners to acquire the “new literacies” involved in the appropriate use of the new media.

For many developing countries, ICTs are considered a critical catalyst to enable the country to “leapfrog” ahead in technology-application, by skipping some stages of development, and becoming a member of the post-industrial society more quickly than would otherwise be possible. In her contribution, *Informatizing Foreign Language Teaching in China*, Fang Xu<sup>1</sup> shows how tertiary education in China is taking up this challenge in the field of foreign language learning and teaching. She highlights some successes, but underlines the pitfalls that are encountered along the way.

In a similar vein, Mounira Soliman<sup>2</sup> (*Computer Enhanced Learning in the Egyptian Classroom*) depicts problems encountered in Egypt, where resources are limited and where the morale, motivation and involvement of teaching staff

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<sup>1</sup> UNESCO Institute For Information Technologies In Education, “Information And Communication Technologies In The Teaching And Learning of Foreign Languages: State-Of-The-Art, Needs And Perspectives” *Analytical Survey*, ( 2004) page 99

<sup>2</sup> Idem, page 96

are seen as key factors in the successful introduction of new media. She highlights the impact of using technology on learning outcomes, the effect of integrating web-based and face-to-face instruction as well as the change in the role of instructors and students.

Yet, the problems addressed in the contributions from China and Egypt are also mirrored in Andreas Lund's<sup>3</sup> article on *Teachers as Agents of Change: ICTs and a Reconsideration of Teacher Expertise*. Writing about the impact of ICTs in the highly technologized society of Norway, he observes that teachers still find it difficult to decide how and to what extent such technologies fit into classrooms and other settings of formal schooling. The "divide", then, seems to be more in the minds of the actors rather than in specific societal contexts. In all three studies research demonstrated that where ICTs are successfully implemented, teachers are a crucial factor, if not the most decisive element in their successful integration. The three articles indicate that the new media do not automatically enhance teaching and learning, but actually transform such practices. All show that the conditions favoring successful, innovative and future-oriented ICT practices in foreign language learning and teaching encompass many different levels: classroom, educational organization (e.g. school/university), and regional/national level.

In euphoric descriptions of the educational possibilities offered by ICTs in the information society, it is all too easy to forget that many developing countries, for example in Africa, are ill-equipped to face the challenges raised.

Salam Diakite<sup>4</sup> *The Potential of ICTs for Transforming Language Education in Africa* points out that formal education in Africa is one area that still seems to have benefited least from the use of advanced technology, "certainly because educational technology requires precise organization, not only in itself, but also for its efficient application within the education system". Again, he sees the key to success in a system that employs professional, well-trained teachers, where schools are free to plan their own systems of work, where teachers are autonomous in their classes, and where learners are encouraged to discover and solve problems for themselves.

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<sup>3</sup> Idem, page 27

<sup>4</sup> Idem, page 74

ICTs can expand access to language programs and improve the quality of teaching and learning in general. The World Wide Web expands the classroom context and provides access to current, up-to-date materials from the country or countries of the target language, offering learners and teachers a plethora of materials in different modes, bringing the foreign culture and language to life and making it more tangible.

In environments where teaching staff are not able to fulfil all requirements of the curriculum with regard to the skills and knowledge required, ready-made, high quality audio-visual and other programs may provide sufficient backup for them to offer appropriate courses without having to engage in time-consuming and expensive (re)training.

As description should precede evaluation, a review of the technologies currently in use in education needs to be given before their usefulness and relevance for FLT/FLL can be assessed.

<b>Mode</b>	<b>Instrument</b>	<b>Affordances</b>	<b>Limitations</b>
Text	Books/ magazines	<ul style="list-style-type: none"> <li>• Portable.</li> <li>• Durable.</li> <li>• Can present complex information.</li> <li>• Sequential structure guides learner.</li> <li>• Little eyestrain.</li> <li>• Moderate cost of development.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to modify (as in localization, updating, etc.)</li> <li>• Requires literacy plus higher-order thinking skills.</li> <li>• Content is difficult to extract for use in other resources.</li> <li>• High per-unit cost of publication,</li> </ul>
	Web page	<ul style="list-style-type: none"> <li>• Dynamic and easy modified</li> <li>• Hyperlinks enable no sequential navigation</li> <li>• Low cost of development and very</li> </ul>	<ul style="list-style-type: none"> <li>• No sequential structure may obscure critical information or cause confusion.</li> <li>• Reading may cause fatigue.</li> </ul>



		<p>low publishing costs.</p> <ul style="list-style-type: none"> <li>•Supports interactivity (e.g. navigation, user entered information, etc.)</li> <li>•Can support assessment.</li> </ul>	<ul style="list-style-type: none"> <li>•Requires PC, electricity, connection.</li> <li>•Potential additional system requirements (e.g. Java, plugins)</li> </ul>
Images	Printed photos, maps, and schematic drawing	<ul style="list-style-type: none"> <li>•Concrete, specific, detailed information.</li> <li>• Appropriate for learners with “visual intelligence”.</li> <li>•Engaging and motivating for many learners.</li> </ul>	<ul style="list-style-type: none"> <li>•Low information value relative to text.</li> <li>•Resistant to reuse by learners</li> <li>•“Visual literacy” skills required for best use.</li> <li>•High cost to reproduction.</li> </ul>
	Digital photos, maps, and schematic drawing	<ul style="list-style-type: none"> <li>•Affordances similar to printed photos</li> <li>•Easily copied, shared, and used.</li> <li>•Low costs for reproduction and publishing.</li> <li>• Can be data-based or Web-served for delivery to handheld computers and other “anytime, anywhere” devices</li> </ul>	<ul style="list-style-type: none"> <li>•Limitations similar to printed photos.</li> <li>•Require PC and electricity, possibly an Internet connection.</li> </ul>
Audio	Radio	<ul style="list-style-type: none"> <li>•Can present contemporary and topical information easily</li> <li>•Highly accessible and</li> </ul>	<ul style="list-style-type: none"> <li>•Information is not durable; learners can’t “review” a broadcast</li> <li>•Poor presentation of complex concepts</li> </ul>

		<p>potentially engaging format (no literacy skills required)</p> <ul style="list-style-type: none"> <li>• Widespread adoption in developing countries</li> <li>• Moderate production costs</li> <li>• Highly scalable</li> <li>• Low-cost hardware</li> </ul>	<ul style="list-style-type: none"> <li>• No visual component (e.g. schematics, maps, photos)</li> <li>• Synchronous form requires system-wide coordination (e.g. announcements, class schedules, etc.)</li> </ul>
	Digital audio (Web- and CD based)	<ul style="list-style-type: none"> <li>• Can present contemporary and topical information easily (Web).</li> <li>• Information is durable (e.g. it can be reviewed many times)</li> <li>• Medium is durable</li> <li>• Moderate production costs.</li> <li>• Low reproduction costs; easily scaled.</li> <li>• Easily catalogued and reused (by developers and users).</li> <li>• Can be indexed or catalogued to enable non-sequential access.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires robust PC and/or high-speed Internet connection.</li> <li>• High storage “overhead” (in terms of hard drive capacity).</li> <li>• May not support presentation of complex concepts.</li> </ul>
Video	Analog	<ul style="list-style-type: none"> <li>• Highly accessible and potentially engaging format (no literacy skills required)</li> <li>• Sequential structure guides learner.</li> </ul>	<ul style="list-style-type: none"> <li>• High production costs; moderate reproduction costs.</li> <li>• Complex information may be difficult to present effectively.</li> </ul>

		<ul style="list-style-type: none"> <li>•Concrete, specific, detailed information</li> <li>• Appropriate for learners with “visual intelligence”</li> <li>•Engaging and motivating for many learners</li> <li>•Moderate hardware costs</li> </ul>	<ul style="list-style-type: none"> <li>•Information may prove difficult for some learners to analyze/synthesize.</li> </ul>
	Broadcast	<ul style="list-style-type: none"> <li>• Same as analog video</li> <li>•Can present contemporary or topical information easily</li> </ul>	<ul style="list-style-type: none"> <li>•Same as analog video; however, costs may be higher</li> </ul>
	Digital (Web and CD-based)	<ul style="list-style-type: none"> <li>• Same as analog video.</li> <li>•Can present contemporary or topical information easily.</li> <li>• Easily catalogued and reused (by developers and users).</li> <li>• Can be indexed or catalogued to enable no sequential access.</li> <li>•NOTE: “moderate hardware costs” is not applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as analog video</li> <li>• Requires robust PC and/or high-speed Internet connection</li> <li>•High storage “overhead” (in terms of hard drive capacity).</li> </ul>
Simulations	Interactive (Web- and CD based)	<ul style="list-style-type: none"> <li>•Active-learning characteristics engage learners via several parts to reinforce concepts.</li> </ul>	<ul style="list-style-type: none"> <li>•Requires robust PC and/or high-speed Internet connection.</li> <li>•Potential additional system requirements</li> </ul>

		<ul style="list-style-type: none"> <li>•Quantitative elements are supported (and reinforce conceptual learning).</li> <li>•Engaging and motivating for many learners.</li> <li>•Can support assessment.</li> </ul>	(e.g. Java, plug-ins).
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### **The advantages of multimedia learning environments**

Benefits of using multimedia environments for teaching and learning:

“Multimedia can:

- enhance learning in different locations and institutions of diverse quality;
- present opportunities to students working at different rates and levels; provide (tirelessly, without holding up other students) repetition when repetition is warranted to reinforce skills and learning; and
- compensate, in the short term, for high student populations and limited numbers of trained and experienced teachers – in combination with robust teacher development initiatives and improvements in teachers’ working conditions.

Updates to contentware can ensure that teachers and students encounter and have the chance to work with current and authentic sources. Such encounters tie learning to the most important events of our time and underscore the general idea that knowledge itself is not fixed and finalized, that there is a universe of discoveries and a library of analyses that can be available to students.”

There is little to add to this in general terms, but it is worthwhile considering the particular advantages afforded to **FLT/FLL** by the new media.

### **Technological resources currently deployed in language learning**

**Audio devices:** The most popular and most widely used devices appropriated by modern language teachers remain the CD player and the audiocassette recorder. More recently, the Web has served as an additional source of

authentic listening materials thanks to the possibility of fast downloads using MP3 software.

**Video:** The use of moving images linked to sound provides learners with exposure to all-important elements of spoken communication gestures, proxemics, pronunciation, intonation, all embedded in natural, cultural contexts. In addition, devices like DVD players, videocassettes, web sources, the laserdisc and video cameras readily supply these. Thanks to modern technology, scenes can be located, isolated and replayed at random and there is an abundance of literature suggesting how to exploit film/video sequences meaningfully. Different forms of visual support can now be offered (e.g. optional sub-titles in the mother tongue or target language to assist understanding and facilitate access to the language).

**Television and radio broadcasts:** Both satellite and terrestrial radio and television programs offer cheap access to contemporary, authentic, and potentially culturally rich programs for the language learner. The immediacy of current affairs programs ensures that learners' exposure to the language is up-to-date and embedded in the real world of native speakers. Linked to modern recording equipment, broadcast radio and television also offer the advantages of the audio and video devices mentioned above. A number of broadcasting companies still produce broadcasts, which are at their most effective when combined with face-to-face courses in educational institutions. Broadcasts are particularly useful for reaching sectors of the population who might not normally think of taking up language learning, but who might be wooed by attractive "taster" courses highlighting interesting or exciting elements in the target culture.

**Telephone:** ISDN has gone a long way to overcoming the problem of the relatively poor quality of analogue transmissions, which has so far prevented this medium from being widely used for language teaching. Audio exchanges via the Internet now also provide possibilities for real time synchronous oral communication. The principal uses of the telephone to date have been limited to supplementary tutoring for those engaged in distance education. However, with the advent of digital quality and lower connection costs, there is now considerable potential for its extended use – including the possibility of conference calls.

**Computers:** With the introduction of the multimedia computer, the learner and teacher have at their disposal an instrument, which can combine all the advantages of the above-mentioned media in a compact and easily accessible form. The computer may be used as a **local machine** (stand-alone) or within a network. Computer Assisted Language Learning (CALL) software, CD-ROMs, and office software applications have become commonplace in many teaching/learning environments.

### **The advent of the computer**

Computers have been used systematically in the teaching and learning of foreign languages (FLT/FLL) in universities since the 1960s, but it was the introduction of the personal computer (PC) in the late 1970s that made computers accessible to a wider audience. By the mid-1980s, computers were in widespread use in American and European schools and the acronym CALL had been coined. Today, experts in the field prefer to talk about information and communication technology (ICT) and FLT/FLL rather than CALL, emphasizing the important role that computers play in enabling teachers and students of languages to engage in world-wide exchanges and communication. The growing importance and globalization of ICT in FLT/FLL was reflected in the establishment in 1986 of **EUROCALL** and in 1998 of **WorldCALL**, European and global organizations of professional associations that aim to outreach to nations currently under-served in the area of ICT and FLT/FLL.

The use of ICT is widespread in contemporary society and it impinges upon almost all forms of human interaction. Its presence and usage have brought about changes of patterns in communicative behavior, above all in the spheres of business and administration, and governments throughout the world have become increasingly aware of the need to provide education and training to meet the challenges and opportunities, which the global economy, fuelled by developments in ICT, presents.

The new technologies are breaking down borders and barriers at a faster rate than is possible in physical terms. Sudden, unexpected encounters with other languages and cultures confront people throughout the world with new choices, opportunities and challenges. Thanks to the WWW, access to authentic materials has never been easier; vast linguistic resources and an exhaustive

range of materials are available in almost all languages in the world, ready for immediate exploitation.

### **Web-based learning**

Undoubtedly, web-based learning will continue to expand and provide one of the chief resources for language learning in the 21st century. Whether they are large-scale undertakings like *The E-language Learning Project*<sup>4</sup>, the web-based language learning system proposed as a Sino-America e-language project sponsored by US Department of Education and the Chinese Ministry of Education, or smaller schemes like the one described by Mark Warschauer in this volume related to the preservation of an indigenous, but dying language.

In a study of web-based language learning materials, conducted by the International Certificate Conference within the wider context of a report on materials available for language teaching and learning in Europe for the Directorate General of Education and Culture of the European Commission in 20015, conclusions were drawn regarding requirements from such materials:

1. Web-based language learning materials should offer more than simple online feedback on correct or incorrect input (similar to traditional computer assisted exercises on CD-ROM), but rather offer a platform for communication and interaction within a virtual, tele-cooperative classroom. The features of such learning environment need to be defined, also in view of a possible link between learning in a self-study and tele-cooperative mode, net meetings, and contact lessons and meetings in a real classroom.
2. The report also strongly recommended the creation of a platform offering links to providers of online language classes and learning materials. In addition, potential learners should be provided with a quality guide, outlining salient points to look for before enrolling for a class of this nature.
3. It was felt that projects related to the less widely used and taught languages (LWUTL) could best be launched and promoted using the resources on the web. The development of a non-language specific platform with authoring options could be a promising venture, focusing on the development of a framework for a web-based learning environment.

Managing a virtual learning environment requires special qualifications and skills on the part of the teacher, so training measures in this area are to be encouraged. With regard to this, the **WELL Project** (Web Enhanced Language Learning) or the **ICT4LT Project** (ICT4LT web site), which has developed a substantial set of web-based training materials in Information and Communication Technology for Language Teachers, could serve as a examples of good practice. The **WELL** Project in particular aimed to promote wider awareness and more effective use of web resources for modern language teaching. It provided a starting point for discovery and also a forum for the exchange of good practice amongst more advanced practitioners.

### **Prerequisites for successful integration of ICT**

The vast potential of ICT should not blind us to the fact that quality, not quantity is required here, as in other areas of education. Studies have shown that technology is most successfully deployed in the language classroom when:

- There is a real reason for using it;
- Alternative activities are to hand, if problems arise;
- Training and support is given to learners.
- The use of technology is integrated and ongoing;
- The activities engaged in are stimulating and worthwhile to the learners.
- Communication is taking place between learners.
- Learners are asked to use language in meaningful ways.

### **How ICT is used in FLT/FLL**

1. **Presentation:** Text-based materials and audio-video materials may be used to present or recycle new language to learners.
2. **Practice:** Wide ranges of different exercise types are possible with ICT, incorporating the presentation of stimuli in varying combinations of text, audio, and video materials format. ICT also offers the possibility of analyzing learners' responses, with appropriate feedback and branching.
3. **Computer Aided Assessment (CAA):** Computer Aided Assessment (CAA) is playing an increasingly important role in FL teaching and learning.



4. **Reference:** CD-ROMs and the Web provide language learners with a source of information for language learning tasks and activities.
5. **Communication:** Language learners and teachers can use technology to help them communicate with one another.
6. **Simulations:** The computer can act as a stimulus that generates analysis, critical thinking, discussion and writing. Programs, which include simulations, are especially effective as stimuli.

The way that have come to regard learning, as participating in social practices and not just as cognitive processing, has a fundamental impact on the way it regards the role of technologies. ICTs are seen as mediating our communicative efforts, whether it is in the form of a cell phone (including short message service – SMS), an electronic bilingual dictionary, or a Learning Management System (LMS or “platform”). But while they mediate our communicative efforts these technologies also influence such practices. The examples above tell us that:

- Technologies accumulate communicative practices; they can act as tools for cultural reproduction in the sense that they store historical insights in and conventions of language use. Spell checkers, evolving translation facilities in cell phones, and online chat forums all embody important historical, social, and cultural aspects of human conduct. In this perspective technologies serve as artifacts – they encapsulate certain insights that enable people engage in diverse communicative activities.
- Technologies influence future practices because they open up new spaces or opportunities for communication. The cell phone has brought about a (youth) culture of hybrid language practices (multi-lingual, acronymic, iconic), hypermedia has blended and embedded text in colors, font types, images, sound, and video, the Internet provides opportunities for asynchronous and synchronous communication where new genres (the web page, many-to-many mode online discussion) and new conventions (turn-taking in chat and e-mail) are constituted (Lund, 2001).

In sum, ICTs carry dimensions that are both traditional and future-oriented. They serve as a cultural, collective memory as well as new opportunities for

communication. What is more, such opportunities are not curriculum oriented or confined to schooling. On the contrary, they are more often found beyond the classroom and in emergent but no less authentic practices that connect people regardless of time, place, and culture. For teachers who want to integrate ICTs, a dilemma emerges if they want to exploit communicative technologies to the full it means teaching beyond the curriculum and to develop new classroom practices that may not be compatible with a traditional view of language as a system to be acquired and the result of such acquisition to be tested.

### **Diagnose of the real situation of the use of ICT in the teaching and learning of English as foreign language**

The document analysis (See Annex I) provided the necessary information about the use of the ICT in the teaching and learning of English as a foreign language, rather than as the aspects to take into account during the evaluation of the teaching learning process of English. That is why several research instruments were conceived to determine and to describe the real state of the use of ICT in lessons of English as a foreign language for ninth grade students and, later, to evaluate the obtained results taking into account what is expected to be real in the process according to the topic.

By means of the application of several research instruments, the author has stated that there are some difficulties in the use of the ICT in the English lesson for ninth students at the secondary level. Even though, there are some potentialities because most of the students like to know about it and they, at the same time, make their classmates want to know it as well.

During the time when the initial pedagogical observation guide (See Annex II) was applied to the English lesson for ninth grade students, which had as an objective: To check how students of 9th grade are motivated to learn English as foreign language and to motivate them towards learning it at “Juan Santander Herrera” secondary school from Cabaiguán; and taking into account the defined indicators (See Annex III) the results obtained were the following ones:

Students’ motivation towards the English lesson may be considered to be low because twenty five of them are not eager to pay attention to the English lesson all the time and they do not want to know about the English as foreign language representing 85%, while other 10 are eager to pay attention to the English

lesson most the time and they want to know about the English as foreign language representing 10%, and the last five were eager to pay attention to the English lesson most the time and they want to know about the English as foreign language 5%. Therefore, this proves that the English lessons are lowly accepted for the students, and they do not offer interesting and useful ways to teach them new contents through fragments or sequences of real life activities. Besides, the five students were motivated to pay attention to the English lesson what influenced their classmates to pay attention to it, and it constitutes a potentiality to be positively exploited by the teacher during the lesson.

Students' comprehension about the importance of English as foreign language proved to be lowly moderated because thirty students of the whole class misunderstood the importance of the English in their formation as student, and they represent 90%. Other six understood mostly half of the importance of English as foreign language in their formation as student, representing 6%, and the last four students understood the importance of English as foreign language in their formation 4%.

In the indicator related to the use of the ICT in the lesson as a teaching aid, the results obtained proved it to be low because the teacher uses the ICT to teach the students and forgets to motivate them to use it, as well as to interact with them to favor the learning. Of all the activities to be done by the students using the ICT, which averaged eight activities, the teacher only used those he liked the most or those to which he was more familiar, forgetting to take into account the workbook's activities and content to use them during the lesson and their average was three activities for a 25%. Furthermore, the students felt more comfortable during the English lesson and they like to use the ICT.

The fourth indicator, which was related to the use of the exercises to favor the use of the ICT in the English lesson, was diagnosed to be moderately low because the ICT activities used by the teacher during the lesson motivate the students towards learning the language but, they do not get really involved within the process of their own learning, being responsible for it and achieve a better development in learning the language. Most of the activities developed during the English lessons are dialogues, role-plays, matching, filling in the blanks or completion and answering and asking questions, and they all are intended to be orally developed.

To have a better appreciation of the results obtained during the application of the initial pedagogical observation guide as well as to compare the real state of the use of ICT in the English subject (See Annex IV) a chart was elaborated in which the deficiencies and potentialities present in the use of the ICT in the English lesson for ninth grade students were taken into account.

An interview to the students has allowed the author to know that students like the English lesson because twenty five (85%) of the sample group find it entertaining, motivating, amusing and easy to deal with while studying, which they say it's an advantage for them; the other fifteen students (15%) do not like the English lesson because they are not motivated to learn English and they find it boring.

This also revealed that the students think the lesson to be useful for them to learn not only English but also some other things. Even though, they sometimes lose concentration while pay attention to the lesson because of some actions done by the teachers, which the author considers to be an obstacle to make the students pay attention to the content of the lesson. This last aspect stated by the author, was corroborated by other English teachers in a survey (See Annex VI) administered to them and by means of the initial pedagogical observation.

### **Adolescent Characteristics**

Young adolescents are 10 to 14 years old and are in the uneven transitional period between childhood and young adulthood.

The majority of young adolescents are still concrete thinkers who need to touch, feel, and manipulate objects to understand them. Students at this age learn more by doing than by just seeing or hearing. Since much of the curriculum in middle school is symbolic and abstract, middle school educators teach abstract content through physical activity as much as possible.<sup>5</sup>

Planning and delivering effective learning experiences to middle grade students is easier when educators understand the developmental characteristics and needs of their **clients**—adolescents. For example, research consistently demonstrates that most adolescents learn best when they experience success and are engaged in learning about things that matter to them. Research also

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<sup>5</sup> Rick Wormeli, "[Misleading in the Middle: A Rebuttal to Cheri Pierson Yecke](#)," *Educational Leadership*, Vol. 63 (Summer 2006).

shows that teachers can and do influence students' perceptions about their abilities.<sup>6</sup>

Adolescence is a time of rapid growth and inconsistent change that varies widely among individuals. In general, the approximate ages of 10 through 14 are characterized by:

### **Physical Characteristics**

- Girls are often taller and more physically advanced than boys in the earlier stages of adolescence.
- Incommensurate growth of heart and body weight may result in functional heart murmurs.
- Uneven bone-muscle growth and/or disproportionate changes in weight and muscle development result in awkwardness.
- Cartilage in certain skeletal areas (e.g., tailbone) hardens.
- Sexual maturation often occurs.
- Periods of extreme restlessness alternate with fatigue.
- Chemical and hormonal imbalances often occur.
- Rapid growth results in increased nutritional demands.
- Physical movement, rest, and change of activity are all necessary.

### **Intellectual Characteristics**

- Enjoys both intellectual and manipulative activities
- Prefers active involvement in learning
- Motivated to learn when lessons are related to immediate goals and interests
- Argues to clarify own thinking and to convince others
- Possesses a vivid imagination
- Exhibits independent, critical thinking
- Forgets easily because his/her mind is so preoccupied with other issues
- Sees relationships among similar concepts, ideas, and experiences and makes inferences

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<sup>6</sup> Lucinda M. Wilson and Deborah A. Corpus, "[The Effects of Reward Systems on Academic Performance](#)" (Outside Source), *Middle School Journal*, Vol. 33, No. 1 (September 2001), 56-60.

- Seeks to find causal and correlative relationships
- Begins to understand abstract ideas (but research indicates that many remain in concrete operations stage)
- Makes personal-social concerns a priority over academic matters
- Likes to discuss experiences with adults
- Shows intense curiosity about the world and him/herself
- Forms long-lasting attitudes about learning
- Begins thinking about own thinking (metacognition)

### **Social Characteristics**

- Desires to make personal choices
- Desires social acceptance
- Seeks peer relationships in order to conform to group norms
- Has more interest in relations with the opposite sex, but same sex friendships dominate
- Strives to define sex role characteristics
- Vacillates between desire for regulation and direction and desire for independence
- Wants identification with adults but not always willing to accept their suggestions
- Shows concern for oppressed groups
- Shows willingness to work and sacrifice for social rewards
- Tests limits of acceptable behaviors
- Needs frequent reinforcement that significant adults including parents care
- Diminishes family allegiances and strengthens peer allegiances but still strongly dependent upon parental values
- Is frightened by new settings, including school
- Easily loses track of time
- Likes fads, especially those shunned by adults
- Needs moderate amounts of time alone, in order to regroup and reflect on daily experiences
- Feels vulnerable to social inequities

## **Emotional Characteristics**

- Relates self-esteem and self-concept to degree of physical development
- Questions whether he or she is normal as related to physical appearance and development
- Begins to deal with and understand nuances and “shades of gray”
- Experiences simultaneous emotional conflicts
- Exaggerates responses to anything with sexual implications
- Seeks to sort fact from folklore in regards to sexual development
- Desires attention, sometimes without regard to how it is secured
- Shifts moods rapidly
- Can become rebellious toward adults
- Is easy to offend, sensitive to criticism
- Believes adults do not understand
- May be inconsiderate of others
- Shows optimism, hope for the future
- Displays prankish sense of humor
- Values direct experience in participatory democracy
- Observes flaws in others easily but slow to acknowledge own faults
- Believes personal problems, experiences

In short, for students to learn to think critically, solve complex problems, and be successful with a wide variety of tasks, schools must challenge them to practice complex tasks and strengthen the brain’s capacity to engage in those thinking activities. In response to students who complain that they will not need algebra later in life, teachers can reply that brain research shows that solving complex algebraic problems will help students’ brains retain the cells needed to solve complex problems later in life.

### **Activities proposed:**

Teaching activities, one of the most effectiveness way for oral practice, has been approached by different authors and has been defined in different stages. Studies realized coincide they have a great importance in the learning process;

contribute to instruction and education of the personality and to the development of reflexive thought.

On the other hand, teaching activities are oriented by the students to realize them in class or out of it, they implicate the search and acquisition of knowledge, the development of abilities and the integral formation of the personality. Silvestre, M (2001).

Several works realized about teaching activities among them: Labarrere (1996), Álvarez de Zayas (1997, 1999, 2004) there are some points of coincidence in the conception and formulation of the teaching activities. For the application of these, the teacher should take into account the following parameters:

- What elements of thought need to reveal?
- What operations of thought to stimulate, how to combine different types of teaching activities?
- What activities promote cognitive, intellectual and formative exigencies?
- The conditions in which they are developed?
- What sociocultural aspect they enroll the student?

Furthermore, the teaching activities are characterized to be sufficient, varied and differentiated. Caballero, E. (2002). Sufficient, because they assure the necessary exercitation as the assimilation of knowledge as for the development of abilities. Therefore, if the student is going to learn she/he will learn doing it of an effective way and when she/he is prepared to put the difficulties away. Varied, because they have different exigency levels to promote the effort intellectual in the student since a simple exercise until the solution of a problem, the formulation of a hypothesis and search of solutions. Differentiated, because they are within the range of everybody, they facilitate the attention of the need individuals of the students as to those students need a great dosage as to those students do not need it. Besides, they are tied with their interests and motives.

Without a doubt, the analyzed criteria before showed a double functionality of the teaching activities taking into account each one of the layers intervene in the teaching learning process.

1) - As mean to learn (students).



2) - As mean to direct the learning process (teachers).

**The activity proposals of the present research is supported by:**

**Philosophical fundamentals** stem from **dialectical materialism**, which reveals the social nature of language as the most important means of human communication created in the collective practice of a community. Thus, each language becomes a cultural product of the society in which it is spoken, and contributes to shape the identity of its speakers. Therefore, the meanings, forms and contextual use of each code differ from one to another language, and it is vital to develop specific knowledge, abilities and values to interact in a foreign language (FL). For these reasons, the mastery of a foreign tongue assists the students in leaning about the culture socially built by its speakers; in the case of English as an international language, it serves as a means to gain access to the knowledge and experience developed in other cultures. On the other hand, language is used as an instrument in the cognitive process, in the process of thinking; hence, personal cognitive style and experience in the communicative practice model individuals´ idiolects, their verbal system and performance.

**Psychological fundamentals** are drawn on the **cognitive and educational studies based on the Historical-Cultural Theory** (also known in English as the scaffolding conception, sociocultural theory or interaction hypothesis).

This conception was founded by L. Vygotsky (1979), who explained that psychological growth and human learning consist in a permanent scaffolding, a process of personal progression from a given stage towards new successive levels (zone) of proximal development, which is achievable (accomplished) with the help of “others” in accordance with (within the boundaries of) the ideological, intellectual, ethic and material outcomes of the historical-cultural context the individual lives in. In other words, historical sociocultural framework shapes how learning takes place.

This means that:

- Learning initiates in the interaction with others – parents, teachers, friends, classmates, co-workers, social agencies (school, mass media, community institutions, workplaces, etc.). These agents mediate between each person and

the socially accumulated knowledge and experience; i.e., they transmit the learner the culture built up in his/her society.

- Then, in this process, the individual moves towards the internalization of the cultural heritage, to its personal appropriation and re-creation. That has to say; each individual assimilates new contents learned in collaboration with “others”, but integrating them to the system of concepts, abilities and values s/he already has, and does so according to his/her own experience, needs, goals and interests.

Particularly, Vygotsky (1982) highlights the part language plays in these processes. The interaction with others implies the “social use” of the language as a means of communication; the internalization of the social legacy requires the use of the language as a “psychological tool” of cognition. Thus, this author considers language an essential tool in transmitting social knowledge and experience, in the formation of concepts, in the analysis and classification of phenomena from reality, in ordering and generalizing facts and experiences.

Likewise, A. Leontiev (1981) underlines the role of language in learning, emphasizing that through the appropriation of linguistic meanings, the learner assimilates the system of thoughts and ideological standpoints prevailing in his/her social context.

As to English as a foreign language (EFL) education, Richards (2008:9) argues that following Vygotsky’s views, FL learning “...focuses on the gap between what the learner can currently do and the next stage in learning – the level of potential development – and how learning occurs through negotiation between the learner and a more advanced language user during which a process known as scaffolding occurs. To take part in these processes, the learner must develop interactional competence, the ability to manage exchanges despite limited language development. Personality, motivation, and cognitive style may all play a role in influencing the learner’s willingness to take risks, his or her openness to social interaction and attitudes towards the target language and the users of the target language”.

Besides, Vygotsky (1982:26) ponders particular features of FL learning that “...follows a track different than that of the mother tongue. The child assimilates mother tongue **unconsciously** and **unintentionally**. Therefore, it could be said that it goes bottom up; meanwhile **the development of the FL goes top**

**down**". Thus, we may say that FL learning is **conscious** and **intentional** since the student draws on the knowledge, skills of interacting and experience of learning the ML, and deliberately undertakes the appropriation of the FL distinguishing what is similar or different from the ML.

In short, learning and personality development come to be seen as both a social process, anchored into (supported by) the historical-cultural framework society provides each of its members with, as well as an individual one, involving particular needs, experiences and features of personal cognitive and affective-moral growth. Language actively participates in either of them. FL learning follows the scaffolding progression Vygotsky refers to, though it has specific characteristics.

**Pedagogical fundamentals** come from **Developmental Education Theory** (a Cuban pedagogical conception grounded on the Historical-Cultural Theory)

Based on Vygotsky's ideas, it considers education a social process consisting in the transmission and appropriation of contents and forms of culture, that occurs in collaboration with others, and encourages life-lasting personality growth in line (in conformity) with the concrete historical-cultural context in which it takes place. This means that education results from school and family practices, interactions at a workplace or even at an informal social setting.

It is important to make clear that from this perspective school education is understood as the overall pedagogical process displayed at school as a social institution for the transmission of culture to ensure enduring learners growth in agreement with their needs and the requests of their society in a given historical period. It covers cognitive, metacognitive, affective, moral and motivational aspects of personality development. Cognitive or intellectual growth refers to the enrichment of knowledge, abilities and capacities; metacognitive development deals with the appropriation of knowledge and skills regarding how to learn. Affective-emotional growth refers to the significant association or personal linking of the new contents to the previous concepts and experience the learner has, his/her individual needs and goals. Moral or axiological fostering refers to the promotion of feelings, attitudes and values according to the ideals prevailing in his/her society. Finally, motivation refers to the raising of learner's disposition and implication to improve personally and to contribute to

social progress actively, of learner's self-assessment of the progress experienced and of how personal needs and interests are satisfied.

Subsequently, the direction of pedagogical process is founded upon the following principles (Addine, F. et al., 2003:80-97):

- The unity of its scientific and ideological character
- The linking of education to life, social context and work
- The collective and individual character of personality education, and the respect for each one
- The unity of instruction, education and development
- The unity of affective and cognitive aspects
- The unity among activity, communication and personality.

Developmental Education Theory acknowledges the special place communication and language have in the pedagogical process and students' social, cognitive and moral upbringing, as well as the place of FL education in promoting students' access to the scientific and aesthetic products of other cultures, in fostering values of humanism and solidarity.

These activities have as main objective to develop the teaching and learning of English as foreign language.

They are characterized to be motivating, flexible, adaptable, dynamic, coherent and developmental. Activities contain in their conclusion the development of a generalizing dialogue.

#### **Activity # 1:**

Title: The English flag.

Objective: to identify the English flag to increase their cultural level.

Moment of the activity: Unit 1: Summer Vacation. Class # 2. Review. Topic: Welcome.

Indications for the development of the activity:

The professor shows flags from different countries and asks the students which the English flag is.

The students make their own selection. Then, the teacher asks them to explain the reasons for their selection.

Conclusions: It does not matter if the students make the right selection or not, at the end of the task the professor will explain them some aspects of the history of the flag and asks them to locate England and some other English Speaking Countries on the map.

Evaluation: According to the acting: high the student recognizes the English Flag, gives reasons about its origin and can locate many English Speaking Countries on the map.

Moderate he/she recognizes the English Flag but does not know how to give reasons about its origin. He or she can locate some English Speaking Countries on the map.

Low the student only recognizes the English Flag.

### **Activity # 2:**

Title: Find the right picture.

Objective: To describe important places using adjectives to develop a general integral culture.

Moment of the activity: Unit 2: Travel Time. Class # 2. Review. Topic: Describing Places.

Indications for the development of the activity:

To divide the group in two teams, name them and assign a leader.

To show the sheets of Taj Majal, Iznaga Tower, Eiffel Tower, Habana Morro Castle, Egypt's Pyramids , Statue of Liberty, Big Ben and China Great Wall.

To explain that the members of a team agree and they select a place, maintaining it secretly. The contrary team should guess about what place it is for means of questions. If they make a mistake, they lose the shift and the points are obtains them by the other team. Next, they locate that place in the map and they provide some data of interest that they have found on the same one. They will obtain 5 points for each place that they guess, 2 to locate it correctly in the map and 5 for each extra information that they can offer in English. If they express it in Spanish, only you it grants them 1 point.

Conclusions: In this activity, they trains the description of important places in the world using adjectives. When concluding, it is congratulated the winning team and request pointing out the sheets:

What is your favorite place? Why? / What else do you say about it? Consequently, the main errors are corrected and it is meditated on the behavior that they should maintain in tourist places and museums.

Evaluation: According to the acting: high if he/she knows the talkative functions and it describes with more than 6 adjectives, Moderate knows the talkative functions and it describes with 4 or 5 adjectives, low he/she knows the talkative functions and it describes with less than 4 adjectives.

### **Activity # 3:**

Title: What do we have in common?

Objective: To express likes and preferences to realize the importance of practicing sports for health.

Moment of the activity: Unit 4: Hobbies. Class # 5. Review. Topic: Favorite things.

Indications for the development of the activity: A Previous guide to students to write their favorite activity and to keep in mind their preferences: music, sports, books, movies, foods, among other.

To make five students' groups and to assign a leader.

To remember and to write in the board the talkative functions to express likes and preferences.

To explain that the members of each group will establish dialogues among them using the questions that appear in the board to investigate what they have in common some with other and how so similar they are their likes. Later on, among all, they will give that information to the rest of their partners.

Conclusions: This activity is favorable to improve the relationships among partners of classroom. When concluding the professor can ask pointing out a group: What does this group have in common? Referring to students of different groups: What is Eduardo's favorite activity? / When does Rachel like listening to music? / What kinds of films does Amanda prefer? / What is Miguel's favorite sport? Why? / Where does Jennifer like to read? / Does Rosa like eating Italian food? / What does this group have in common?

Later on, the difficulties are pointed out, the main errors are corrected, the teacher congratulates to the group that better acted and it is reflected about the importance of to use the free time in healthy activities.

Evaluation: According to the acting: high he/she knows the talkative functions, applies with effectiveness and expresses more than 5 likes and preferences; Moderate he/she knows those talkative work, applies them correctly and expresses from 4 to 5 likes and

preferences; and low he/she knows the talkative functions, applies them with difficulty and expressed less than 4 likes and preferences.

#### **Activity # 4:**

Title: Who am I talking about?

Objective: To describe important personalities and to express information about them to develop education in patriotism value and a general culture

Moment of the activity: Unit 7: Important Personalities. Class # 8. Review.

Topic: Talking about important people.

Indications for the development of the activity: To bring to class sheets of John Lennon, Celine Dion, Bob Marley, and William Shakespeare among other.

To motivate the activity with the game " Words" where are shown one to one the sheets and in one minute measured by the clock, they will say words that characterize or describe to those important personalities or celebrities.

To explain that it was a sheet and that by means of questions they should guess of who is. After they guess that, he or she is .... ask:

Where and when was he born? / What was his occupation? / What did he look like? / What was he like? / What did he like to do? / What did he dislike? / Why is he famous?

Conclusions: In this activity, they train the talkative functions and the vocabulary to describe important personalities and to give simple information on their life and work. When concluding the same one it is applauded the students that more you highlighted, the main errors are rectified.

Evaluation: According to the acting: high he/she describes detailed people physical and morally, he/she obtains and expresses information on them. Moderate he/she describes people physical and morally, he/she obtains and express some information on them. Low he/she describes people physical and morally with few elements and he/she obtains and scarce expressed information on them.

#### **Activity # 5:**

Title: Describing people.

Objective: To describe important personalities and to express information about them including country or nationality, occupation, likes and the reason of their fame to develop education in the solidarity value and a general integral culture.

Moment of the activity: Unit 7: Important Personalities. Class # 10. Review.

Topic: Talking about important personalities and celebrities.

Indications for the development of the activity: To guide, in the class 4 as task, to look for information in the Wikipedia and to write a paragraph based on one important personality guided by questions.

To remember talkative functions to describe and to give information about others people, to divide the group in six students' teams, to enumerate them and to assign leaders.

To explain that each team selects an important alive personality or deceased in the world of the cinema, the literature, the painting, the politics, the sport or the science and that another team guesses by means of questions the chosen celebrity. The activity it's develops in favor of the clock hand; for that that the team 1 asks questions at the 2, the 2 at the 3 and so forth. Although they know about who it is they should make all the possible questions because they will obtain 1 point for each one of them if they are correct. Is suggested that they begin with: Is it to man or to woman? Is he or she alive? Subsequently, after the team that asks has guessed, they summarize all the given information. If they do not know about who it is, the remaining ones teams can give the answer. All are free of contributing outstanding data preferably in English and they will obtain points for them, but the team that guesses has preference. They can use the dictionary.

Conclusions: In this activity they train the talkative functions and the vocabulary to describe important personalities and to give simple information on their life and work. When concluding the same one it is pointed out the positive thing and the negative thing that you had observed in their development, congratulated the students that more they stand out and you rectify the main errors.

Evaluation: According to the acting: high he/she describes detailed people physically and morally, expressed information about them and applies the talkative functions in an effective and conscious way. Moderate describes people physically and morally, express some information about them and it applies the talkative functions in a correct way. Low she/ he describes people physically and morally with few elements, expressed little information about them and applies the talkative functions.

### **Activity # 6:**

Title: I protect the environment



Objective: To express environmental messages using the modal verb to reinforce environmental education.

Moment of the activity: Unit 8: The Environment. Class # 4. Review.

Topic: Let's save our planet.

Indications for the development of the activity: To bring to class sheets of the environmental problems.

The teacher will begin the activity asking: Is important the environment? Why?, then in according with the answers he or she will highlighting in them the importance of take care of the environment of its community. In addition, will ask for write short texts to read to his partners sending environmental messages to the world.

Conclusions: This activity is favorable to improve the relationships among partners of classroom. When concluding the professor can asks pointing out a group: Why is it important to protect our planet. Can human being change what is happening? Then, the main errors are rectified.

Evaluation: According to the acting: high he/she knows the talkative functions, applies with effectiveness and expresses more than 5 messages; Moderate he/she knows those talkative functions, applies them correctly and expresses from 4 to 5 messages; and low he/she knows the talkative functions, applies them with difficulty and expressed less than 4 likes messages.

### **Activity # 7:**

Title: Cuba is a beautiful island.

Objective: To describe important places of Cuba and expressing simple information about them related with their geographical location, the why of their fame and outstanding data so they develop a general-integral culture.

Moment of the activity: Unit 9: To Trip around the Country. Class # 7. Review.

Topic: Talking about important places in Cuba.

Indications for the development of the activity: To guide of task in previous classes to look for information in the software Everything of Cuba about Morro Castle, Terraces, Varadero beach, Moncada Garrison, Iznaga Tower, Yayabo Bridge, Trinidad, and the Jagua Castle.

To show to the classroom a map of Cuba, sheets of those places and place these last, face down.

To divide the group in two teams, to name them and to assign leaders.

To explain that a student will pass to the front, to select a sheet and to show it to their team collaborates for one minute. These will observe it carefully and when it is retired, they should describe the place and to offer the biggest quantity of detail possible. Then, they will locate that place in the map and they will provide, in English, all the information that they know about the same. Later on, you should show the sheet again and they complete the description if is necessary. They will obtain 1 point for each detail that they remember 2 points to locate correctly in the map and 4 points for each extra fact. If the contrary team wants to add something new, they also obtains points. As task, it is assigned to describe one of the worked places in class.

Conclusions: This activity contributes to elevate the cultural level of the students and in they train the description of places using adjectives and those acquired knowledge to provide information about the same ones. To conclude the same one the main difficulties are pointed out, is congratulated the winning team and the errors are rectified

Evaluation: According to the acting: high he/she describes important places using more of 5 adjectives and the passive voice, besides expressing wide information on them; moderate she/he describes important places using 5 adjectives and expresses information on them and low describes important places using 3 or 4 adjectives and expresses some information on them.

### **Activity # 8:**

Title: My favorite place.

Objective: To describe important places of Cuba expressing simple information about them related with their geographical location, the why of their fame and outstanding data in order to develop a general integral culture.

Moment of the activity: Unit 9: To Trip around the Country. Class # 9. Review.

Topic: My favorite place in Cuba.

Indications for the development of the activity: To remember talkative functions to describe important places and to give information on them with the game "What is the place that I like the most?" where the students should guess by means questions their professor's favorite place.

Example: Why is it your favorite place? / Is it beautiful? / What is it like? / Where is it located? / When was it built? / Why is it famous for? / What is there in that place?

After they have guessed that, it was about Cienfuegos, to summarize all the information and to correct any possible error in the question because next, they will work in pair and they can be they useful. To guide work in pair and to explain that for the same one they can take advantage of the search of information of previous classes.

Now you are going to work in pairs. At the bus station.

Student A: You are planning a trip, but you do not know where to go. Fortunately, there is one of your classmates near you. Start a conversation.

-Greet your partner.

-Ask your classmate's favorite place.

-Ask for more information regarding location, description and important facts.

-Thanking.

-Farewell.

Student B: You are at the bus station because you are going to visit your family in another province. There is one of your classmates.

-Greet A.

-Tell him/her what your favorite place is.

-Give reasons and answer all the questions he or she does.

-Farewell.

Conclusions: In this activity he/she trains in a pleasant and simple way the places description. It contributes to elevate the cultural level of the students and to deepen on the knowledge of enough places of Sancti-Spíritus province. To conclude the same one the main errors are rectified and stands out the best participations.

Evaluation: According to the acting: high she/he describes important places using more of 5 adjectives and the passive voice, besides expressing wide information on them; moderate describes important places using 5 adjectives and expresses information on them and lower it describes important places using 3 or 4 adjectives and expresses some information on them.

**Validation of the results obtained after the application of the proposed activities**

After the application of the activities proposed in the present research which had as an objective to solve the main difficulties in teaching and learning of English as foreign language in Junior High School, it was necessary to apply a final diagnosis taking into account the stated indicators and using pedagogical observation, interview and survey which showed a positive progress in the use of the ICT in the teaching-learning process of English.

At the end of the present research work, the observation guide from the initial diagnosis was applied, but this time following the objective of proving the achievement of the use of ICT in the teaching and learning of English as foreign language in ninth grade. The results obtained from the application of the final observation guide, which was successfully developed on time, were the following:

Indicator 1 Students' motivation towards the English lesson was affected during the first results and may be considered to be low because 25 students (85%) were not eager to pay attention to it and, in the final observation guide, it was evaluated of high because there were thirty five (95%) who were totally eager to pay attention because they were completely ready by the time it began and they were asking questions about the content that would be taught during the period and some of them already had opened their workbooks on the page of the lesson; three (12%) were not totally eager to pay attention and they did not pay attention to some parts of the lesson; and the last two (8%) were not motivated to pay attention and they did not pay attention to most of the lesson because they were talking to other classmates or looking outside through the windows.

Indicator 2 Students' comprehension about the importance of English as foreign language was affected during the first results and may be considered to be low because thirty students (90%) of the whole class misunderstood the importance of the English in they formation as student and the activities' orientations and explanations as well as those of the new content or most of them because they did not ask for help from the teacher to do the activities in the final pedagogical observation guide, thirty five (95%) understood all the activities' orientations and explanations as well as those of the new content or most of them because they did not ask for the teacher's help to do the exercises during the lesson and their answers are right; other 3 (3%) understood most of the activities' orientations and explanations as well as those of the new content because they

sometimes asked for the teacher's help to do some exercises from the lesson, and the last two (2%) understood few activities' orientations and explanations as well as those of the new content because they asked for the teacher's help a lot of times to do the activities during the period.

In the indicator related to the use of the ICT in the lesson as a teaching method, during the initial pedagogical observation guide, the results obtained proved it to be low because the teacher used only few activities from the TV lesson to motivate the students' towards watching it. Even though, during the application of the final pedagogical observation guide, the results obtained proved the indicator to be moderately high because the improvements done included that the teacher motivated the students towards using and interacted with them to favor learning through explanations of doubts and the orientation, explanation and evaluation of activities. Besides, of all the activities to be done by the students while watching the TV lesson, in the initial pedagogical observation guide, were 1 (16.7%) out of an average of six; but, in the final pedagogical observation guide, the activities made were six (100%) and they did not answer to the teacher's preferences but to the students need and knowledge about the content present in the workbook. On the other hand, the students' comfort during using ICT in the lesson and their self-confidence to be evaluated from activities proved to be an element to be positively exploited by the teacher and their results might be defined as the students' enhanced development during the lessons.

The fourth indicator, which was related to the use of the exercises to favor the use of the ICT as a teaching method, was diagnosed to be moderately low during the initial pedagogical observation guide, because the activities used by the teacher during the lesson motivate the students towards learning the language but, they do not get really involved within the process of their own learning, being responsible for it and achieve a better development in learning the language. Most of the activities developed during the English lessons are dialogues, role-plays, matching, filling in the blanks or completion and answering and asking questions, and they all are intended to be orally developed. As result, during the application of the final pedagogical observation

guide, the results proved to be really positive because the students are motivated towards learning the language and they also get more involved within the process of their own learning as they got new behaviors from the activities done during the lesson. Besides, the teacher takes activities done during lesson that motivated the students to be more active during the process.

To have a better appreciation of the results obtained during the application of the final pedagogical observation guide, a chart (See Annex VII) was elaborated to show the improvement of the use of the ICT for ninth grade students.

To verify the acceptance and usefulness of the activities proposal for the students, a survey (See Annex VIII) to the students was carried out with the objective of checking the enhancement of the use of the ICT for ninth grade students. The main results obtained from this instrument were that the students found the activities interesting and productive because, as they manifested, they were allowed to be more independent to learn on their own and this motivated them more towards learning the language.

All these aspects previously related prove that the application of the activities proposed allowed the achievement of students' motivation towards learning the English language using the ICT in ninth grade at "Juan Santander Herrera" high school. This was proved by means of a comparison (See Annex IX) of the results from the initial pedagogical observation guide and the final one using the triangulation, which allowed the analysis of the instruments to determine the level of significance of the indicators studied. During the pre-test process, the author corroborated that the ninth grade students are motivated to use the ICT but not to learn the language as another subject because they are more interested in some other aspects resulting a cause of their psychological characteristics as adolescent.

Therefore, when concluding the validation process of the activities proposed, the applied indicators suffered enormous transformations corroborating all the reverse of the first techniques' results firstly applied. So that, students like use ICT, they are also more responsible for their learning and, at the same time, they are more involved in the process of the subject within the class. This allowed the author arrive at the conclusion that the motivation of the selected sample towards learning the English language has enormously increased thanks to the use of the ICT.

## **CONCLUSIONS:**

1. The theoretical background of the use of the ICT in the teaching and learning of English as a foreign language is based on the communicative approach, and socio-cultural-historical theory, which assume an optimistic conception of development since the perspective of the psychological and pedagogical features of this teaching learning process.
2. The situation of the real state can assert that the use of ICT in the teaching and learning of English as a foreign language is low because they are used only in few occasions.
3. The web page with teaching activities designed with the concept of using the ICT to achieve a bigger knowledge of English as a foreign language, provides English teachers with a variety of opportunities to work with and develop the use of them.
4. The web page activities applied were effective; because they showed a substantial change in the students motivation towards ICT's during the teaching-learning process. The student's positive changes proved a development once the indicators were corroborated.

## **RECOMMENDATION:**

The author recommends that this topic be given special emphasis due to its need and importance.



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# ANNEXES:

## **Annex I:** Documental analysis guide

**Objective:** To check on the use of ICT in the teaching and learning of English as a foreign language from the normative documents of the subject.

### **Bibliography to check:**

Syllabuses and methodological orientations of the subject for secondary school.

Workbook of the subject for ninth grade students.

### **Aspects to consider:**

- If the use of ICT in the teaching and learning of English as a foreign language is established as important part of the process.
- If the content offers potentialities to use the ICT in teaching activities for the English subject at secondary school.

### **Elements checked:**

Ninth Grade syllabus has been conceived and carried out taking into consideration the learners' interests for the development of different abilities, particularly those having to do with oral expression. The themes indicated answer the students' interests according to their ages and their psychological, physiological preparation for life. The program also refers the contribution of the subject to the development of new contents on the students. The contents are correctly distributed by units with a logical order with respect to the methodological orientations and fulfilling the different cognitive areas and the objectives of the grade. The workbook is distributed in 10 units where are different contents are represented. The activities have been elaborated taking into consideration the different levels of assimilation although sometimes these activities do not satisfy their needs. The activities to the development of using ICT are not sufficient.

**Annex II:** Initial-final pedagogic observation guide

**Observation object:** English lesson for ninth grade students at “Juan Santander Herrera” secondary school from Cabaiguán.

**Objective:** To check how students of 9th grade are motivated to learn English as foreign language.

**Total time:** One month.

**Frequency of the observations:** All English´s lessons.

**Type of observation:** Open and participative.

**Indicators to consider:**

- Students´ motivation towards the English lesson.
- Students´ comprehension of the importance of English as foreign language.
- Use of the ICT in the lesson.
- Use of exercises that favor the use of the ICT in the lesson.

**Annex III:** Scale to evaluate the indicators from the initial-final pedagogical observation guide.

**Indicator 1:** Students' motivation

High: Many of the students are eager to pay attention to the English lesson all the time and they want to know about the English as foreign language.

Moderate: Many of the students are eager to pay attention to the English lesson most the time and they want to know about the English as foreign language.

Low: Few students do not eager to pay attention to the English lesson most the time and they do not want to know about the English as foreign language.

**Indicator 2:** Students' comprehension

High: All students understand the importance of English as foreign language.

Moderate: Most students understand the importance of English as foreign language.

Low: Few students do not understand the importance of English as foreign language.

**Indicator 3:** Use of the ICT in the lesson.

High: The teacher uses the ICT as a guide to lead the actions during the period and to motivate the students to learn the English language and he/she interacts with the students to favor the learning.

Moderate: The teacher uses the ICT to teach the students and partially forgets to motivate the students to use it, as well as to interact with them to favor the learning.

Low: The teacher uses the ICT to teach the students and forgets to motivate them to use it, as well as to interact with them to favor the learning.

**Indicator 4** Use of exercises that favor the use of the ICT in the lesson.

High: All the activities used by teacher favor the students' motivation towards the use of the ICT as well as their development to learn the English as foreign language.

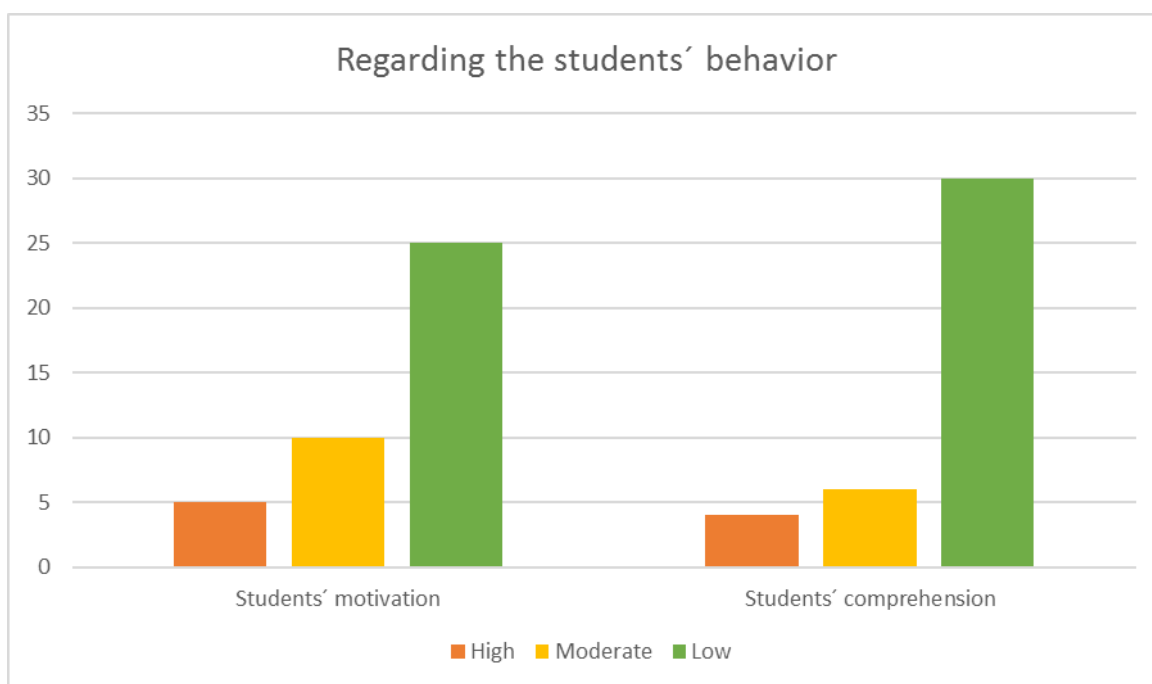
Moderate: Most of the activities used by teacher favor the students' motivation towards the use of the ICT as well as their development to learn the English as foreign language.

Low: Few of the activities used by teacher favor the students' motivation towards the use of the ICT as well as their development to learn the English as foreign language.

**Annex IV:** Chart that helps a better evaluation of the results from the initial pedagogical observation guide

**Regarding the students' behavior**

Indicators	High	%	Moderate	%	Low	%
Initial						
Students' motivation	5	12,5	10	25	25	62,5
Students' comprehension	4	10	6	15	30	75

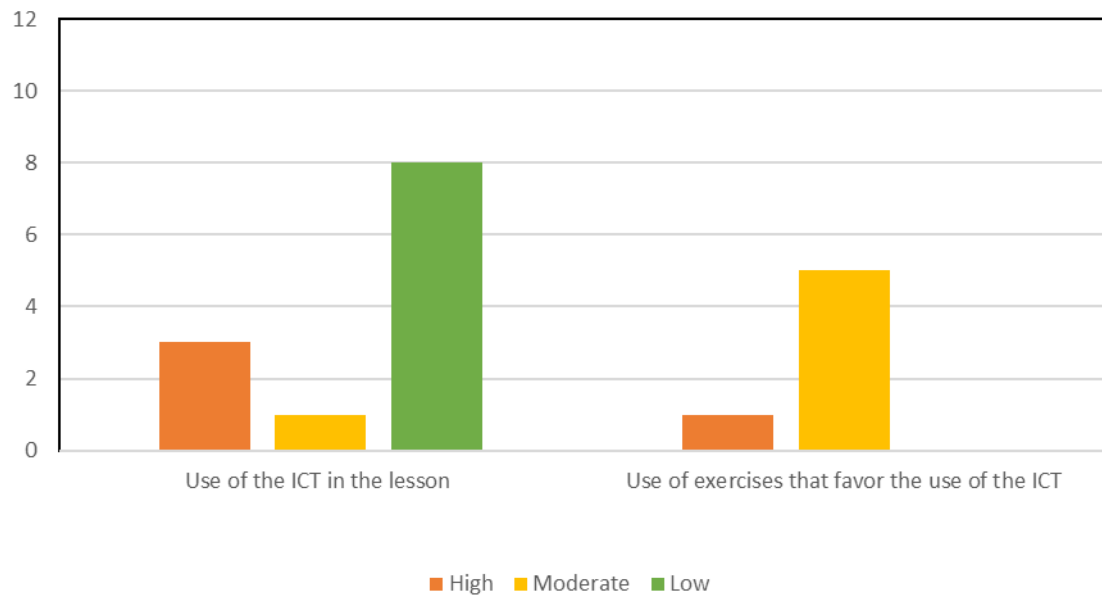


**Regarding the use of the ICT**

Indicators	High	%	Moderate	%	Low	%
Initial						
Use of the ICT in the lesson (12 times in total)	3	25	1	8.3	8	66.7
Use of exercises that favor the use of the ICT in the lesson (6 activities in average)	1	16.7	5	83.3	0	0



### Regarding the use of the ICT



### **Annex V: Interview to the students.**

**Objective:** To get familiar with the students' opinion about the English lesson and the use of ICT in English lessons for them as well as its usefulness from their view point as learners and main characters of the process.

#### **Questionnaire:**

1. Do you like English Group?
2. Do you like English lessons?
3. Why?
4. Have you learned many things with the English lessons?
5. Does your teacher help you to understand the content of the lessons?
6. Does she-he make activities with the use of the ICT in the lesson?

## **Annex VI: Survey to the teachers.**

**Objective:** To verify the real state of the motivation of the students towards the English lesson and the use of ICT in the teaching-learning process as well as the deficiencies presented in it at “Juan Santander Herrera” secondary school.

### **Dear Teacher:**

The questionnaire that is now presented to you is a way to help you identify and solve the problems that are present in the English lesson for ninth grade students in the process. That is why, you are demanded to answer these questions sincerely.

### **Questionnaire:**

Tick with a “X” the answer you consider more appropriate to each question.

1. Do you think that the English culture is useful for your teaching?

Yes  No

a. Why?

2. Do your students understand the content of the lesson?

Never  Often  Usually

Occasionally  Always

- 2.1 Are students motivated for the English lessons?

Never  Often  Usually

Occasionally  Always

3. Do you use motivating activities after the lesson? Why?

Never  Occasionally  Often

Usually  Always

4. Do you think that the English culture is important in the English lesson?

Yes  No

a. Why?

5. Do you use the ICT in your lessons?

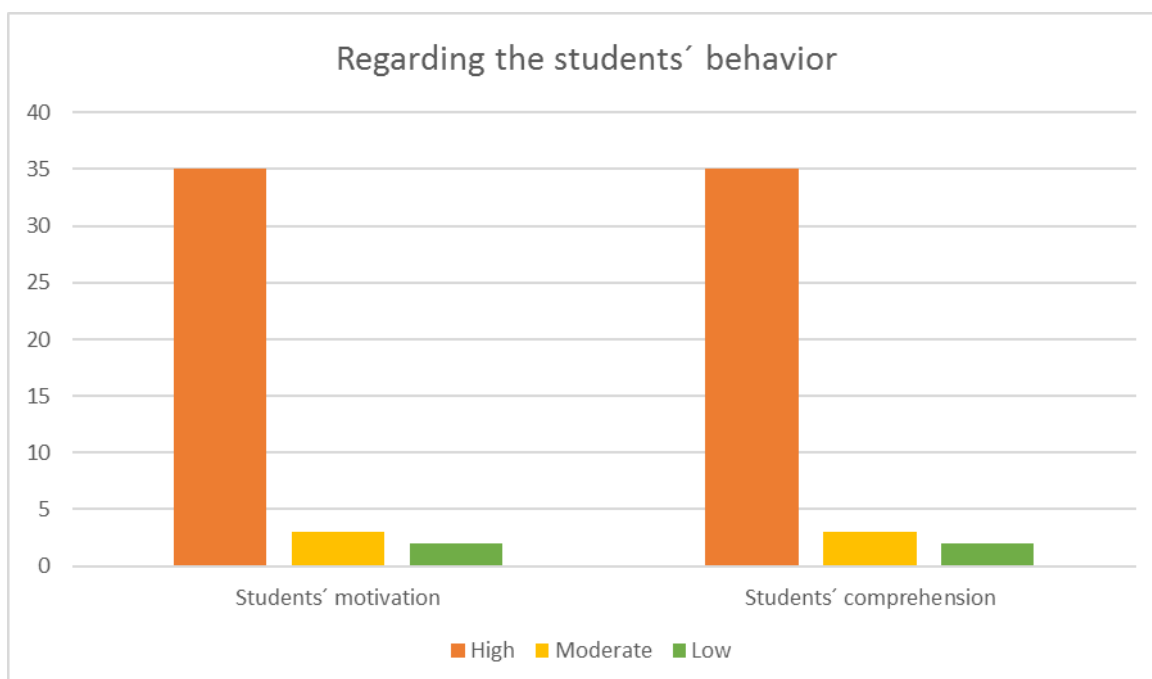
Never  Often  Usually

Occasionally  Always

**Annex VII:** Chart that helps a better evaluation of the results from the final pedagogical observation guide

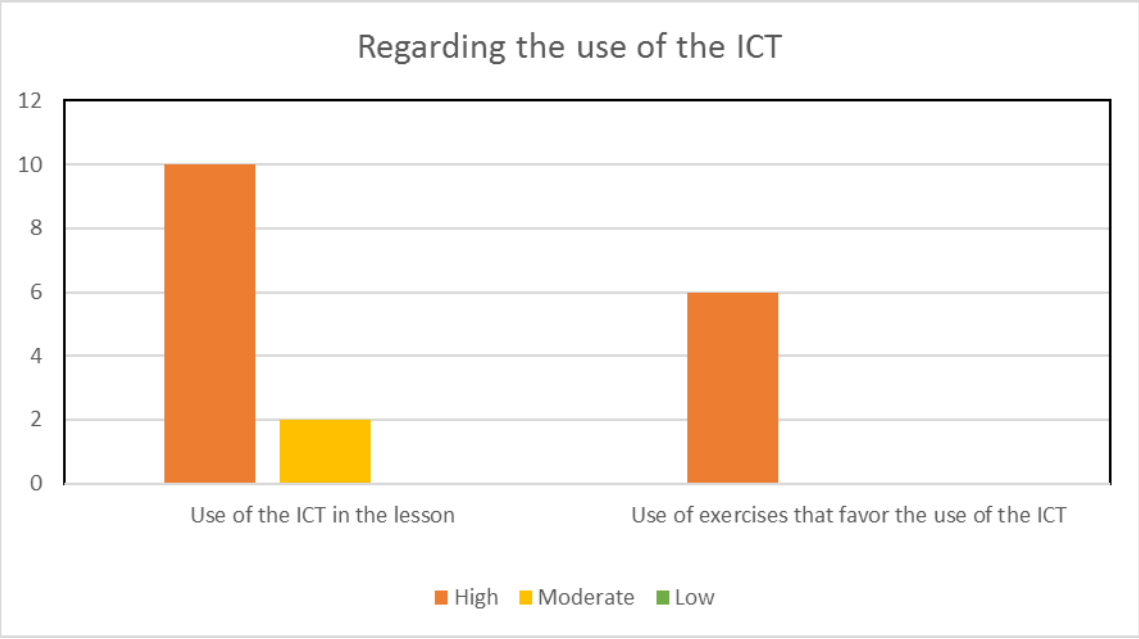
**Regarding the students' behavior**

Indicators	High	%	Moderate	%	Low	%
Final						
Students' motivation	35	87,5	3	7,5	2	5
Students' comprehension	35	87,5	3	7,5	2	5



**Regarding the use of the ICT**

Indicators	High	%	Moderate	%	Low	%
Final						
Use of the ICT in the lesson (12 times in total)	10	83,33	2	16,66	0	0
Use of exercises that favor the use of the ICT in the lesson (6 activities in average)	6	100	0	0	0	0



## **Annex VIII:** Survey to students

**Objective:** To check the enhancement of the use of the ICT in teaching and learning English as foreign language for ninth grade students at “Juan Santander Herrera”.

### **Dear student:**

The questionnaire that is now presented to you is a way to help to check if the problems present in the use of the ICT in the teaching and learning of English as foreign language at the beginning of the research have been already solved (completely, partially or nully). That is why, you are demanded to answer these questions sincerely.

### **Questionnaire:**

1. Did you enjoy the activities in lessons?

a) \_\_\_ Yes

b) \_\_\_ No

2. How would you describe the activities?

a) \_\_\_ Enjoyable

b) \_\_\_ Amusing

c) \_\_\_ Funny

d) \_\_\_ Boring

3. Did you learn with these activities?

a) \_\_\_ Yes

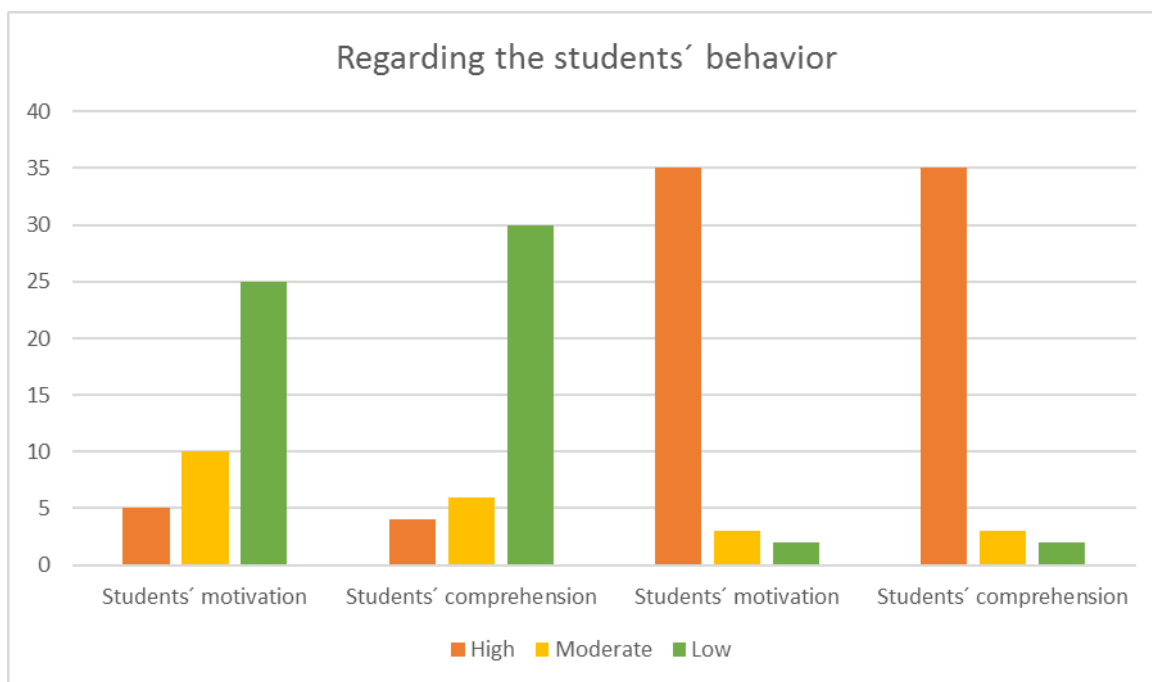
b) \_\_\_ No

3.1. Why?

**Annex IX:** Comparative analysis of the result obtained from the initial observation guide and the final one.

**Regarding the students' behavior**

Indicators	High	%	Moderate	%	Low	%
<b>Initial</b>						
Students' motivation	5	5	10	10	25	85
Students' comprehension	4	4	6	6	30	90
<b>Final</b>						
Students' motivation	35	95	3	3	2	2
Students' comprehension	35	95	3	3	2	2



**Regarding the use of the ICT**

Indicators	High	%	Moderate	%	Low	%
<b>Initial</b>						
Use of the ICT in the lesson (12 times in total)	3	25	1	8.3	8	66.7
Use of exercises that favor the use of the ICT in the	1	16.7	5	83.3	0	0

lesson (6 activities in average)						
Final						
Use of the ICT in the lesson (12 times in total)	10	90	2	10	0	0
Use of exercises that favor the use of the ICT in the lesson (6 activities in average)	6	100	0	0	0	0

