

Action Research on the integration of ICT into EFL Teaching: A Literature Review

Kelly Johanna Quintero

Universidad Santo Tomás
Vicerrectoría de Universidad Abierta y a Distancia
Facultad de Educación
Licenciatura en Lengua Extranjera Inglés
Bogotá
2017

Action Research on the integration of ICT into EFL Teaching: A Literature Review

Kelly Johanna Quintero

A research report submitted in partial fulfillment of the requirements for the degree of
Bachelor of Education in Teaching English as a Foreign Language

Director: Dixon López Bustos

Universidad Santo Tomás
Vicerrectoría de Universidad Abierta y a Distancia
Facultad de Educación
Licenciatura en Lengua Extranjera Inglés
Bogotá
2017

ACCEPTANCE NOTE

Director: _____

Juror 1: _____

Juror 2: _____

Dedication

Acknowledgments

Abstract

Table of Contents

	Page
List of Tables	8
Introduction	10
Method.....	12
Results	14
Results presentation	14
Results analysis.....	16
Teachers.	18
Students.	21
Technologies.	24
Conclusions	27
References	29
Annex. Tables with results of each tittle	33

List of Tables

	Page
Table 1. Selected Papers.....	14
Table 2. Title 1	33
Table 3. Title 2	34
Table 4. Title 3	36
Table 5. Title 4.	38
Table 6. Title 5	40
Table 7. Title 6	43
Table 8. Title 7	45
Table 9. Title 8	47
Table 10. Title 9.	49
Table 11. Title 10.	51
Table 12. Title 11	53
Table 13. Title 12	55
Table 14. Title 13.	56
Table 15. Title 14	58
Table 16. Title 15.	59
Table 17. Title 16.	61
Table 18. Title 17	63

Table 19. Title 18	65
Table 20. Title 19.	66
Table 21. Title 20	68

Introduction

The undergraduate teacher education program - Licenciatura en Lengua Extranjera Inglés (LLEI) - at Universidad Santo Tomás addresses pre-service teacher research through the implementation of four subprojects, each one of them with distinct interests and methodologies. One of the subprojects focuses on pedagogical innovations that incorporate ICT in EFL teaching and learning contexts. This work consists of a literature review aimed at supporting this subproject

The work consists of a theoretical bibliographical review using recent research findings at national and international level, in which experiences are described in which teachers proposed or created pedagogical responses, where they integrated the use of ICT in teaching English. The work presents the results, including a summary table of findings, once the articles are classified. The included works use the participation action methodology.

The results were classified into three categories: teachers, students and technologies; the first one refers to considerations for teachers extracted from conclusions and recommendations of the papers analyzed. The second category, students, corresponds to considerations to take into account when preparing classes using ICT for EFL through action participation methods. And the category technologies emerged from the recommendations of the authors of these researches about specific learnings they got from their experiences.

In the paper, the revised articles are described and analyzed in their key aspects, in order to deliver the students of the sub project so that they can read and make decisions about the methodologies they can use in class related to information and technology. This part is based on articles developed both in Colombia and abroad, establishing similarities and differences between national and international trends. To register, the information of the article, author, title, link, etc. was recorded. A brief summary of the results is given along with a commentary on the analysis and the identification of conclusions from the reading.

In the first chapter, the method used is explained; the second chapter presents the results, and it is divided into results presentation and results analysis; the final chapter summarizes the general conclusions of this research. There is additionally an annex which includes twenty tables where individual results are presented, including location of every item (url), date reviewed, project title, full bibliographic citation, purpose of reading the item, brief notes from content of the item, main points gained from the item, opinion of content, contribution to investigation, and thoughts triggered as a result of reading the item.

Method

The method used in this work was the systematic review of literature published in relation to the integration of ICT into EFL teaching both at national and international level, in order to obtain updated information, developed by authors from different professional perspectives. The exercise allowed to explore the point of view of different researchers, in order to see the problem from different angles. Subsequently, a search strategy was defined, criteria for inclusion and exclusion of publications and quality criteria of the articles reviewed; the time period considered was the last four years, with the purpose of considering the most recent researches in something that advances so quickly as technology. The papers consulted included both universities thesis and journals' articles, and all of them should refer to action participation works for EFL classes. Finally, the works that met the criteria established in the selection process were identified, and a description and analysis was carried out.

In the context of the present work, the systematic review of literature is understood as a method to identify, evaluate and interpret all the investigations pertinent to a specific research question, thematic area or phenomenon of interest(Kitchenham, 2012);the methodology applies scientific strategies to limit bias in the process of collection, critical appraisal and synthesis of relevant studies (Goodman, 2006). Within this context, individual studies that contribute to a systematic review are termed primary studies and a systematic review is considered a secondary study class, since its study population consists of those primary studies. Additionally, Reardon (2006) suggests that literature review is the

foundation of the research proper, since knowledge of the contributions of others in your chosen subject area is critical; this method is a cyclic process when first entering a field of enquiry. This author also indicates that “reading for your literature review has a two-fold value that demands that you have a purpose in doing it and that you prepare systematically to do it” (Reardon, 2006, p. 19).

From the reading of each article, the necessary information was extracted to identify the localization, date reviewed, project title, full bibliographic citation (APA), purpose of reading the item, brief notes from content of the item, main points gained from item, opinion of content, contribution made to investigation, and Thoughts triggered as a result of reading the item.

Results

Results presentation

The search allowed to identify and select the articles that are presented in the Table 1. These articles include six from Colombia and fourteen from other countries, including Spain, Venezuela, Argentina and Chile. The documents present the results of different experiences using ICT tools for EFL in action participation classes.

Table 1. Selected Papers

#	Author	Title	Institution
1	Ibañez Sanchez, A. M.	Teachers' Conceptualization of Information and Communication Technology - ICT	Universidad Distrital
2	Millaray Salas Valdebenito	Developing the metacognitive skill of noticing the gap through self-transcribing: The case of students enrolled in an ELT education program in Chile	Universidad Distrital
3	Iván Alcides Amórtegui Sacristán	Critical Analysis of media towards the Promotion of EFL Students' Learning Autonomy	Universidad Distrital
4	Catherine Benavides Buitrago	EFL students. social identities construction through gender-based short stories	Universidad Distrital
5	Esteban Vázquez Cano, Elena Martín Monje, Miguel Fernández Álvarez	El rol de las e-rúbricas en la evaluación de materiales digitales para la enseñanza de lenguas en entornos virtuales de aprendizaje	REDU. Revista de docencia universitaria
6	Yadrí Margot González F., Carlos Mayorga	Percepciones de estudiantes de bachillerato sobre el uso de una red social para la enseñanza del inglés como lengua extranjera: una investigación acción	Anales de la Universidad Metropolitana
7	Audy Yuliser Castañeda Castañeda, Rosa López de D'Amico	Lectura y escritura académica en inglés bajo la modalidad de aprendizaje mixto (B-learning)	Saber, Universidad de Oriente, Venezuela
8	Emilio Ceruti	Ludo lingüística y uso colaborativo de las TICs: competencias, creencias y actitudes de estudiantes y profesores en un colegio de alto uso de tecnologías didácticas	Revista Nebrija de Lingüística Aplicada a la Enseñanza de Lenguas
9	Francisca Rebolledo	ICT integration within a learner-centered	Universidad

#	Author	Title	Institution
	Henríquez, Valeska Villalón Cuevas, Romina Pino Díaz, Bárbara Segura Cozmar	pedagogical approach in the English curriculum of 5th graders from Chilean state-funded schools	Nacional
10	Anunciación Nuñez Marín, Isabel Gutiérrez Porlán	Flipped learning para el aprendizaje del inglés en educación primaria	Educec, Revista Electrónica de Tecnología Educativa
11	Ren e Alejandro Lobo Quintero	Augmented Reality for Educative and Collaborative Environments	Universidad Nacional
12	Herminio Arrieta.	Advantages and disadvantages in academic performance of 5th year students at the technical school	Universidad Fasta
13	Paulina Alejandra De Vicente Pizarro, Sussy Odette Farias López, César Aliro Ferrada Ubilla, María Fernanda Morales Merino, María Constanza Muse Prando	The wordpress project: a practical action research experience	Universidad Andrés Bello
14	Marisela Cot Pichal	The use of Rassias® method: micrologues to improve writing on a basic English course	Universidad Veracruzana
15	Jhair Omar Del Ángel Céspedes, David Eduardo Hernández Ortega	Improving Students' vocabulary learning by using technology	Universidad Veracruzana
16	Raquel Sánchez Ruiz, Sonia Lucas Pardo	Improving English Oral Skills through Pair Work and Peer-Peer Dialogue	Universidad de Castilla-La Mancha
17	García Sánchez, Juan Luis	Developing creativity and cooperation through information and communications technologies in teaching English as a foreign language	Universidad de Jaén
18	María Begoña Lázaro Egido	Developing the motor skills through the foreign language instruction	Universidad de Valladolid
19	Antonio Brenes Castaño and Candela Contero Urgal	LAMS as an assessment tool for teaching and learning English as a foreign language	Universidad de Cadiz
20	Fátima Faya Cerqueiro, Milagros Chao Castro	Board-games as review lessons in English language teaching: useful resources for any level	Universidad de Santiago de Compostela

The 20 tables in the annex present the individual information obtained from the reading and analysis of each work.

Results analysis

As observed in the previous tables containing the results from reading the articles selected, those combine qualitative and quantitative methodologies to study the effect of different applications of ICT in English learning,

Referring to autonomy, it was observed that ICCT implementation helps students in terms of autonomy learning practices; this may occur because media consumers automatically process most the messages that they encounter in it rather than expending the effort that would be required to evaluate them. Besides that, students go through learning experiences they had never lived before. The opportunity to act as researchers allow them to construct their own meanings and made them believe in their own capacities as autonomous learners. In this sense, students became aware of the fact that they can get information from sources different from the textbook and the teacher, and broadened their perspective about their role in the classroom. As they move through the inquiry cycle, they are empowered as knowledge creators.

Trying to resume the main contributions of the articles, it can be registered that different options offered by radio, newspaper, television, video, cell phones, images and ICT, can be combined to create challenges where students learn while playing different games which can improve their competences and abilities according with the porpoises of the classes. The use of ICT can open more opportunities for Colombian teachers to exchange experiences with foreign teachers to learn from their results, and to create classes

where Colombian students interact with online with students from different countries frequently. The social networks (Facebook, and WhatsApp, for example) can be used as natural mechanisms appropriate to develop stories and another option for the classes,

Additionally, the reader's positions, connections, attitudes, or feelings towards the text while he/she is reading, are very determinant of the results of the process, so it can be useful to record mute classes just to observe and to invite students to learn about their body and attitudes during the EFL learning process. When working with ICT and people, individuality is another variable always present but not always considered when researching. To maintain motivation, is important to explain the students that assessment by itself is not enough to understand the process of learning, although, when using objective and proved instruments, can be useful and necessary to measure the situation in front to standards; simultaneously, not great inversions in technology are necessary to find new ways to motivate students.

About next search related with the use of ICT for English classes, it can be suggested to find ways for students be more analytical, going further from getting information and learning technics about computers and devices in general; when working with students bored in class room, action research activities could motivate them and push some undiscovered capacities. A specific suggestion for future research is to make virtual and face-to-face teachers' congresses to exchange experiences, besides making joint researches with students from several countries to compare results and benefits of different EFL learning methods.

From the results, three categories emerge, which are presented forward.

Teachers.

The findings of this research directly related with teachers are the next.

- The obstacles observed in Colombia where trying with young students are similar in Chile, and students have similar opinions about teachers where they use fossilized errors and strategies.
- There should be more opportunities for Colombian teachers to exchange experiences with foreign teachers to learn from their results.
- Since building a new efficient and attractive social network can be a technic challenge and really it is not the target of EFL teachers, it could be more useful to use that time to reflect about different options or ideas to take advantage of different social networks already existing and known by students.
- It is fundamental that teachers and students develop competences for the management of computer tools and for the use of ICTs before starting to apply them for EFL classes.
- The teacher must solve the questions of all the students about the virtual tools used, so, it is unjustified that students fail because they do not know the operation of the virtual learning environments selected for the EFL.
- There are some criteria for teachers to follow when incorporating ICT as tools, considering the students' needs, such as means to increase productivity, to increase information processing and for improving and/or maintaining social relations

- Teachers consider not only students linguistic needs but also that students really enjoy working with them, which makes possible more dynamic classes.
- The degree of familiarity with these tools makes users more competent and aware of their potential uses, so that they themselves know how to use them in a varied way and with specific objectives. This also implies a change in beliefs and attitudes in both students and teachers
- Unlike teachers, students tend to appreciate more the collaborative use of technologies for teaching.
- With regard to activities based on the play component, however, competences, beliefs and attitudes of teachers and students are generalizable to different contexts.
- Not all teachers agree on the benefits of a playful teaching and, moreover, it seems that students find it difficult to conceptually relate the enjoyment of the game (which is the key feeling to be aroused in order to increase motivation) with the benefits that this entails in their learning process
- Nowadays, the use of technology in lessons is gradually changing the paradigm of the role of teachers in classrooms, due to their labor changes from being the main resource to acting as a facilitator and guide to learning.
- However, the teachers decide whether to apply or not technology in their lessons in order to improve the learning process and to help students in their needs.

- Teachers are convinced that the methodology to teach a language as well as educational contact are necessary so that, they should increase students their self-reliance and have a good control of the language in addition to this, the teachers should guide the students to reflect upon their own learning and give them powerful tools for their future language development.
- Teachers might be able to develop new strategies in relation to social media tools use in their classrooms.
- The teacher encountered her motivation to teach differently.
- Students need the teachers' presence when in a technological setting but they also concluded being aware of the possibilities through use of technology
- Students of any age also value positively their teachers' effort in designing a board and customizing a whole activity for them
- The students' performance in any of these games provides teachers feedback on the assimilation of contents, and helps to identify possible limitations which can be reinforced immediately through further explanations or taken into consideration to design extra activities
- Teacher is not going to be displaced by technology, in the measure as he uses it to strength his competences as a recursive and creative professional, besides actualized. consideration to design extra activities

- Helping the students with low level of skills, can be not only the key point to get the expected results, but the real difference between a good and a mediocre teacher.
- The assignation of specific tasks according to individual abilities, is key to hold the motivation of all the students, considering the importance of motivation as the absolute key of success, both for the teacher and for the students.
- Given that ICT mediated classes make teacher a facilitator and no longer the protagonist, flipped learning is an option that helps to improve the use of class time to solve doubts and orientate the autonomy of the students, then accelerating the whole learning process.

Students.

The second category found was directly related with students, which includes the next findings.

- There were signs that implied students were gaining awareness of the information they received from media sources, and at the moment of creating pieces of media, they advised the implications of the messages they put
- The information collected suggests that they gained consciousness of the multitude of messages received from media, and their words indicate that students were doing their best to reflect on the effect media messages could have on behavior and attitudes of the audience.

- Some students could identify and break up the gender stereotypes that are present in everyday life
- The second social identity that emerged was related to the fact of peer approval in which some students were asking for others' validation while participating in the activities
- Some students were trying to excel in the classroom and sometimes they disempowered others by showing their better performance in the language while participating, or they simply corrected one another in a rude way.
- The important part with social identity was to show students a way to respect each other to give everyone the opportunity to learn and to have access to knowledge no matter their different viewpoints
- One social identity came up after identifying repetitive situations in which students tended to collaborate each other in terms of developing an activity or helping others to use the target language.
- When students collaborated with each other they were portraying themselves and others. identities during the interactions.
- Regarding co-evaluation, the most noteworthy aspects of the students have been their functionality in optimizing self-evaluation, improving the evaluation criteria proposed and the time savings that their applicability in peer evaluation makes.

- Although there is a need for change towards the use of ICT by students, it is necessary that such change is given bearing in mind certain pedagogical and technical considerations.
- Sufficient initial time should be given to train and familiarize students with all the applications and functions available on the network.
- The exploration of students' perceptions and attitudes toward various aspects of the social network or web tool used should be an integral part of the process and should be applied periodically and not only at the culmination of the project.
- Students in virtual environments need the tutor to feedback their work in a specific way; it is important to know precisely what needs to be corrected, where are the possibilities for improving learning performance, and what aspects enhance learning progress.
- Young students' attitudes towards technologies are very good, but it is necessary to teach them all their potential uses so that, on the one hand, they take full advantage of these tools and, on the other hand, learn their limits.
- The manipulation and relationship of the student with the contents, both at home and in the classroom, have a positive influence on student motivation.
- The use of the real class metaphor during the synchronous content delivery process made easier for students the adaptation process to the new augmented reality technology, as there was not required any prior knowledge about the virtual class dynamics.

- The findings also suggest that students' writing improved at each student's own pace, which was also an additional achievement with this implementation.
- The student plays an active role in the assessment process (self-assessment and co-assessment). - Using feedback, the student's planned competence is undoubtedly improved (formative assessment).
- It is important to teach technics which can be used for student to be more analytical, because to get information is easier every day thanks to ICT.
- Although students are comfortable with the use of mobiles and PC, they don't know all the tools they can use to wide their vocabulary.

Technologies.

Finally, the third category which emerges from this research refers to different technologies and their contribution to improve the effectiveness of EFL teaching.

- LAMS can offer teachers a wide range of opportunities to enhance the teaching methodologies as regards the assessment procedure, applying them both in presential as well as non-presential language courses.
- The ICT and the different devices are no longer an obstacle for the attention of the students but a new option which can be used to accelerate the learning process, since the students like them a lot and know how to use them by themselves.

- The self transcribing can be used to get high cognitive demands on students, while metalinguistic awareness in L2 learning helps to promote autonomy and to create more active participation, because students become self-evaluators.
- The experience working with the Critical analysis of media in the EFL classroom and the data gathered made possible to discover the way in which this implementation helped students in terms of autonomy learning practices.
- The e-rubrics help speed up the correction process and serve to record in a systematic way the results obtained, thus being able to track the progress of the student.
- The use of e-rubrics during the studying life can help students to familiarize with them and get better results when they present exams in foreign universities or enterprises.
- The use of multimedia to learn vocabulary is an efficient tool, but it needs to be introduced by teachers who should be the main motivators to use multimedia in and outside the classroom.
- Participating students have positively valued the functionality and benefits of the cooperative process of creating e-rubrics in three fundamental dimensions: co-evaluation, evaluation of digital material for language teaching and evaluation of language skills.
- Students improved their writing using the micrologue technique from the Rassias® Method since they were practicing interactive writing.

- Comic books are a fantastic tool to promote creativity and collaboration through the use of digital technologies as it supports and reinforces unusual ideas of students, adapts to student interests and reflects their sense of humor, and broadly speaking their perspective on life.
- In contrast to other forms of web comics, using smartphone applications that cartoonize camera photos allows students to see themselves as part of the story but in a concealed and cartoonized way, something they enjoy.
- These games bring along several advantages in the English language classroom, as they increase interest and participation in the class and serve as a useful learning tool for students, who get used to the questions they may find in a final test or exam and check which linguistic areas they should devote more attention to.
- Since young people are specially interested in social gender interaction, this is an option to teach EFL using students' social identities constructions, upon in gender-based short stories.
- Social media are another option to use students' interests to motivate them in the learning process.
- It is a mistake to assume that all the students have the necessary tools to accede to virtual classes.

Conclusions

One first conclusion of this exercise is that participative action strategies are used in different countries, and several use ICT for EFL classes; that situation helped to take advantage of the findings of those researches through this methodology of literature review, which can be used to avoid mistakes described in some papers, besides start not from zero but from a forward point.

As described in several works consulted for this research, the teacher has a new role when using ICT, since students can access to information not only during the class time but also at home. This is an opportunity to increase the learning speed, because inclusively social networks can be used for EFL purposes. In this scenario, teacher must be more actualized about options existing in the web, and the possibilities those options offer; however, it is necessary to analyze them as tools but not as goals, at least from the point of view of teachers. Besides, ICT have created different ways to conform collaborative activities, which makes students more autonomous. Teachers must know that young students are perhaps more familiarized than themselves in using new devices, such as smartphones and computers, but, at the same time, they do not necessarily know the way as those devices can be used to improve their competences in English.

Students, for their part, must know that every day new opportunities are created for those who know how to take advantage from ICT tools, and that English is a requirement that is closer to them when they are surfing the internet; nowadays is easier to interact with information and people around the world, so it more necessary not only to be skilled to use

new devices and software, but also to listen, speak, read and write in English; in a different way, the technology is not more than a hobby.

References

- Amórtegui Sacristán, I. A. (2016). Critical Analysis of Media Towards the Promotion of EFL Students' Learning Autonomy.
- Arrieta, H. (2016). Advantages and disadvantages in academic performance of 5th year students at the technical school.
- Benavides Buitrago, C. (2016). EFL Students' Social Identities Construction Through Gender-Based Short Stories.
- Brenes-Castaño, A., Contero-Urgal, C., Rodríguez-Gómez, G., & Gallego-Noche, B. (2014). LAMS as an assessment tool for teaching and learning English as a foreign language.
- Castañeda, A., & López, R. (2014). Lectura y escritura académica en inglés bajo la modalidad de aprendizaje mixto (b-learning). *SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente*, 26(2), 202-209.
- Cerqueiro, F. F., & Castro, M. C. (2015). Board-games as review lessons in English language teaching: useful resources for any level. *Revista Docencia e Investigación*, (25.2), 67-82.

- Ceruti , E. (2016). Ludolingüística y uso colaborativo de las TICs: competencias, creencias y actitudes de estudiantes y profesores en un colegio de alto uso de tecnologías didácticas. *Revista Nebrija de Lingüística Aplicada* (2016) 20
- Coto Pichal, M. (2014). The use of Rassias method: micrologues to improve writing on a basic English course.
- De Vicente Pizarro, P. A., Farias López, S. O., Ferrada Ubilla, C. A., Morales Merino, M. F., & Muse Prado, M. C. (2016). The wordpress project:| bapactical action research experience (Doctoral dissertation, Universidad Andrés Bello).
- Del Ángel Céspedes, J. O., & Hernández Ortega, D. E. (2016). Improving students' vocabulary learning by using technology.
- Egido, L., & Begoña, M. (2016). Developing the motor skill through the foreign language instruction.
- García-Sánchez, J. L. (2015). Developing creativity and cooperation through information and communications technologies in teaching English as a foreign language. Universidad de Jaen. Trabajo Fin de Máster.
- González, Y. Mayora, C. Percepciones de estudiantes de bachillerato sobre el uso de una red social para la enseñanza del inglés como lengua extranjera: una investigación acción *Anales de la Universidad Metropolitana*. Vol. 13. No. 2. 2014.
- Goodman, C., 2006. *Literature Searching and Evidence Interpretation for Assessing Health Care Practices*. Primera ed. Estocolmo: SBU.

- Henríquez, F. R., Cuevas, V. V., Díaz, R. P., & Cozmar, B. S. (2017). ICT Integration within a learner-centered pedagogical approach in the English curriculum of 5th graders from Chilean state-funded schools. *Revista Imago*, (9), 262-309.
- Hernández Gómez, Z. (2016). *Third Graders as Community Inquirers Writing Their Worlds*.
- Ibañez Sanchez, A. M. (2016). *Teachers' Conceptualization of Information and Communication Technology-ICT*.
- Kitchenham, B., 2012. *Procedures for Performing Systematic Reviews*. Primera ed. Keele, Inglaterra: Keele University Technical Report.
- Lobo Quintero, R. A. (2014) *Augmented reality for educative and collaborative environments* (Doctoral dissertation, Universidad Nacional de Colombia).
- Núñez, A. & Gutiérrez Porlán, (2016). Flipped Classroom para el aprendizaje del inglés: Estudio de caso en Educación Primaria. *Eduotec. Revista Electrónica de Tecnología Educativa*, (56).
- Reardon, D., 2006. *Doing your undergraduate project*. London: Sage.
- Ruiz, R. S., & Pardo, S. L. (2016). Improving English Oral Skills through Pair Work and Peer-Peer Dialogue. *Revista de Lenguas para Fines Específicos*, 22(1), 170-189.
- Salas, M. D. (2015). Developing the metacognitive skill of noticing the gap through self-transcribing: The case of students enrolled in an ELT training program in Chile. *Colombian Applied Linguistics Journal*, 17(2), 260-275.

Vázquez, E., Martín, E., & Fernández, M. (2014). El rol de las e-rúbricas en la evaluación de materiales digitales para la enseñanza de lenguas en entornos virtuales de aprendizaje. REDU. Revista de docencia universitaria, 12(1), 135-157.

Annex. Tables with results of each title**Table 2. Title 1**

Item No.	1
Location of item (url):	http://repository.udistrital.edu.co/handle/11349/2665
Date reviewed:	2016
Project title:	Teachers' Conceptualization of Information and Communication Technology - ICT
Full bibliographic citation (APA):	
Ibañez Sanchez, A. M. (2016). Teachers' Conceptualization of Information and Communication Technology-ICT.	
Purpose of reading the item:	
To get information about ICT as a tool for communication and learning, using different media and medium	
Brief notes from content of the item:	
<p>This work describes how secondary school students are engaged in designing school newspapers, broadcasting radio shows and using ICT in classrooms as opportunities for communication and learning. The central goal in this project was to set up the school dynamics where radio, newspaper, television, video, images and ICT's play the role of additional inputs and increase the community interest in literacy, when teaching English. It presents some practical initiatives that demonstrate the possibilities of media literacy based activities in a public school in Bogota, Colombia</p>	
Main points gained from item:	
<p>There are some criteria for teachers to follow when incorporating ICT as tools, considering the students' needs, such as means to increase productivity, to increase information processing and for improving and/or maintaining social relations. However, teachers consider not only students linguistic needs but also that students really enjoy working with them, which makes possible more dynamic classes.</p>	

Item No.	1
Opinion of content:	
Clear, practical, easy to learn, useful.	
Contribution made to investigation:	
The ICT and the different devices are no longer an obstacle for the attention of the students but a new option which can be used to accelerate the learning process, since the students like them a lot and know how to use them by themselves.	
Thoughts triggered as a result of reading the item:	
The different options offered by radio, newspaper, television, video, cell phones, images and ICT, can be combined to create challenges where students learn while playing different games which can improve their competences and abilities according with the porpoises of the classes.	

Table 3. Title 2

Item No.	2
Location of item (url):	http://revistas.udistrital.edu.co/ojs/index.php/calj/article/view/4989
Date reviewed:	2015
Project title:	Developing the metacognitive skill of noticing the gap through self-transcribing: The case of students enrolled in an ELT education program in Chile
Full bibliographic citation (APA):	
Salas, M. D. (2015). Developing the metacognitive skill of noticing the gap through self-transcribing: The case of students enrolled in an ELT training program in Chile. <i>Colombian Applied Linguistics Journal</i> , 17(2), 260-275.	
Purpose of reading the item:	

Item No.	2
The necessity of use modern strategies where trying with young people	
Brief notes from content of the item:	
<p>This paper reports the preliminary results of the first phase of an ongoing educational intervention conducted with students enrolled in an ELT education program at PUCV. As an EFL teacher with fossilized errors cannot be an effective language model for students, the study set out to explore the feasibility and effectiveness of a recording and self-transcription task (Lynch, 2001, 2007; Mennim, 2003, 2012) as a route to noticing the gap and defossilization. Students (N=20) transcribed the oral texts they produced during the speaking section of the diagnostic test for English 5. The tasks were: (1) transcribing three minutes of their speaking time, (2) highlighting all the errors they identified in their own speech (3) coding them (e.g. grammatical, lexical, phonological) and (4) sending the annotated transcript to the instructor by email. Drawing on the theory of questionnaire design and processing (Dörnyei, 2003), a survey was designed and posted online (GoogleForm) and emailed to the students. The questionnaire asked students to evaluate the perceived benefits of a self-transcription task. The study data consist of the annotated transcripts and the questionnaire responses. The results of this study were much less positive than what has been reported in the literature (Boettinger, Park, & Timmis 2010; Burns & Joyce, 1997; Lynch, 2001, 2007; Mennim, 2003, 2012; Stillwell et al., 2010; Thornbury & Slade, 2006; Willis & Willis, 1996): students only noticed 25% of their errors in a transcript of three minutes' talk. As such, an attempt is made to see why this might have been the case. Some pedagogical implications of this approach in the Chilean context are discussed. The author concludes that self-transcribing must be motivated as it places high cognitive demands on the learner. Additionally, the development of metalinguistic awareness can increase learner autonomy, facilitate the progress of L2 learning, and prevent fossilization.</p>	
Main points gained from item:	
<p>One of the more significant findings to emerge from this study is that, in annotating their own transcripts, students only noticed 1 out of 4 errors in a transcript of three minutes' talk. This finding was unexpected and suggests that self-transcribing must be motivated as it places high cognitive demands on the learner. Despite the positive remarks made by the students, few of them invested much effort in writing and annotating the transcript as attested by the amount of time it took them to complete both tasks (the mode was 15 minutes). These rather disappointing findings may be explained by reference to other studies which have been reviewed in this article. While in my study, self-transcribing was conducted in a single intervention and as an exploratory activity at the start of the semester, participants in other studies have been assigned this type of task several times over a period of time (a whole semester, in some cases) and with a clear goal: to prepare for high-stakes spoken tasks.</p>	

Item No.	2
Opinion of content:	
It is very formal, but however, it offers some ideas about similarities in some other countries about problems and solutions when teaching through ICT.	
Contribution made to investigation:	
The obstacles observed in Colombia where trying with young students are similar in Chile, and students have similar opinions about teachers where they use fossilized errors and strategies. Then, the conclusions got through these researches abroad, can be adopted here. The self-transcribing can be used to get high cognitive demands on students, while metalinguistic awareness in L2 learning helps to promote autonomy and to create more active participation, because students become self-evaluators.	
Thoughts triggered as a result of reading the item:	
There should be more opportunities for Colombian teachers to exchange experiences with foreign teachers to learn from their results. In the same way, it could be a very useful idea to create classes where Colombian students interact with online with students from different countries frequently.	

Table 4. Title 3

Item No.	3
Location of item (url):	http://repository.udistrital.edu.co/handle/11349/2674
Date reviewed:	2016
Project title:	Critical Analysis of media towards the Promotion of EFL Students' Learning Autonomy
Full bibliographic citation (APA):	
Amórtegui Sacristán, I. A. (2016). Critical Analysis of Media Towards the Promotion of EFL Students' Learning Autonomy.	
Purpose of reading the item:	

Item No.	3
To learn about autonomy when using media in an EFL class.	
Brief notes from content of the item:	
<p>This work presents the process and results of this research project in an EFL classroom at a public university at the south of Bogotá. The university claims for the generation and spread of knowledge with autonomy and vocation, and the opening of spaces for reflection and pedagogical actions in response to the challenges that globalization demands. However, students' comments imply autonomy practices are not present in their learning process, and this fact reveals a mismatch between the university mission and the actual learners' situation. The investigation explored how the critical analysis of media promoted 6 students' autonomous learning practices in the English as a foreign language class. This work was done within a total of 16 weeks to answer the research question "What aspects of learning autonomy are unveiled through a critical analysis of media in an EFL class at Universidad Distrital?" This study followed the qualitative paradigm and was based on a case study approach. To report this process, data was collected from students' questionnaires, students' journal, artifacts and class observations. The gathered evidence indicated that students gained awareness in relation to the English language learning process and the content of learning. They showed significant progress towards the promotion of learning autonomy practices, which implied detached analysis and reflection about media aspects, elements of critical thinking, as well as consciousness when making decisions and working independently.</p>	
Main points gained from item:	
<p>The experience working with the Critical analysis of media in the EFL classroom and the data gathered during this process helped me discover the learning practices of students at Universidad Distrital over the semester of classes, and the way in which this implementation helped them in terms of autonomy learning practices. At the beginning of the project, students seemed to approach the analysis of media from a basic point of view. They did not do too much analysis of the content, intentions and messages and just limited themselves to superficially describe the information. This may occur in part because media consumers automatically process most the messages that they encounter in it rather than expending the effort that would be required to evaluate them.</p> <p>The different set of activities done during the classes showed that students started to develop the ability to analyze, reflect and evaluate the information conveyed to them from Media sources. There were signs that implied students were gaining awareness of the information they received from media sources, and at the moment of creating pieces of media, they advised the implications of the messages they put. The information collected suggests that they gained consciousness of the multitude of messages received from media, and their words indicate that students were doing their best to reflect on the effect media messages could have on behavior and attitudes of the audience. This fact is</p>	

Item No.	3
also a hint that evidences media literacy (Silverblatt, 1995).	
Opinion of content:	
Actual, practical, critical, very clever.	
Contribution made to investigation:	
It is important to teach technics which can be used for student to be more analytical, because to get information is easier every day thanks to ICT; however, the very best opportunities will be for those people who be able to use it after analyzing it. The use of media becomes interesting in virtue of its potential to engage students in the dynamics of the English language class by aiming at their interests, guiding them to gain awareness of their learning process and, additionally, helping them enhance different literacy practices that ICTs can potentially promote.	
Thoughts triggered as a result of reading the item:	
The necessity of reflecting about how be more analytical, going further from getting information and learning techniques about computers and devices in general.	

Table 5. Title 4.

Item No.	4
Location of item (url):	http://repository.udistrital.edu.co/handle/11349/3109
Date reviewed:	2016
Project title:	EFL students. social identities construction through gender-based short stories
Full bibliographic citation (APA):	
Benavides Buitrago, C. (2016). EFL Students' Social Identities Construction Through Gender-Based Short Stories.	
Purpose of reading the item:	

Item No.	4
<p>To find alternatives to put theoretical concepts in practice, in EFL classes using ICT. Students should work on the development of the communicative skills through the use of ICTs, that is why the improvement of those skills are an important part of the current intervention. Different aspects described in the document were taken into account to develop the curricular platform, as it is a tool through which some meaningful activities based on students' needs and wants were created, planned and developed. Those activities were also thought bearing in mind the institutions' principles about developing communicative competences through the use of ICT and the social-cognitive model they follow.</p>	
<p>Brief notes from content of the item:</p>	
<p>This research project took place in a public school in Bogota with 38 students from 7th grade who were among 12 and 16 years of age. This qualitative action research intends (a) to identify discourses students draw on to construct social identities in the EFL classroom b) to describe social identities constructed discursively in relation to gender-based short stories and c) to study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.</p> <p>Data were collected by observing and analyzing three pedagogical units, which were designed by following the stages of Task Based Learning Approach (TBL). Besides that, I used field notes, video and audio recordings and students' artifacts. Data were analyzed by following the steps proposed by Grounded theory (GT) (Charmaz, 2006) and the principles of Critical Classroom Discourse Analysis (CCDA) (Kumaravadivelu, 1999). Data revealed a main category called "Social identities in relation to gender" and three subcategories named as: "The human as a gendered being: The gender discourse", "The learner as a collaborator: The collaborative talk discourse" and "Peer as an approver: The approval discourse". They showed the relationship between the gender-based short stories read by the students and the identities they portrayed during the lessons</p>	
<p>Main points gained from item:</p>	
<p>The first social identity was identified as seeing human as a gendered being. Some students could identify and break up the gender stereotypes that are present in everyday life. They also showed their disagreement with any act of discrimination, they also claimed for the right of being different and respecting others' differences. In other words, reflection and criticality took place in the classroom as a way of becoming better human beings.</p> <p>The second social identity that emerged was related to the fact of peer approval in which some students were asking for others' validation while participating in the activities. Some students were trying to excel in the classroom and sometimes they</p>	

Item No.	4
<p>disempowered others by showing their better performance in the language while participating, or they simply corrected one another in a rude way. The important part with this social identity was to show students a way to respect each other to give everyone the opportunity to learn and to have access to knowledge no matter their different viewpoints. The third social identity came up after identifying repetitive situations in which students tended to collaborate each other in terms of developing an activity or helping others to use the target language. As social identities are co-constructed, it is essential to mention that collaboration in the classroom was a necessary tool to build discourse. When students collaborated with each other they were portraying themselves and others' identities during the interactions. As they were helping each other with language and group work issues they were also showing their identities as immediate actors in their own learning process.</p>	
Opinion of content:	
<p>Very opportune in Colombia, since the agreements with guerrilla and the necessity of being more tolerant and collaborative.</p>	
Contribution made to investigation:	
<p>Since young people are specially interested in social gender interaction, this is an option to teach EFL using students' social identities constructions, upon in gender-based short stories.</p>	
Thoughts triggered as a result of reading the item:	
<p>Gender-based short stories are another resource to be used when looking for options to teach EFL using ICT. Then, social networks (Facebook, and WhatsApp, for example) could be used as natural mechanisms appropriate to develop this kind of short stories.</p>	

Table 6. Title 5

Item N°	5
Location of item (url):	https://polipapers.upv.es/index.php/REDU/article/view/6414
Date reviewed:	2014
Project title:	El rol de las e-rúbricas en la evaluación de materiales digitales para la enseñanza de lenguas en entornos virtuales de aprendizaje

Item N°	5
Full bibliographic citation (APA):	
Vázquez, E., Martín, E., & Fernández, M. (2014). El rol de las e-rúbricas en la evaluación de materiales digitales para la enseñanza de lenguas en entornos virtuales de aprendizaje. REDU. Revista de docencia universitaria, 12(1), 135-157.	
Purpose of reading the item:	
I don't not know exactly the meaning of e-rubrics, and if it is related with EFL and ICT, I need and I want to learn about it.	
Brief notes from content of the item:	
<p>This research analyzes the functionality of e-rubrics in co-evaluation processes, in the evaluation of digital materials focused on language teaching and in the evaluation of language skills from the beginning of collaborative and cooperative work. Through a methodological conception based on virtual collaborative action research, it applies a procedure of analysis with a dual qualitative aspect through the use of the Atlas-Ti program and the reticular-categorial approach of the analysis of social networks with the application of UCINET and the viewer and ED Graph Editor. This methodological procedure allows to understand the form and structure of these relations as a whole, which favors the understanding of causal mechanisms that underlie students' considerations through uncontrolled or moderate opinions in educational forums, allowing us to discover hidden patterns of interaction.</p> <p>The results show that the use of e-rubrics optimizes the self-evaluation, the relevance of the evaluation criteria, the observation of the functionality and usefulness of the format and connectivity of the audiovisual elements of the digital network materials. They are also effective in observing indicators of productivity and language skills; especially in aspects such as the oral and written production of the language and in grammatical and lexical processes.</p>	
Main points gained from item:	
<p>The results showed that the use of e-rubrics could lead to a substantial improvement in the co-evaluation processes and in the evaluation of digital network material for language teaching. Among the most outstanding results in this study they conclude that the participating students have positively valued the functionality and benefits of the co-operative process of creating e-rubrics in three fundamental dimensions: co-evaluation, evaluation of digital material for language teaching and evaluation of language skills. Regarding co-evaluation, the most noteworthy aspects of the students have been their functionality in optimizing self-evaluation, improving the evaluation criteria proposed and the time savings that their applicability in peer evaluation makes.</p>	

Item N°	5
<p>In the dimension oriented to the applicability of the e-rubrics in the evaluation of the digital material for the teaching of languages has been valued the improvement of the observation of the functionality and pertinence of the audiovisual elements, its format and its connectivity.</p> <p>Finally, it has been assessed that e-rubrics are quite effective in observing indicators of productivity and language skills; especially in aspects such as the oral and written production of the language and in grammatical and lexical processes.</p>	
Opinion of content:	
<p>It combines Atlas TI with qualitative traditional methodology, which lets to identify categories useful for the comprehension of the contribution of the e-rubrics to the EFL teaching and learning.</p>	
Contribution made to investigation:	
<p>The e-rubrics help speed up the correction process and serve to record in a systematic way the results obtained, thus being able to track the progress of the student. In many of the international foreign language examining agencies such as Educational Testing Service (ETS), Cambridge International Examinations or Pearson Language Assessments, electronic rubrics are used to correct language production components. With respect to the co-evaluation, the most noteworthy aspects of the students have been their functionality in optimizing the self-assessment, the improvement of the proposed evaluation criteria and the time savings that their application in the peer evaluation.</p> <p>Through the methodology of social network analysis, seven aspects have been identified that are recurrent in the three dimensions analyzed and provide an overview of the operative functionality of the e-rubrics: they are facilitators, they encourage student motivation regarding self-evaluation, they improve with their application the later methodological processes, they help to reflect, they guide the learning process as well as the evaluation, they facilitate the interaction and collaboration of the student and they save time in the evaluation processes.</p>	
Thoughts triggered as a result of reading the item:	
<p>The use of e-rubrics during the studying life can help students to familiarize with them and get better results when they present exams in foreign universities or enterprises. Then, it is important to include classes using these tools.</p> <p>By the other hand, social networks must be understood not only as a hobby or a personal activity but as a media to provide an overview of the operative functionality of the e-rubrics, as facilitators, motivating, guiders of learning process and so on.</p>	

Table 7. Title 6

Item No.	6
Location of item (url):	http://andromeda.unimet.edu.ve/OJS/index.php/ra/article/viewFile/97/79
Date reviewed:	2014
Project title:	Percepciones de estudiantes de bachillerato sobre el uso de una red social para la enseñanza del inglés como lengua extranjera: una investigación acción
Full bibliographic citation (APA):	
Flores, Y. M. G., & Pernía, C. A. M. (2014). Percepciones de estudiantes de bachillerato sobre el uso de una red social para la enseñanza del inglés como lengua extranjera: una investigación acción High Schoolstudents' perceptions about the use. In <i>Anales de la Universidad Metropolitana</i> (Vol. 13, No. 2).	
Purpose of reading the item:	
This research also talks about social network for teaching EFL, so it can contain a new point of view which could help to improve the effectiveness when using them	
Brief notes from content of the item:	
<p>This article reports part of an action research project that was conducted with English students of the Venezuelan-German Bicultural Educational Unit Alexander von Humboldt College. This project involved the design, implementation and evaluation of an educational social network with support in the NING platform for two grades of students in that context. As part of the evaluation of the social network, the participants' perceptions regarding the site, its design, usability, ergonomics and perceived benefits to English language learning were surveyed. The results show that, in general, the perceptions of the students participating in this study were favorable since they considered the social network designed as useful, motivating, innovative, dynamic and communicative. However, there is a bit of resistance on the part of a not inconsiderable percentage of the participants, who stated that they would prefer to continue working on the content in a traditional way or did not show full compliance with factors of usability and ergonomics of the social network. Another factor that had a negative impact was related to the speed and connectivity of the available equipment. From the results, the authors outline approaches to consider in order to optimize the incorporation of social networks into a class of languages with students of this educational level.</p>	

Item No.	6
Main points gained from item:	
<p>The students participating in this study have a favorable view regarding the use of social networks in the learning of English. The participants perceived that the social network in which they were involved was useful, innovative, dynamic and communicative. It should be noted that given the very particular characteristics of the participants of this study and the small number of the population in question, these results are not generalizable nor applicable in other contexts, so this work could serve as a first approximation to the topic to give to other investigations taking into account the technological changes operated in our society in the present times. Although there is a need for change towards the use of ICT by students, it is necessary that such change is given bearing in mind certain pedagogical and technical considerations. The blended mode is confirmed as the best possible option. The incorporation of social networks should be done gradually. Sufficient initial time should be given to train and familiarize students with all the applications and functions available on the network. The design of the social network should be broad enough and flexible enough to cover a variety of topics, so that it can be used longitudinally throughout a school year. It is necessary to take into account possible technical limitations related to the capacity and processing speed of the available equipment. The exploration of students' perceptions and attitudes toward various aspects of the social network or web tool used should be an integral part of the process and should be applied periodically and not only at the culmination of the project.</p>	
Opinion of content:	
<p>Despite the outcomes where no so positives, the authors learn from the negative situations and provide guides to improve the use of social networks when using them for EFL classes.</p>	
Contribution made to investigation:	
<p>The technic design of social network to be used in the English classes can be determinant of the quality of the results. The use of social network must be planned to ensure the pursued results, although it can be used along whole the class year.</p>	
Thoughts triggered as a result of reading the item:	
<p>Since building a new efficient and attractive social network can be a technic challenge and really it is not the target of EFL teachers, it could be more useful to use that time to reflect about different options or ideas to take advantage of different social networks</p>	

Item No.	6
already existing and known by students.	

Table 8. Title 7

Item No.	7
Location of item (url):	http://www.redalyc.org/pdf/4277/427739467014.pdf
Date reviewed:	2014
Project title:	Lectura y escritura académica en inglés bajo la modalidad de aprendizaje mixto (b-learning)
Full bibliographic citation (APA):	
Castañeda, A., & López, R. (2014). Lectura y escritura académica en inglés bajo la modalidad de aprendizaje mixto (b-learning). SABER. Revista Multidisciplinaria del Consejo de Investigación de la Universidad de Oriente, 26(2), 202-209.	
Purpose of reading the item:	
The initial purpose was to include one title coming from Venezuela, to know the situation of that country about ICT and EFL.	
Brief notes from content of the item:	
<p>Within the syllabus design of university courses conducive to the degree of teacher of English as a Foreign Language (EFL) at Universidad Pedagógica Experimental Libertador, Instituto Pedagógico de Caracas (IPC) Venezuela, there is a subject devoted to the development of reading and writing skills, namely Reading and Writing II, whose aim is to promote the students' incorporation into the academic world pertaining their career as EFL educators, so that they learn how to communicate within such academic discourse community. This action-research describes an experience with the course Reading and Writing II course within the b-learning modality in regard to the 42 participants' motivation to high achievement, as evidenced by the number of students who passed, failed, or dropped the course, as well as by their grades at the end of the academic period. The participants' perception was that there are advantages in using the IPC Virtual Learning Environment (IPCEVA), as well as some disadvantages and limitations, mainly due to the lack of some participants' sufficient expertise in using ICTs.</p>	

Item No.	7
Main points gained from item:	
<p>85% reported a preference for printed material, which they could photocopy. This, according to his comments, due to the high costs of internet connection in cyber cafés, as well as the printing of document. 30% of the students left the course after five weeks from the beginning of the academic period of 15 weeks. As they indicated, they decided to leave the course based on the anxiety generated by an inexperienced use of IPCEVA. In the first place, it is fundamental that teachers and students develop competences for the management of computer tools and for the use of ICTs. In both virtual and in-class environments, one of the important tasks of a teacher is the planning of learning activities, as well as learning assessment strategies from which the development and performance of students during the course, where the accompaniment and the evaluation of the formative experience through the evidences of performance (the participation in the forums of discussion, in the sending of works of timely form - in time and form - and the fact of to cover the established quality criteria, the development of activities in collaborative teams). In this regard, it is necessary to comment that students in virtual environments need the tutor to feedback their work in a specific way; it is important to know precisely what needs to be corrected, where are the possibilities for improving learning performance, and what aspects enhance learning progress.</p>	
Opinion of content:	
<p>The results could be better if there were a better diagnosis process about familiarity of students using ICT. However, this experience shows the importance of the basic access to Internet when using this option, which can be a restriction in some situations, such as rural schools.</p>	
Contribution made to investigation:	
<p>Despite the obstacles, 60% of students successfully completed the activity; it would be interesting to know the same percentage when using conventional teaching methods, this is, no using ICT. The teacher must solve the questions of all the students about the virtual tools used, so, it is unjustified that students fail because they do not know the operation of the virtual learning environments selected for the EFL.</p>	
Thoughts triggered as a result of reading the item:	
<p>It is a mistake to assume that all the students have the necessary tools to accede to virtual classes; although it could look as impossible when living in a modern city, there are different obstacles for some sectors of population, including technological and economical limitations which must be solved before deciding the use of ICT. Once</p>	

Item No.	7
solved, a high percentage of students can learn the way of using these tools and get favorable results.	

Table 9. Title 8

Item No.	8
Location of item (url):	http://www.academia.edu/download/44285960/articulo_56ec4b4fc1cc6.pdf
Date reviewed:	2016
Project title:	Ludolingüística y uso colaborativo de las TICs: competencias, creencias y actitudes de estudiantes y profesores en un colegio de alto uso de tecnologías didácticas
Full bibliographic citation (APA):	
Ceruti , E. (2016). Ludolingüística y uso colaborativo de las TICs:competencias, creencias y actitudes de estudiantes y profesores en un colegio de alto uso de tecnologías didácticas. Revista Nebrija deLingüística Aplicada (2016) 20.	
Purpose of reading the item:	
Ludic activities always get the attention of students, so, I always look for new ways to use ludic in the EFL classes, since students learn almost inadvertently and with minimum effort.	
Brief notes from content of the item:	
This study aims to measure competencies, beliefs and attitudes towards (1) the integration of the leisure component and (2) the collaborative use of information and communication technologies (ICTs) in the teaching-learning process in a school in Madrid of intensified use of technological tools. Therefore, qualitative research is proposed through the supply of two semistructured questionnaires for students and teachers of this school, which have been supplemented with personal field notes and the support of another observer. The results show, among other things, that competences influence beliefs and decision making on the didactic strategies used to introduce these two forms of work in the teaching-learning process	

Item No.	8
Main points gained from item:	
<p>The degree of familiarity with these tools makes users more competent and aware of their potential uses, so that they themselves know how to use them in a varied way and with specific objectives. This also implies a change in beliefs and attitudes in both students and teachers themselves. Teachers have attitudes that are consistent with their daily experience; in fact, on the one hand, there are no feelings of mistrust or limitations given by lack of knowledge or resources and, on the other, there is no evidence of blind faith in these tools. The use and beliefs related to ICTs give a glimpse of a preference for the individual use of these instruments in front of their collaborative use. Young students' attitudes towards technologies are very good, but it is necessary to teach them all their potential uses so that, on the one hand, they take full advantage of these tools and, on the other hand, learn their limits. Therefore, it is essential that the teaching staff receive adequate training, to guide students and channel their learning process through ICT in a beneficial and non-dispersive. Unlike teachers, students tend to appreciate more the collaborative use of technologies for teaching. With regard to activities based on the play component, however, competences, beliefs and attitudes of teachers and students are generalizable to different contexts. Given that technologies have a high degree of application in play activities, competition for the development of class games is linked to the competence of using ICTs and not to a specific competence in this type of activities. Not all teachers agree on the benefits of a playful teaching and, moreover, it seems that students find it difficult to conceptually relate the enjoyment of the game (which is the key feeling to be aroused in order to increase motivation) with the benefits that this entails in their learning process. They generally prefer team games versus individual games, for the same reasons they most appreciate a collaborative use of ICTs.</p>	
Opinion of content:	
<p>It combines qualitative and quantitative methodologies, which gives it better support to conclusions.</p>	
Contribution made to investigation:	
<p>This research confirms that ludic is powerful, although there are not enough ICT based material available for EFL. Attitudes toward ludic activities are definitely positive: only 9% of students claim that they do not appreciate these activities because they do not like their or their peers' competitiveness or do not appreciate the aspect didactic of the same. In general, the informants have psychological dispositions that allow this type of work and, therefore, they are receptive when working with these didactic strategies.</p>	

Item No.	8
Thoughts triggered as a result of reading the item:	
<p>Considering, by the first hand, that ludic is recognized by students as a motivational option for learning and, by the other hand, that there are no so many concrete tools which combine ludic and ICTs for EFL, there is a clear opportunity to develop options combining ludic and ICT. This can be even more truth considering that ludic and smile is universal, since people like to enjoy the learning process.</p>	

Table 10. Title 9.

Item No.	9
Location of item (url):	http://revistaimago.cl/index.php/ri/article/view/47
Date reviewed:	2017
Project title:	ICT integration within a learner-centered pedagogical approach in the English curriculum of 5th graders from Chilean state-funded schools
Full bibliographic citation (APA):	
<p>Henríquez, F. R., Cuevas, V. V., Díaz, R. P., & Cozmar, B. S. (2017). ICT Integration within a learner-centered pedagogical approach in the English curriculum of 5th graders from Chilean state-funded schools. <i>Revista Imago</i>, (9), 262-309.</p>	
Purpose of reading the item:	
To know discoveries in some other American country about ICT and EFL classes.	
Brief notes from content of the item:	
<p>The use of ICTs in classrooms is common nowadays. It is not strange to see Math, Science or History teachers using presentations and data show devices to display texts and pictures to make contents easy to understand for the students. English is not the exception. However, ICT inclusion in the English subject in Chile is not enough as it does not provide all the benefits it could, such as motivating students in what is considered a difficult thus weak area. Although the Ministry of Education suggests the use of multimedia material, it is not very clear about the procedures to implement it into the classroom. Besides, MINEDUC elaborates materials (such as textbooks) that do not</p>	

Item No.	9
<p>match these suggestions. This Thesis comprehends an educational proposal with methodological and curricular components that offers a one-unit lesson plan for the English curriculum of fifth graders from state-funded schools where students and teachers could make full use of ICTs in and out of the classroom. The contents for the unit are based on the Curricular bases set by MINEDUC but the materials are both of original creations and popular resources such as videos found on Youtube. The lesson plans are learner-centered with diverse activities to ensure practice of the target language. It is hoped that the implementation of these lesson plans leads to more significant, memorable and enjoyable lessons for the students, fostering their motivation toward the subject and thus, facilitating learning. Keywords: ICT, Learner-centered, Teaching, Learning, EFL, English curriculum</p>	
<p>Main points gained from item:</p>	
<p>ICT integration in the English language curriculum of 5th graders from state-funded schools would ensure the provision of an immense quantity of resources to the subject and it would allow more chances for learning for the students. As fifth graders from state-funded schools are beginning formal L2 education, they need to face this first encounter in a comfortable environment. Also, they need to work with elements they know and share experiences with their classmates to feel confident. Including technology in the English lessons would motivate them, as children from this age are considered digital natives. Moreover, working with their classmates in pair or group work, would enable communication which is the final goal of English teaching. Nowadays, the use of technology in lessons is gradually changing the paradigm of the role of teachers in classrooms, due to their labor changes from being the main resource to acting as a facilitator and guide to learning. In Chile, the improvement of English lessons through ICT integration within a learner centered approach, would impact significantly on the current model, since it is not positively perceived for educators to make use of many different technological devices in classrooms as it is believed that teachers may detach from their role as the main guides, facilitators and resources. Therefore, the attitude pedagogics may have towards technology is a great factor when giving this type of lessons. Likewise, the effective use of ICT in the Chilean EFL classroom, would contribute to stimulate students' motivation towards the learning of the language as they will engage easily in the activities if they are specially design for their needs and consider entertainment as part of the learning process. In addition, they will find the immediate usefulness of the foreign language being in constant contact with the internet.</p>	
<p>Opinion of content:</p>	
<p>Simple, no based-on tests.</p>	

Item No.	9
Contribution made to investigation:	
<p>The situation about ICT on EFL is very similar in Chile and in Colombia, so there is no other option than increase the use of ICT in EFL classes, taking advantage of options created in some other countries. As fifth graders from state-funded schools are beginning formal L2 education, they need to face this first encounter in a comfortable environment. Also, they need to work with elements they know and share experiences with their classmates to feel confident. Including technology in the English lessons would motivate them, as children from this age are considered digital natives. Moreover, working with their classmates in pair or group work, would enable communication which is the final goal of English teaching. Children will also benefit from ICT integration in the lessons because even though the current generation was born under the digital era, they have still a lot of things to learn about technology.</p> <p>It is important to emphasize that this proposal needs to be applied in order to obtain representative results. However, the difficulty of the implementation of the lesson plans should be considered. The lack of infrastructure that the majority of state-funded schools face could be an impediment to the materialization of this proposal.</p>	
Thoughts triggered as a result of reading the item:	
<p>There is the opportunity to make virtual and face-to-face teachers' congresses to exchange experiences, besides making joint researches with students from several countries to compare results and benefits of different EFL learning methods.</p>	

Table 11. Title 10.

Item No.	10
Location of item (url):	http://www.edutec.es/revista/index.php/edutec-e/article/view/654
Date reviewed:	2016
Project title:	Flippedlearning para el aprendizaje del inglés en educación primaria
Full bibliographic citation (APA):	
<p>Núñez, A.& Gutiérrez Porlán, (2016). FlippedClassroom para el aprendizaje del inglés: Estudio de caso en Educación Primaria. <i>Edutec. Revista Electrónica de Tecnología Educativa</i>, (56).</p>	

Purpose of reading the item:
To understand the concept of flipped classroom and the way as it can contribute to EFL through ICT.
Brief notes from content of the item:
<p>The article presents the results of an educational innovation project, granted by the Ministry of Education, Culture and Universities of the Region of Murcia. The objective of this work is the design, implementation and evaluation of a Flipped Learning experience in the area of English with students of 4th grade.</p> <p>In order to evaluate and analyze the experience developed, the questionnaire and the observer registry have been used as data collection techniques framed by these procedures in the case study methodology.</p> <p>The most relevant data of the experience and the results obtained after the evaluation will be presented, thanks to which we have verified that, for the case studied, the Flipped Learning methodology has been very interesting and motivating, which also gave us information to continue this line of work in other subjects and with a greater number of students</p>
Main points gained from item:
<p>The web site created and the flipped videos are a medium that motivates the student and increases his interest in class. In addition to the proposed activities they have learned web tools that they did not know and have used them at home starting in the process of informal English learning. However, there was also a lack of time to complete almost all of the activities and had to change the scheduling and the distribution of the sessions on the march; being a new experience, students take longer to get used to and perform the proposed task with the tools programmed. The manipulation and relationship of the student with the contents, both at home and in the classroom, have a positive influence on student motivation.</p>
Opinion of content:
When any methodology is correctly documented and analyzed, the results become useful
Contribution made to investigation:
<p>In the model Flipped Classroom the student receives the instructional part of the class at home through readings, videos or podcast and other multimedia resources, leaving aside time in the classroom to solve doubts, discuss a topic that costs understand or work on problems and projects. In this way, the traditional classes are flipped, reducing the time savings in the transmission of information in favor of the personalized attention of the</p>

students, the problem solving in groups, the collaborative methodologies and cooperatives in class or project-based and, ultimately, student-centered teaching.
Thoughts triggered as a result of reading the item:
Given that ICT mediated classes make teacher a facilitator and no longer the protagonist, flipped learning is an option that helps to improve the use of class time to solve doubts and orientate the autonomy of the students, then accelerating the whole learning process.

Table 12. Title 11

Item No.	11
Location of item (url):	http://www.bdigital.unal.edu.co/46213/
Date reviewed:	2014
Project title:	Augmented Reality for Educative and Collaborative Environments
Full bibliographic citation (APA):	
Lobo Quintero, R. A. (2014) Augmented reality for educative and collaborative environments (Doctoral dissertation, Universidad Nacional de Colombia).	
Purpose of reading the item:	
Contribution of interactional models in classes.	
Brief notes from content of the item:	
This tesis shows the developing and construction process of EducAR (Educative Augmented Reality) an e-learning system for synchronous and asynchronous environments that uses augmented reality as central learning technology. EducAR is composed of a pedagogical model called Augmented Learning, a set of learning strategies and a virtual education application. This application uses a communication and an interaction model. The communication model implements an UDP connection for creating a collaborative learning environment, where all the participants share the 3D augmented reality studied models and can make questions to the teacher about them, the actions made by any user are replicated to all of them, also the answer to the question is replicated to all the participants. The interaction model connects the user	

Item No.	11
activities with the models allowing the rotation in the X and Y axis, zoom, and selection of a speci_c part of the 3D augmented model, in order to do this two interaction forms are used, mouse and keyboard and the Wiimote	
Main points gained from item:	
<p>The integration between pedagogy and systems engineering was the key factor during the design and development of EducAR, the reviewed literature always said that both disciplines should be together in order to create a successful learning system, however how to do this was not very clear, until the Pedagogical Models for E-Learning design framework proposed by Dabagh was found. The use of the real class metaphor during the synchronous content delivery process made easier for students the adaptation process to the new augmented reality technology, as there was not required any prior knowledge about the virtual class dynamics. During the development phase, the use of contributed free software libraries along with the graphic and event oriented language Processing, provided very good tools for developing an Augmented Reality system for synchronous and asynchronous communication between multiple participants.</p>	
Opinion of content:	
Innovative, it uses top technology to teach.	
Contribution made to investigation:	
Such as systems engineering, some other disciplines could be integrated to solve learning difficulties or to create more interesting activities for students, showing them that knowledge is really universal and unique.	
Thoughts triggered as a result of reading the item:	
<p>To get agreements with teachers of some other classes to integrate activities that result more interesting for students and for teacher too. E-learning or electronic learning is any instruction that is delivered on a computer which includes content relevant to the learning feature, uses instructional methods such as examples or practical exercises to help learning, uses a variety of media elements to deliver the content and methods and builds new knowledge and skills which are linked to improve organizational performance. Pedagogical Models are the cognitive models created from views about the knowledge acquisition process that form the basis of learning theory. Learning Strategies: are the plans and techniques that the instructor uses to engage the learner and facilitate learning. The use of Augmented Reality facilitates the study of physical and real-life phenomena by adding virtual generated information to them. Or by recreating objects that can be difficult to study in normal conditions in form of 3D</p>	

Item No.	11
models which can be as detailed as needed.	

Table 13. Title 12

Item No.	12
Location of item (url):	http://redi.ufasta.edu.ar:8080/xmlui/handle/123456789/1142
Date reviewed:	2016
Project title:	The impact of ICT: Advantages and disadvantages in academic performance of 5th year students at the technical school
Full bibliographic citation (APA):	
Arrieta, H. (2016). Advantages and disadvantages in academic performance of 5th year students at the technical school.	
Purpose of reading the item:	
Integrating ICT and action research, advantages and disadvantages.	
Brief notes from content of the item:	
Information and communication technologies cover an extensive series of technological tools and resources which are employed to communicate, create, disseminate and manage information. This research work aims to provide valid information about advantages and disadvantages of ICTs in academic performance of 5th year students at the technical school in Jujuy. The investigation used a mixed method research. Data were collected by means of observations and interviews which allowed to identify the main pros and cons using Information and Communication Technologies in the classroom.	
Main points gained from item:	
The aims raised in this work of investigation are fulfilled because it is possible to determine that the pros in the application of technology overcome the cons. However, the teachers decide whether to apply or not technology in their lessons in order to improve the learning process and to help students in their needs. Besides, teachers are convinced that the methodology to teach a language as well as educational contact are	

Item No.	12
<p>necessary so that, they should increase students their self-reliance and have a good control of the language in addition to this, the teachers should guide the students to reflect upon their own learning and give them powerful tools for their future language development.</p>	
Opinion of content:	
It could be deeper if it used statistics.	
Contribution made to investigation:	
Possibly, the use of ICT depends more upon the capacity of the teacher than on the real advantages. Finally, any method has its own advantages and disadvantages.	
Thoughts triggered as a result of reading the item:	
Future use of ICT is to be greater not only because of its development, but due actual young people are going to be future teachers and they use ICT devices every time and for everything.	

Table 14. Title 13.

Item No.	13
Location of item (url):	http://repositorio.unab.cl/xmlui/handle/ria/3209
Date reviewed:	2016
Project title:	The wordpress project: a practical action research experience
Full bibliographic citation (APA):	
De Vicente Pizarro, P. A., Farias López, S. O., Ferrada Ubilla, C. A., Morales Merino, M. F., & Muse Prado, M. C. (2016). The wordpress project: bapractical action research experience (Doctoral dissertation, Universidad Andrés Bello).	
Purpose of reading the item:	
Social media and EFL classes.	

Item No.	13
Brief notes from content of the item:	
<p>The aim of this study is to promote and implement the use of social media resources in English-as-foreign-language (EFL) classrooms. In addition, the investigation intends to advance our understanding of this issue through examining the perspectives and a digital-immigrant teacher experiences. According to identity and the socio-cultural theory literature, we realized that there are teachers who are seeking to be innovative in their practices by using social media tools. This study pretends to portray that Internet and different social media tools, especially WordPress, are becoming essential for teaching purposes. The results reflect that social media tools were helpful for this teacher and what were her perceptions about the process and the implementation of Social media tools (SMT), in her EFL classroom.</p>	
Main points gained from item:	
<p>Teachers might be able to develop new strategies in relation to social media tools use in their classrooms. Due to the teacher's profile, the subject is able to spread the project to other teachers in the school. The project changed the teacher's identity. Regarding the previous point, the project itself can be implemented in schools with a similar context. With all the recommendations and suggestions, apart from the manual and the blog, the teacher could train her students in the use of WordPress, by herself. The teacher encountered her motivation to teach differently. According to the data we gathered from the school and the teacher, we can conclude that the training process and its stages were appropriate to encourage and back up the teacher in the implementation of this new teaching strategy or methodology that includes a major independent work from the students. It is important to mention that the school must have the characteristics we described in the research site requirements.</p>	
Opinion of content:	
The results were possible despite the limitations of internet connection at the school.	
Contribution made to investigation:	
<p>The hardware no necessarily is a limitation to use ICT and action research activities. Social media are another option to use students' interests to motivate them in the learning process.</p>	
Thoughts triggered as a result of reading the item:	
<p>Sometimes teachers just find obstacles but some others get results even in worst conditions. Action research is possible in different conditions, and teacher's attitude is</p>	

Item No.	13
determinant of the results.	

Table 15. Title 14

Item No.	14
Location of item (url):	http://cdigital.uv.mx/handle/123456789/41572
Date reviewed:	2014
Project title:	The use of Rassias® method: micrologues to improve writing on a basic English course
Full bibliographic citation (APA):	
CotoPichal, M. (2014). The use of Rassias method: micrologues to improve writing on a basic English course.	
Purpose of reading the item:	
<p>This action research, in contrast, was based on the implementation of an adapted version of the Micrologue technique, to determine whether or not, it could help twenty-five students, on a basic English course in a local public school, practice and improve their writing.</p>	
Brief notes from content of the item:	
<p>Writing is one of the most important aspects of language teaching, as “it is likely that most business and technical writing in the world are done in a second language”. Moreover, writing is used in our everyday lives, as well as in EFL learning. However, writing is often seen as a boring skill. In fact, many teachers appear to use a rather monotonous way of working with writing. Students are often left on their own with a blank piece of paper and a pencil without any guidelines, inspiration or a defined purpose.</p> <p>This action research, in contrast, was based on the implementation of an adapted version of the Micrologue technique. This technique was implemented to determine whether or not, it could help twenty-five students, on a basic English course in a local public school, practice and improve their writing. Four micrologues were designed for this</p>	

Item No.	14
purpose, based on the contents of the formal curriculum. During this study, a questionnaire, three external observations by colleagues, four field notes by the teacher, and the students' compositions were used to gather data. The findings indicate a positive improvement in students' writings in the classroom setting	
Main points gained from item:	
Students improved their writing using the micrologue technique from the Rassias® Method since they were practicing interactive writing. As a result, the philosophy of this methodology demonstrates that to learn a language, a teacher should involve students in a multiple-intelligence task as Rassias (2013) suggests, rather than assigning them to complete boring writing activities. Furthermore, students were enjoying the writing and they were motivated. Meanwhile, they not only learned new vocabulary, but also, they seemed to have learned basic structures in their writing process. Micrologue technique was to improve students' writing, which can be said to have been achieved; it helped students feel more confident and motivated when they were writing in English on a basic English course. However, the pace of the dictation and the number of words students could produce was limited. Therefore, some changes will be made in the action plan for future use of micrologues. The findings also suggest that students' writing improved at each student's own pace, which was also an additional achievement with this implementation.	
Opinion of content:	
It puts a lot of emphasis on the individual behavior during the evaluation of this action research.	
Contribution made to investigation:	
When evaluating results, it important to go beyond the numbers and to consider the individual reasons which can explain those results. Making pilot tests could be important to be sure that the instruments are adequate and understandable.	
Thoughts triggered as a result of reading the item:	
When trying with people, individuality is another variable always present but no always considered when researching.	

Table 16. Title 15.

Item No.	15
----------	----

Item No.	15
Location of item (url):	http://cdigital.uv.mx/handle/123456789/41644
Date reviewed:	2016
Project title:	Improving Students' vocabulary learning by using technology
Full bibliographic citation (APA):	
Del Ángel Céspedes, J. O., & Hernández Ortega, D. E. (2016). Improving students' vocabulary learning by using technology.	
Purpose of reading the item:	
New options to teach vocabulary.	
Brief notes from content of the item:	
<p>Vocabulary practice is important to help learners develop the kind of vocabulary knowledge that will contribute to their language learning success. This practice may take the form of activities and exercises that are either included in text books or designed on paper by teachers. Nowadays, however, there is also the option of using multi-media resources to this end. To examine how effective, the use of multimedia material is in the vocabulary learning process, this paper reports an Action Research project implemented in a Mexican EFL high school classroom. The findings reveal the extent to which the material was helpful for learners, as well as the issues they had when using it.</p>	
Main points gained from item:	
<p>The analysis of the responses obtained from the data also demonstrated an inclination towards the idea between traditional classroom settings versus technological learning settings. It was shown that students are in an intermediate level, The use of multimedia to learn vocabulary is an efficient tool, but it needs to be introduced by teachers who should be the main motivators to use multimedia in and outside the classroom. However, the use of the computer and a mobile phone is a familiar context where students were clearly comfortable, this is because they are digital natives, in other words, they have grown up using both technological elements and they are used to working with them.</p>	
Opinion of content:	

Item No.	15
It focuses in the importance of the teacher's help to introduce students in the use of some technological applications.	
Contribution made to investigation:	
Although students are comfortable with the use of mobiles and PC, they don't know all the tools they can use to wide their vocabulary. Teacher is not going to be displaced by technology, in the measure as he use it to strength his competences as a recursive and creative professional, besides actualized.	
Thoughts triggered as a result of reading the item:	
Teacher must stay ahead of his students, trying to learn more every day, such as other professionals, including surgeons and lawyers. One important field of learning is the technology, so exchange experiences and consulting papers, must be a permanent activity for a teacher.	

Table 17. Title 16.

Item No.	16
Location of item (url):	http://ojsspdc.ulpgc.es/ojs/index.php/LFE/article/view/318
Date reviewed:	2016
Project title:	Improving English Oral Skills through Pair Work and Peer-Peer Dialogue
Full bibliographic citation (APA):	
Ruiz, R. S., & Pardo, S. L. (2016). Improving English Oral Skills through Pair Work and Peer-Peer Dialogue. <i>Revista de Lenguas para Fines Específicos</i> , 22(1), 170-189.	
Purpose of reading the item:	
To learn about methods of action research approach, pair work and peer-peer dialogue supported by the communicative approach and collaborative work	
Brief notes from content of the item:	

Item No.	16
<p>The importance of the English language in today's Education system is beyond doubt. Bearing in mind that the Spanish Educational Authorities and regulations advocate the Communicative Approach, this study shows the origin, evolution and results of an innovation project carried out in the English classes at the 4th, 5th and 6th grades of Primary in a state school in the autonomous community of Valencia (Spain). For that, the authors-teachers employed the methods of action research approach, pair work and peer-peer dialogue supported by the Communicative Approach and collaborative work. The results will demonstrate the different advantages of employing pair work and peer-peer activities within the classroom not only to improve children's English oral skills but also to contribute to their own personal growth and their development as social citizens.</p>	
<p>Main points gained from item:</p>	
<p>Even if some difficulties and problems arose at the beginning, especially due to the low English level of the pupils or because they were not used to the methodology employed, the authors-teachers can claim that the project was a great success. It was so not only due to their academic results, but also for their achievements, like more motivation, more fluency, more reflection on their own work and self-evaluation, the acquisition of a taste for the English language and social skills, among others. Moreover, the project served to equate and raise the level of the classes, that is, it helped the children with worse marks and less disposition or ability for languages and to reinforce what they had learned in the usual classes and even to introduce topics and acquire language in a playful way. Furthermore, the activities and tasks in the project trained them for the exam. What is more, once they were used to the methodology, improvisation activities were carried out with excellent results.</p>	
<p>Opinion of content:</p>	
<p>The authors are very aware to register the process and not only the results.</p>	
<p>Contribution made to investigation:</p>	
<p>One difficult beginning must not be enough reason to discard the contribution of a new method. Helping the students with low level of skills, can be not only the key point to get the expected results, but the real difference between a good and a mediocre teacher. Teaching high level students is important, but they have more abilities to learn by themselves, while low level students need true teachers, able to understand them and to discover the way to open their minds to a new knowledge.</p>	
<p>Thoughts triggered as a result of reading the item:</p>	
<p>A good teacher is formed in the way as he overcomes the challenges imposed by low</p>	

Item No.	16
level students, who also deserve opportunities and have some own strengths.	

Table 18. Title 17

Item No.	17
Location of item (url):	http://tauja.ujaen.es/handle/10953.1/2243
Date reviewed:	
Project title:	Developing creativity and cooperation through information and communications technologies in teaching english as a foreign language
Full bibliographic citation (APA):	
García-Sánchez, J. L. (2015). Developing creativity and cooperation through information and communications technologies in teaching English as a foreign language. Universidad de Jaen. Trabajo Fin de Máster.	
Purpose of reading the item:	
To wide knowledge about contribution of Information and Communication Technologies (ICTs) to creativity and cooperation in the English as a Foreign Language classroom.	
Brief notes from content of the item:	
<p>The following dissertation aims at the exploration of how Information and Communication Technologies (ICTs) can contribute to creativity and cooperation in the English as a Foreign Language classroom. To get a better and wider understanding of creativity and cooperation within the field of education, section 5.1 of the present study addresses the question of the competences and skills necessary for the 21st century learner. General frameworks of reference and terminology definitions are presented. It defines both terms by drawing on relevant research, describes their importance in the context of education, and provides an overview of how creativity and cooperation can be fostered in the classroom. Section 5.2, "Foreign Language teaching integrating information and Communication Technologies", presents a brief historical overview of language learning and computers, and draws on the advantages and disadvantages of ICTs for learning and language learning. The ground of communicative language</p>	

Item No.	17
<p>teaching is sketched and place where collaboration and creativity linger, defined. Fostering these two skills in the English as a foreign language classroom demands a new pedagogy, a new communicative approach, in which technology may act as a catalyst of change. Then, through the analysis of relevant literature, the procedures by which ICTs can facilitate creativity and cooperation are described.</p>	
<p>Main points gained from item:</p>	
<p>Comic books are a fantastic tool to promote creativity and collaboration through the use of digital technologies as it supports and reinforces unusual ideas of students, adapts to student interests and reflects their sense of humor, and broadly speaking their perspective on life; allows time for students to think and develop ideas in the classroom, creates a warm and supportive environment, of mutual respect and acceptance; Allows students to take part in the decision-making process and gets everyone involved Demands a creative interplay of different codes (visual and linguistic) and calls for concision; Keeps motivation high. Students are the creators of narrative, dialogues, and take photos. In contrast to other forms of web comics, using smartphone applications that cartoonize camera photos allows students to see themselves as part of the story but in a concealed and cartoonized way, something they enjoy. They are the directors and actors of the story. Some learners find technology challenging as the project requires some technical skills. When I come across this problem, students who find it harder to deal with technical issues take charge of other responsibilities. Their level of engagement in technology grows progressively in later tasks. Motivation is the absolute key to success</p>	
<p>Opinion of content:</p>	
<p>It gets a lot of conclusions from a single action research project, since the author is very analytical of the different phenomena occurring along the process.</p>	
<p>Contribution made to investigation:</p>	
<p>Creativity and cooperation work can be developed in different ways, including cartoons. The assignation of specific tasks according to individual abilities, is key to hold the motivation of all the students, considering the importance of motivation as the absolute key of success, both for the teacher and for the students.</p>	
<p>Thoughts triggered as a result of reading the item:</p>	
<p>The point to develop creativity is to challenge students to find new ways to use normal materials, such as cartoons or another, in a new way according to needs.</p>	

Table 19. Title 18

Item No.	18
Location of item (url):	https://uvadoc.uva.es/handle/10324/18668
Date reviewed:	2016
Project title:	Developing the motor skills through the foreign language instruction
Full bibliographic citation (APA):	
Egido, L., & Begoña, M. (2016). Developing the motor skill through the foreign language instruction.	
Purpose of reading the item:	
To discover options to combine the acquisition of the foreign language with other types of development.	
Brief notes from content of the item:	
<p>The acquisition of foreign language is a process that needs to be developed in the early ages through practical methodologies that allow and encourage communication and socialization of children. In this way, it may be beneficial for them to combine the acquisition of the foreign language with other types of development, making the learning process somewhat more applicable to real life. Therefore, the development of motor skills could be the ideal way to understand language through practice and, at the same time, the foreign language could be the ideal tool for psychomotor development.</p>	
Main points gained from item:	
<p>This type innovative proposal of learning like something necessary to acquire, in a proper way, the oral skills of the foreign language, as the idioms are something that should be learning through the practice. This project show creative strategies that let the children to learn in a secure wat, respecting their own rhythms and not foreign them to speak at all. Furthermore, the mixture of the foreign language learning and the motor skills acquisition could help the children to enjoy while learning. The different subjects or areas should not be taught alone; instead of telling a motor tale that permit the children to move and dance, if it is told in English, we are getting both things and also we are making the learning process something more dynamic, enjoyable and funny.</p>	

Item No.	18
Opinion of content:	
The presentation of results is not clear enough.	
Contribution made to investigation:	
Therefore, following the Piaget's theory, the motor development takes part through different stages in the development of the cognitive functions: - Formal intelligence: 12 years old- Concrete intelligence: 8-12 years old- Intuitive intelligence: 4-8 years old- Pre-conceptual intelligence: 1, 4-5 years old- Sensorimotor intelligence: 1st year	
Thoughts triggered as a result of reading the item:	
Every activity in the classroom must consider the stages in the development of the cognitive functions according with the age of the students.	

Table 20. Title 19.

Item No.	19
Location of item (url):	http://rodin.uca.es/xmlui/handle/10498/16942
Date reviewed:	2014
Project title:	LAMS as an assessment tool for teaching and learning english as a foreign language
Full bibliographic citation (APA):	
Brenes-Castaño, A., Contero-Urgal, C., Rodríguez-Gómez, G., &Gallego-Noche, B. (2014). LAMS as an assessment tool for teaching and learning English as a foreign language.	
Purpose of reading the item:	
To understand the concept of Learning Activity Management System LAMS.	
Brief notes from content of the item:	

Item No.	19
<p>This paper describes how LAMS (Learning Activity Management System) might help English language teachers to design and implement e-Learning-oriented e-Assessment and to enhance the techniques they employ to provide complete assessment units embracing all linguistic skills. In doing so, we present an example of an assessment unit in which such an implementation can be seen through the combination of different resources LAMS provides, thus improving the design of didactic syllabuses.</p>	
<p>Main points gained from item:</p>	
<p>LAMS can offer teachers a wide range of opportunities to enhance the teaching methodologies as regards the assessment procedure, applying them both in presential as well as non-presential language courses. The first and foremost achievement of the implementation of this project has been the finding of new motivational resources which help the teaching-learning process to be more successful by employing an e-Learning-oriented e-Assessment approach. Likewise, we should mention the following accomplishments: -The assessment tasks have been designed to engage the learning of English by connecting them with real-world applications (an international congress), and to improve the higher-order learning outcomes that characterize higher education (reflection, critical thinking, analysis...)- The student plays an active role in the assessment process (self-assessment and co-assessment).- Using feedback, the student's planned competence is undoubtedly improved (formative assessment).</p>	
<p>Opinion of content:</p>	
<p>The paper confirms that permanent motivation is one of the most frequent challenge for teachers.</p>	
<p>Contribution made to investigation:</p>	
<p>Assessment is not always a motivation when results are low, but it can be uses as a challenge. The most important is the self-assessment.</p>	
<p>Thoughts triggered as a result of reading the item:</p>	
<p>Is important to explain the students that assessment by itself is not enough to understand the process of learning, although, when using objective and proved instruments, can be useful and necessary to measure the situation in front to standards.</p>	

Table 21. Title 20

Item No.	20
Location of item (url):	https://www.revista.uclm.es/index.php/rdi/article/view/1009
Date reviewed:	2015
Project title:	Board-games as review lessons in English language teaching: useful resources for any level
Full bibliographic citation (APA):	
Cerqueiro, F. F., & Castro, M. C. (2015). Board-games as review lessons in English language teaching: useful resources for any level. <i>RevistaDocencia e Investigación</i> , (25.2), 67-82.	
Purpose of reading the item:	
Board games, related to English language.	
Brief notes from content of the item:	
<p>This article examines the use of three different tailored board games, designed to be played in the classroom in order to review contents seen in class in an entertaining, friendly way. In all cases contents are related to English language, including both theoretical and practical perspectives, and different methodologies such as CLIL and ESP. Students taking part in these activities were divided in small groups in order to promote cooperative learning. These ad-hoc games have been tested on students from different backgrounds, age-groups and linguistic and educational levels. All the different groups have welcomed the revision of contents in these activities, which have increased students' motivation in second/foreign language learning</p>	
Main points gained from item:	
<p>These games bring along several advantages in the English language classroom, as they increase interest and participation in the class and serve as a useful learning tool for students, who get used to the questions they may find in a final test or exam and check which linguistic areas they should devote more attention to. Students of any age also value positively their teachers' effort in designing a board and customizing a whole activity for them. Cooperative learning favors interaction among students and develops metacognition. In addition, in-group discussion forces information retrieval. Students get more motivated when learning through gamified quizzes, while the teacher can organize and rank those contents which may be more valuable or necessary for the</p>	

Item No.	20
students to review. The students' performance in any of these games provides teachers feedback on the assimilation of contents, and helps to identify possible limitations which can be reinforced immediately through further explanations or taken into consideration to design extra activities.	
Opinion of content:	
Different board games that children play daily are useful in the English classes.	
Contribution made to investigation:	
This investigation suggests some options to use board games in English class.	
Thoughts triggered as a result of reading the item:	
Not great inversions in technology are necessary to find new ways to motivate students.	

Based on the information above, where the results of each title are well organized using a literature review as methodology, the last step is to analyze all the information gathered into a matrix, where author, methodology found in these action research works, teachers, students and technology roles are defined. Also it is important for the subproject's teachers to have a better idea of the implications to choose and include one of these methodologies inside their EFL classes integrating ICT, the information of the findings is more detailed in the chart below.

After re-reading these articles, I categorized them into three groups; based on the author's reflections and the decisions and results they have got by the use of ICTs into their EFL classes. I divided them as: designing, autonomy, learning in and out of the classroom, social identity and social media and other integrations of ICTs into EFL classes.

Most of these works show the methodologies implemented were student centered, where the teacher has a role to guide students through the process and explain the use of technological tools; although I found some works which were technology centered, meaning that this element constitutes a crucial part while having blended learning practices.

The use of ICTs into EFL Teaching leads students to have better results in the use of English skills, but it is important to find out the needs and ages of students to accomplish the teaching purposes set by teachers. It is a mistake to think all students know how to manage technological devices or that every other child has access to internet. The use of

ICT's can increase the motivation of students towards a second language, but some other students rather have traditional classes.

In one of the articles read, I found out that in Chile, The Ministry of Education suggests the use of multimedia material, but it is not very clear about the procedures to implement it into the classroom. MINEDUC elaborates materials (such as textbooks) that do not match this suggestion.

Some projects include radio, newspaper, television, video, images and ICT's play the role of additional inputs and increases the community interest in literacy. Addressing the question of the competences and skills necessary for the 21st century learner, the designing of a comic books is a fantastic tool to promote creativity and collaboration through the use of digital technologies as it supports and reinforces unusual ideas of students, adapts to student interests and reflects their sense of humor, and broadly speaking their perspective on life.

Motivation is the absolute key to success. The ICT and the different devices used to accelerate the learning process.

Through some methods such as, collaborative work and self-evaluation; all including ICT, creates autonomy in the students, getting them involve in their bilingual process.

I find the implementation of the learning experience on line and in person quite interesting, whereas this method needs teachers and students to develop competences for the management of computer tools and for the use of ICTs. The manipulation and relationship of the student with the contents, both at home and in the classroom, have a positive

influence on student motivation. Additionally, feedback it is an important factor for students skills development.

It is mentioned in one of the articles how the use of collaborative work among students, themselves and others identities during the interactions were portrayed, as they were helping each other with language in group work, they were also immediate actors in their own learning process.

Some authors learned from negative situations how necessary is to have sufficient initial time to train and familiarize students with all the applications and functions available on the network. The implementation of social media resources in English-as-foreign-language (EFL) classrooms such as WordPress are becoming essential for teaching purposes,they considered the social network designed as useful, motivating, innovative, dynamic and communicative. By working with others, students can develop not only oral but social skills

Ludic is recognized by students as a motivational option for learning, although there are no so many concrete tools which combine ludic and ICTs for EFL.

In some cases, it has been agreed the need of the teachers' presence in a technological setting, but they also concluded being aware of the possibilities through use of technology. Every activity in the classroom must consider the stages in the development of the cognitive functions according with the age of the students. In the information I found mentions how students play an active role in the assessment process and this had been designed to engage the learning of English by connecting them with the real-world applications.

At last, the application of board games in order to review contents seen in class is an entertaining, friendly way, increases student's motivation in the learning process in second/foreign language. I can conclude from these articles, that certainly students develop communicative competences, social-cognitive and different skills through the use of ICTs.

Literature Review Matrix

Author/ Date	Methodology	Implications for practice
Ibañez Sanchez, A. M. (2016). García-Sánchez, J. L. (2015). CotoPichal, M. (2014).	<u>Designing:</u> school newspapers, broadcasting radio shows, comic books and using ICT in classrooms and involving students in a multiple-intelligence tasks. Student centered, Teacher guides the process.	Increase the students interest in literacy by the use of internet and technology using custom-tailor literacy activities based on interests, learning styles, and motivations of children. Creativity and collaboration is promoted in the classes through the use of digital technologies as it supports and reinforces unusual ideas of students, adapts to student interests and students' improve writings in the classroom setting while practicing interactive writing. (micrologues)
AmórteguiSacristán,	<u>Autonomy:</u>	The investigation explored how the

<p>I. A. (2016). Salas, M. D. (2015). Vázquez, E., Martín, E., & Fernández, M. (2014).</p>	<p>Teaching technics which can be used for student to be more analyticalbased on virtual collaborative action research.</p> <p>Use of methodological conception based on virtual collaborative action research, it applies a procedure of analysis with a dual qualitative aspect.</p> <p>Transcribed oral texts students produced during the speaking section of a diagnostic test.</p> <p>Student centered, Teacher guides the process.</p>	<p>critical analysis of media promoted 6 students' autonomous learning practices in the English as a foreign language class and the different set of activities done during the classes showed that students started to develop the ability to analyze.</p> <p>The use of e-rubrics optimizes the self-evaluation, the relevance of the evaluation criteria, the observation of the functionality and usefulness of the format and connectivity of the audiovisual elements of the digital network materials, in aspects such as the oral and written production of the language and in grammatical and lexical processes.</p> <p>The self-transcribing can be used to get high cognitive demands on students, while metalinguistic awareness in L2 learning helps to promote autonomy and to create more active participation,</p>
--	---	---

		because students become self-evaluators.
Núñez, A. & Gutiérrez Porlán, (2016). Castañeda, A., & López, R. (2014). Lobo Quintero, R. A. (2014) Brenes-Castaño, A., Contero-Urgal, C., Rodríguez-Gómez, G., &Gallego-Noche, B. (2014).	<p><u>Learning in and out the classroom:</u></p> <p>Implementation and evaluation of a Flipped Learning experience in the area of English.</p> <p>Reading and Writing within the b-learning modality.</p> <p>Augmented Learning, a set of learning strategies and a virtual education application.</p> <p>Assessment units embracing all linguistic skills employing an e-Learning-oriented e-Assessment approach.</p> <p>Technology centered, Teacher guides students on its used.</p>	<p>The manipulation and relationship of the student with the contents, both at home and in the classroom, have a positive influence on student motivation.</p> <p>The participants' perception was that there are advantages such as learning both from traditional activities in the classroom and from technology-based programs; but also there are disadvantages and limitations, mainly due to the lack of some participants' sufficient expertise in using ICTs.</p> <p>An e-learning system used for synchronous and asynchronous environments, which uses augmented reality as central learning technology. The communication model implements an UDP connection for</p>

		<p>creating a collaborative learning environment.</p> <p>The assessment tasks have been designed to engage the learning of English by connecting them with real-world applications, the student plays an active role in the assessment process, use of feedback.</p>
<p>Benavides Buitrago, C. (2016).</p> <p>Flores, Y. M. G., & Pernía, C. A. M. (2014).</p> <p>Ceruti, E. (2016).</p> <p>De Vicente Pizarro, P. A., Farias López, S. O., Ferrada Ubilla, C. A., Morales Merino, M. F., & Muse Prado, M. C. (2016).</p>	<p><u>Social identity and social media:</u></p> <p>Task Based Learning Approach (TBL), field notes, video and audio recordings and students' artifacts.</p> <p>The design, implementation and evaluation of an educational social network with support in the NING platform for two grades of students in that context.</p> <p>The integration of the leisure component and the collaborative use of information and communication technologies (ICTs) in the teaching-learning process.</p>	<p>To identify discourses students, draw on to construct social identities in the EFL classroom, to describe social identities constructed discursively in relation to gender-based short stories and to study the potential relationship between these discursively constructed social identities in gendered-related reading activities and foreign language learning.</p> <p>The participants perceived that the social network in which they were involved was useful, innovative,</p>

<p>Ruiz, R. S., & Pardo, S. L. (2016).</p>	<p>Implementation of Social media tools (SMT), in an EFL classroom.</p> <p>Pair work and peer-peer dialogue supported by the Communicative Approach and collaborative work</p> <p>Student centered, Teacher guides the process</p>	<p>dynamic and communicative, but there were some participants who expressed they will rather use the traditional way of learning.</p> <p>students tend to appreciate more the collaborative use of technologies for teaching. With regard to activities based on the play component.</p> <p>Internet and different social media tools, especially WordPress, are becoming essential for teaching purposes.</p> <p>The results will demonstrate the different advantages of employing pair work and peer-peer activities within the classroom not only to improve children's English oral skills but also to contribute to their own personal growth and their development as social citizens.</p>
--	--	--

<p>Henríquez, F. R., Cuevas, V. V., Díaz, R. P., &Cozmar, B. S. (2017).</p> <p>Del Ángel Céspedes, J. O., & Hernández Ortega, D. E. (2016).</p> <p>Egido, L., &Begoña, M. (2016).</p> <p>Cerqueiro, F. F., & Castro, M. C. (2015).</p>	<p><u>Other integrations of ICT's into an EFL class:</u></p> <p>Methodological and curricular components that offers a one-unit lesson plan for the English curriculum of fifth graders from state-funded schools where students and teachers could make full use of ICTs in and out of the classroom.</p> <p>The use of multimedia material is in the vocabulary learning process.</p> <p>Combine the acquisition of the foreign language with other types of development (motor skill)</p> <p>Assessment units embracing all linguistic skills employing an e-Learning-oriented e-Assessment approach.</p> <p>CLIL and ESP where Students take part in small group activities in order to promote cooperative learning.</p>	<p>ICT inclusion in the English subject in Chile is not enough Although the Ministry of Education suggests the use of multimedia material, it is not very clear about the procedures to implement it into the classroom.</p> <p>The use of multimedia to learn vocabulary is an efficient tool, but it needs to be introduced by teachers who should be the main motivators to use multimedia in and outside the classroom.</p> <p>The development of motor skills could be the ideal way to understand language through practice and, at the same time, the foreign language could be the ideal tool for psychomotor development.</p> <p>The ad-hoc games have been tested on students from different backgrounds, age-groups and linguistic and</p>
--	---	---

		<p>educational levels. All the different groups have welcomed the revision of contents in these activities, which have increased students' motivation in second/foreign language learning.</p>
--	--	--