Title: Use of ICT tools in the EFL classroom and their impact on students' motivation

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Abstract

Nowadays, the world in which we live in cannot be imagined without new technologies. Undoubtedly, ICT tools and devices have become one of the foundations of our society and part of our everyday lives. Therefore, and considering the expansion of all these tools, the field of education has also been shaped and transformed. Indeed, when social media and ICT devices are introduced in the educational field, the way in which students learn and educators teach changes inevitably. The purpose of this dissertation is to describe and analyse the use of ICT tools in some EFL secondary classrooms, studying the approaches of both teachers and students. Furthermore, this paper also attempts to determine if a correlation between the use of ICT devices and students' motivation actually exists. Therefore, several research instruments have been applied to collect data for the present study, such as student questionnaires, teacher interviews and classroom observations. Moreover, a didactic proposal was put forward, which involved the creation of a blog which allowed to present the students' work and interventions. Indeed, the use of this blog has been crucial to try to determine if the correlation mentioned above between ICT tools and students' motivation exists. Apart from the blog, several other tasks which involved the use of social media and ICT devices have also taken place.

Keywords: ICT, motivation, EFL, secondary education, digital competence, blogs

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1. Introduction

Currently, the world cannot be imagined without new technologies. In recent times, social media and ICT have met every aspect of our lives and, consequently, the way we teach students needs to be profoundly transformed. Therefore, the teaching of digital natives cannot be conceived without including digital competence in the process. This will provide teachers with new opportunities to make students interact and learn by using the tools which are already familiar to them in order to look for and obtain information which will later be turned into knowledge.

Authors like Higley and Seo (2013) make a valid point when they claim that "there is a gap between older and younger users of digital media" (p. 20). The term which has been previously used, digital natives, defines almost the majority of students in schools today. The reality is that these students are constantly exposed to social media and ICT tools, a fact which sometimes clashes with the reality of teachers, referred as 'digital immigrants' who, as such, are less used to making use of these new technological advances. Thus, keeping updated regarding the technological advances can be a demanding task for teachers, but it is certainly an aspect to take into account.

One can find plenty of examples of educators who have decided to integrate social media and ICT tools in the classroom. Certainly, these devices and applications have an undeniable ability which may allow remodelling the way students learn (deNoyelles, 2013). These instruments offer a broad range of possibilities regarding not only activities and tasks, but also ways in which lessons are taught as well. Nevertheless, it should also be the duty of educators to teach and promote a responsible use of all these tools, as well as to make students aware of the risks they may imply. Cyberbullying, for instance, is an unfortunate reality in many schools. Thus, students should be warned of the dangers and consequences that such actions may involve.

Furthermore, and according to Decree 34/2015, 15th May, which establishes the secondary education curriculum in the Balearic Islands, the current educational law in Spain is based on the acquisition of key competences. It is claimed that, with the new learning necessities, an interdisciplinary vision

should be offered. Moreover, it is believed that this system of learning by competences improves the students' learning processes as well as their motivation to learn. The current educational law establishes seven different competences, one of them being digital competence, which deals with the usage and knowledge of various ICT tools and devices. Thus, the introduction of these ICT tools becomes an essential part of the curriculum, and teachers and educators must find a way to implement them in a meaningful way in the classroom.

However, even though the introduction of these digital devices seems to mark the path for future steps in the way education is being shaped, it is not easy to reach an agreement on how to implement them. Different points of view can be found, alongside detractors who believe that it is not wise to rely exclusively on these new technological tools. One cannot deny the fact that the way students learn is evolving. Thus, it is essential that teachers and educators adapt to the demands of this moment without losing sight of what is undoubtedly important: to provide the students with a good quality education which allows them to grow up in every aspect of their lives.

1.1. Justification

As stated by Kim and Xie (2013), meeting all students' needs can be a highly demanding task, and new technologies may offer a wide range of opportunities to fulfil those needs. Moreover, Pons (2012) claims that we need to think about the way present and future generations should be formed. Thus, it seems evident that education needs to meet the requirements of the modern age in which we live. In this sense, teachers should try to take advantage of the current situation and provide students with meaningful opportunities to learn and acquire knowledge, instead of being reluctant to incorporate new methodologies in their classrooms. Kaware and Sain (2015) take this argument further in suggesting that, nowadays, the conventional approaches to teaching and learning of the past have no longer place in classrooms, and that new and innovative methodologies should be implemented in an efficient and effective way.

However, one cannot deny the fact that the use of ICT devices does not automatically guarantee a positive repercussion on students' learning. Brun and

Hinostroza (2014) make a valid point when they say that "it should not be assumed that the use of ICT is *per se* a necessary and sufficient condition for a good pedagogical practice" (p. 223). Thus, teachers need to be careful when choosing how and when to incorporate ICT tools in the classroom.

1.2. Aims

The purpose of this paper is to describe and analyse the use of ICT tools in some EFL secondary classrooms, studying the approaches to their application by both teachers and students. Furthermore, this paper attempts to determine if there is a correlation between the use of ICT devices and students' motivation. Data have been gathered through a combined quantitative-qualitative approach in which student questionnaires have been administered, and teacher interviews and classroom observations have taken place.

Furthermore, a didactic proposal has been put forward, in which a private blog has been created in order to compile the students' work and interventions. The use of this blog has been crucial to try to determine if the correlation mentioned above between ICT tools and students' motivation actually exists. Apart from the classroom blog, other activities making use of ICT devices have been designed and held in the classroom.

2. Theoretical background

This section aims to provide an insight of the major authors and works in the fields of ICT use in educational environments and motivation, especially second language motivation.

2.1. The use of ICT and social media in the classroom

As stated before, ICT has turned into one of the foundations of our modern society. Thus, the understanding and mastery of ICT have become an essential part of today's education, alongside numeracy, writing and reading (Singh, 2015), and it is expected to revolutionise the way students learn. Similarly, ICT is seen as an effective improvement of the quality of education by Ministries of Education around the world (Tondeur et al., 2016). Regarding the case of Spanish education, it has been commented that the digital competence is considered one

of the basis of the educational curriculum, together with other key competences such as: linguistic communication, learning to learn, mathematics, science and technology, social and civic values, sense of initiative and entrepreneurship, and cultural awareness and expression (Organic Law 8/2013, 9th December, for the enhancement of educational quality).

Indeed, taking into account the rapid expansion of ICT tools, the field of educational and its processes have been extremely transformed. Notwithstanding the huge number of new resources, products and tools are constantly being introduced. Teachers need to be informed of the latest educational changes that technology is able to provide (Mohd Ayub, Bakar, & Ismail, 2015).

Many advantages seem to be attributed to the use of ICT tools in an educational context. Cowie and Jones (2009) state that ICT can foster current educational objectives, such as collaboration, reflection, and knowledge selection and creation, among others. In addition, using ICT in classrooms can make "lessons more interesting, more enjoyable for both teachers and students, more diverse, more motivating and more supportive of productive learning" (Uluyol & Șahin, 2014, p.67). Indeed, ICT tools allow teachers to create a different kind of activities to be performed in class, such as collaborative tasks and workshops (Paliwoda-Pękosz & Stal, 2015), which can help foster students' collaboration and motivation. In fact, as Yang and Chang (2012) claim, "technology has created opportunities for learning to become a more interactive process between instructors and learners, as well as among learners" (p. 128). Thus, the advantages of the introduction of ICT devices seem to be evident, allowing both teachers and students to benefit from the possibilities they offer.

A significant number of authors have examined how these ICT tools can benefit students when implemented properly. An example of this is the study conducted by Zayed (2016), in which he proposes several activities intended for the English Language class. These activities were designed with the goal to use the WhatsApp application in mind. This author makes a valid point when he explains that, taking into account the devotion that students nowadays have towards their smartphones, teachers can occasionally make use of these devices

to attract students' attention and interest, as well as to increase their levels of motivation. As a matter of fact, a later section in this paper analyses the topic of motivation, especially second language motivation.

In addition, some authors (such as Mylläri et al., 2011) have wondered whether students perceive the use of ICT in the classroom as purposeful and meaningful. Their findings confirm the hypothesis that, in general, students enjoy using ICT tools in the classroom context, as well as regarding it as being of practical and positive value. Nevertheless, it is worth mentioning that teachers in this study selected specific activities which they thought would be suitable and meaningful. Thus, the choice (and creation, perhaps) of tasks is an aspect which teachers should consider when they are planning to implement ICT tools.

Similarly, Cebrián de la Serna, Palomo, Ruiz and Sánchez (2009) claim that positive evidence can be observed when ICT tools are used, especially regarding motivation and attitude enhancement. Moreover, these new technological tools allow teachers and educators to provide students with more diverse methodological strategies since ICT tools, and especially the Internet, offer a high number of resources, possibilities and alternatives.

However, several authors (Cowie & Jones, 2009; Lai & Chen, 2011; Livingstone, 2012; Tondeur et al., 2016) discuss how schools in general, and teachers in particular, seem reluctant to adapt their lesson plans to these new trends in education. Indeed, these authors point out the fact that, whereas governments have quickly provided schools with numerous ICT tools and devices, this has not always been complemented by proper teacher instruction. Moreover, this situation is added to the discussion (a discussion which is, by the way, unresolved) over whether ICT should be understood only as a support for the traditional ways of teaching, or an entirely different approach to pedagogy (Livingstone, 2012). Both visions have supporters and detractors. Nevertheless, reaching an agreement is certainly not an easy task since a significant number of factors ought to be taken into account.

For instance, as Brun and Hinostroza (2014) claim, although ICT tools are widespread and available in most schools, it is not easy to prove "a positive impact of ICT on students' learning outcomes" (p. 223). In the same way, Uluyol

and Șahin (2014) view the introduction of ICT into schools as a significant challenge, considering their rigid timetables, as well as the pressure of examination demands. Moreover, according to Highley and Seo (2013), it cannot be assumed that digital and social media are the magical solution to the issues which schools currently face.

In the same way, as stated by Cebrián de la Serna, Palomo, Ruiz and Sánchez (2009), teachers and educators should never forget that, although new technologies certainly need to sustain today's educational practices, these have to be based on a good pedagogical project. Thus, these authors believe that ICT tools are the means by which a high-quality education system can be developed, but certainly not its only element.

Furthermore, a study by Pons (2012) shows that both teachers and students have just acquired those digital competences which they need in order to perform their professional and personal tasks. As a consequence, this situation leads to a vicious circle, because if either teachers or students are not actually capable of using ICT tools in the classroom, their use is reduced and, thus, none of the parts makes progress in the field. Therefore, teacher formation in the field becomes crucial, in the sense that it is necessary that teachers have the ability and capacity that lead to the acquisition and practise of these basic competences. As it has been mentioned before, teachers and educators are often regarded as 'digital immigrants', and the reality is that constant updating is needed when we talk about ICT devices and social media. Thus, it can certainly be a highly demanding task.

Another issue concerning the use of these tools in the classrooms points at how, in some subjects, the use of new technologies does not seem to be effective at all (Cebrián de la Serna, Palomo, Ruiz & Sánchez, 2009). They do not have an adverse impact on the students' learning progress either. However, positive effects cannot be obtained by merely making use of these ICT tools. As it has been mentioned before, it may be true that students consider these devices useful and exciting, but it is certainly complicated to prove whether they lead to a meaningful learning or not.

2.1.1. The use of blogs

As a result of the expansion of computer and technology use for everyday communication, these means have undoubtedly become part of our daily lives. The Internet, in particular, has been a resource of great importance to complement students' experiences (Liu & Lan, 2016). In addition, as Kim and Xie (2013) state, social media imply that users can now actively participate in the creation of web content, and not simply be information consumers. Taking into account how the web is used today, it can be seen that content is not just designed and posted by individuals, but under constant modification by many different users (Tindall, 2013). Thus, when these social media technologies are implemented in the educational field, the way in which students learn, work together and interact changes dramatically. In fact, as stated by Warren and Wakefield (2013), the students "are no longer passive learners simply reading, listening and repeating; instead, they interact actively with faculty and respond to the learning content as participants in the pedagogical process" (p. 98). In other words, teachers and educators nowadays should make sure that students take an active part in their learning process, and ICT devices can help them to achieve this purpose.

Concerning blogs and blogging sites, several definitions can be found. According to Tindall (2013), "a blog can be described as an online forum for collection of personal writing, interactive discussion, and for educational activities such as reflection" (p. 51). Similarly, authors like Farwell and Krüger-Ross (2013) define blogs as journals which allow thoughts and impressions to be analysed. Furthermore, blogs permit to create conversations between the author and other users or readers thanks to the comments section. As a result, blogs can be seen as an excellent tool for discussion and feedback.

As stated by Yang and Chan (2012), even though blogging was not created having in mind educational purposes, the truth is that it has been widely used in educational sectors. Thus, many teachers and educators have been attracted by the format and simplicity of blogs, and they are taking advantage of these tools to carry out their lessons (Cebrián de la Serna, Palomo, Ruiz & Sánchez, 2009). According to Morgan (2015), many teachers have carried out blogging in their

classrooms and have created blogging projects to boost conversation, thought, social networking, and enhancement of reading and writing. Moreover, as stated by Juan-Garau and Jacob (2015) "through blogs, L2 learners can discuss different issues, thus voicing their opinions and concerns, while receiving feedback on their views" (p. 57).

In addition, blogs and other social media tools can provide excellent chances for students to improve their digital competence while they keep working on more traditional skills (Nair, Tay & Koh, 2013). Furthermore, as Kim & Xie (2013) claim, blogs (as well as other social media tools) allow for a more "student-centered learning, rich and flexible learning with multiple media, collaborative interactions within a class or outside the classroom" (p.187). Indeed, blogs allow educators to post class materials of many different kinds, a fact which can certainly benefit both students and teachers. In this sense, blogs can serve as means to support the contents seen in class, or as a way to expand on more information.

Authors such as Cebrián de la Serna, Palomo, Ruiz and Sánchez (2009) have listed a few advantages which the use of blogs in education may offer. Firstly, they mention the fact that the students become protagonists of their own learning process. Secondly, they claim that blogs lead to high participation and interaction levels. Thirdly, they emphasise that blogs are simple and easy to use. Finally, they highlight that blogs can be accessed anywhere, anytime, allowing teachers, and students as well, to check the contents uploaded and post new information in a convenient and practical way.

Several authors have presented projects in which classroom blogs were involved. An example of this is the study conducted by Prieto-Arranz, Juan-Garau and Jacob (2013), in which a blog served as the transcultural third-space between several schools in Poland and in Spain. The use of this tool was found to be highly positive for the means of the presented study, allowing "inter-peer participation in a trusting environment" in which a sense of "virtual community" was created among the participants (p. 32).

However, an important issue when dealing with the Internet in general, and especially with platforms such as blogs, is the fact that "teachers need to balance

student safety with the benefits that come when students take ownership of and publish their work" (Cowie and Jones, 2009, p. 793). In fact, Morgan (2015) warns that a crucial stage when implementing blogging in the classroom is to adjust the blog settings in order to make it private so as to grant access and comments only from certain users. This point is also shared by Tindall (2013), who considers the students' privacy one of the main concerns which educators and instructors should contemplate when introducing blogs in the classroom.

Furthermore, it cannot be denied that the introduction of "social networks such as […] blogs bring a new and engaging social aspect to teacher preparation" (Franklin & Thankachan, 2013, p. 80). The use of this kind of tools can unquestionably be highly demanding for instructors, who may find in their continuous evolution and development an additional difficulty, especially if they want to keep updated in order to engage students. The fact that the students are, as they have been defined before, "digital natives" adds a point of pressure for teachers who do not want to be left behind in the current technological race.

In fact, authors like Farwell & Krüger-Ross (2013) wonder if "this desire to incorporate the newest technology, may have educators jumping from older technologies, such as blogs, to newer platforms such as Twitter, Tumblr, and others" (p. 208) and, inevitably, leaving blogging behind in the classroom environment. Nevertheless, they make a valid point when they argue that these more recent tools do not offer exactly the same advantages as blogs. Thus, even though it is true that many examples of teachers and educators who incorporate the latest trends in social media can be found, one cannot deny the fact that even if these new platforms have some more attractive features, they are certainly not as complete as blogs are.

2.2. Motivation

Much research has been devoted to talking about motivation, a key concept in psychology as well as education. In fact, according to Dörnyei (2000), approaches regarding motivation, especially in psychological literature, vary broadly concerning level and extension of analysis. Nevertheless, many researchers coincide in the fact that motivation theories describe three complementary features of human behaviour, namely "the choice of a particular

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action, persistence with it, and effort expended on it" (Dörnyei, 2000, p. 520). In other words, motivation would explain the reason why people choose to do something, the length of time they are willing to perform that particular action, and the intensity with which they will persist in it.

The author also points out in a later work that the perspective of motivation has changed during the 20th century by explaining that motivation "has been considered as both affect (emotion) and cognition; it has been used as both a stable variable of individual difference and a transient-state attribute; and it has even been characterized as a process that is in constant flux" (Dörnyei, 2014, p. 519). In fact, the concept of motivation has fluctuated from a biological angle to a more constructivist one (Dörnyei, 2000).

Regarding motivation in the field of education, authors like McDonough (2007) have identified the concept of motivation as a feature of the learners. However, it is true that motivation can be regarded as a transferable idea as well, in the sense that students can be motivated as a result of their teachers' actions, methodologies or attitudes, to name a few examples. In addition, this same author points out that motivation is indeed dynamic and may change over time, making it a certainly complex concept.

As stated by Pintrich and Schunk (2006), motivation is implied in every aspect of learning and teaching. These authors claim that motivated learners are interested in the activities and lessons and they also show efficient, self-regulating cognitive strategies. Similarly, they state that motivated teachers and educators feel they play a major role in their students' learning processes, work together with them and work more and with more passion. Thus, these authors believe that improving students' motivation towards learning should be one of the main aims for teachers and educators.

In order to try to establish a useful and efficient method for teachers to boost students' motivation levels, a system of four dimensions was proposed by Dörnyei (2001), as Guilloteaux and Dörnyei (2008) explain. These four dimensions are "creating basic motivational conditions […], generating initial motivation […], maintaining and protecting motivation […and] encouraging positive retrospective self-evaluation" (p. 58).

Rogers (1969) stated that if students perceive something as relevant for their individual intentions and ambitions, then significant learning occurs. In the same way, Pintrich and Schunk (2006) believe that good results will only appear when the students participate actively in their learning processes. Thus, these authors claim that the teachers' efforts should be devoted to creating a suitable classroom climate and conditions which allow meaningful learning to happen.

Two other concepts which have undoubtedly been widely used when speaking about motivation are the notions of intrinsic and extrinsic motivation, which have been defined by many authors (Bénabou & Tirole, 2003; Guay, Vallerand & Blanchard, 2000; Pintrich & Schunk, 2006; Ryan & Deci, 2000). Intrinsic motivation refers to the interest or joy that a certain activity may have *per se*. Thus, somebody who is intrinsically motivated would perform an action simply because he or she likes or enjoys it. Nevertheless, extrinsic motivation makes reference to the outcome or result of an activity. Therefore, somebody who is moved by this kind of motivation would perform an action thinking about a final goal or achievement.

As claimed by Ryan and Deci (2000), "intrinsic motivation has emerged as an important phenomenon for educators" (p. 55). In fact, these authors make a valid point when they say that intrinsic motivation derives in valuable learning. Thus, teachers and educators should try their best to provide students with opportunities in which valuable and meaningful learning happens.

2.2.1 Second language motivation

Motivation is a key concept not only in second language (L2) learning, but in the field of education in general. Indeed, it is an important idea for both teachers and learners, who very often use it to determine success or lack of thereof (Dörnyei, 2014). The truth is that motivation is an incredibly complex concept which implies a significant number of factors, which can be classified as environmental, cognitive or social, among others (Dörnyei, 1994).

As stated by Ghenghesh (2010), L2 learners' achievement has always been linked to their degree of motivation to master the language. In other words, and as Guilloteaux and Dörnyei (2008) also claim, motivation allows to explain the reason why a learner decides to initiate the study of an L2, as well as why

this same learner does not quit over the tedious process that is learning a new language. Considering the amount of work and effort that learning and studying an L2 takes, motivation is the only factor which explains why learners succeed in doing so.

According to Julkulnen (2001), "foreign language learning motivation has mainly been studied as a trait, as part of students' personality" (p. 29). However, he claims that little research has been devoted to define and understand the learning environment. Indeed, he believes that, specifically in the school and classroom background, motivation is regarded as an uninterrupted process of intercommunication between learners and the environment. Similarly, McGroarty (2001) explains that recent findings in "cognitive science and sociocultural theory as well as applied study of educational innovations" (p. 87) point to a huge development in the notion of motivation. In fact, they suggest that motivation cannot be attributed to individuals alone, but to specific educational backgrounds, as well as different exercises and tasks.

Regarding the role of the teachers, according to McDonough (2007), they have to consider "providing a supporting and challenging learning environment, but also facilitating the development of the learners' own motivational thinking" (p. 370). Thus, it becomes evident that teachers have a central role in the case of L2 motivation, and that it is certainly a difficult and complex task. Not only they have to provide students with support and orientation, but they should also be really careful not to demotivate them.

Furthermore, Guilloteaux and Dörnyei (2008) make a valid point when they claim that, generally, more work has been devoted to defining the term motivation than to finding a procedure which effectively motivates learners. For this reason, Dörnyei (2009) presented a new approach regarding L2 motivation and called it the "L2 Motivational Self System". According to some authors (Dörnyei, 2009; Higgins, 1996; MacIntyre, Mackinnon & Clément, 2009), the notion of "self" is widely used in psychology. Back in 2005, Dörnyei presented a system of possible selves, referring to future possibilities. Normally, we tend to view these future, possible representations of ourselves as ideal ones. Thus, concerning L2 learning and motivation, these standards mark the path which a learner will follow in order

to reach those ideal requirements as an L2 user. In the same way, they can also determine the success or failure of a student.

Thus, this system presented by Dörnyei (2009) is formed by three different components. Firstly, there is the so-called "Ideal L2 Self", which implies that if the future representation of oneself is fluent in the L2, this will be an effective "motivator to learn the L2" (p. 29) since it will activate the eagerness to get closer to this ideal representation of oneself. Secondly, the "Ought-to L2 Self" is presented, which is related to the features which are expected to be owned so that one may "meet expectations and avoid possible negative outcomes" (p. 29). Finally, there is the "L2 Learning experience", which is associated with the learning situation, and examples of this third component are "the impact of the teacher, the curriculum, the peer group, [or] the experience of success" (p. 29). The author also claims that this last element is developed on a separate level from the previous ones.

3. Didactic proposal

3.1. Participants

The participants of this study are students of 2nd, 3rd and 4th of ESO, and some teachers from IES Santa Margalida (Mallorca). A total number of 69 students from ages between 13 and 16 completed the didactic proposal. 13% of the students belonged to 2nd of ESO, 33% of them were in 3rd of ESO, and the remaining 54% were 4th of ESO students. In addition, 42% of the participating students were girls, while 58% were boys.

Apart from these students, another group of 15 students from the same high school answered both questionnaires as well, but they did not take part in the didactic proposal. They were students of 3rd of ESO, taught by the same teacher as the main group. There were eight boys and seven girls. Thus, this group will be known as the control group and the results extracted from their answers will be useful to check if the variation before and after the didactic proposal is significant.

Regarding the teachers, interviews were held with three teachers from different departments: two of them belonged to the English department and the

other belonged to the Catalan one. The purpose of these interviews was to know their opinions about the use of ICT tools in the classroom (by themselves and the students as well) and to talk about their perceptions on students' motivation.

3.2. Method

First, students were given a questionnaire in order to determine the use of ICT in the classroom, as well as their level of motivation. In addition, a set of classroom observations were conducted, along with a series of interviews to teachers with the purpose to find out to which extent ICT tools are actually used in the classroom. Moreover, an intervention using ICT tools in the context of the English classroom was conducted, introducing a blog platform which students were expected to use. Apart from this main intervention, other activities including ICT devices also took place. Then, students were provided with the questionnaire again, with the purpose to determine to which extend these ICT instruments had an impact on students' motivation.

3.2.1. Initial questionnaire for the students

The purpose of this questionnaire, which was given to the students before the proposal took place, was to try to assess their level and degree of motivation regarding the English subject, as well as their attitudes towards the use of ICT tools in the classroom.

The questionnaire consisted of 25 items, which can be grouped into four different categories: positive attitudes regarding the English subject (items a, b, c, d, e, f, i, j, k and m, a total of ten items), negative attitudes regarding the English subject (items g, n, o, p, q and r, a total of six items), suppositions about their future selves (two items, h and l) and, finally, statements regarding ICT tools (items s, t, u, v, w, x and y, seven items in total). The questionnaire, which was based on and adapted from the one used by Guilloteaux and Dörnyei[1] (2008), can be found below in table 1.

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[1] Guilloteaux, M. J., & Dörnyei, Z. (2008). Motivating language learners: A classroom-oriented investigation of the effects of motivational strategies on student motivation. *TESOL Quarterly, 42*(1), 55-77. Retrieved 28th January 2017 from http://www.zoltandornyei.co.uk/uploads/2007-

This is a completely anonymous questionnaire and its purpose is to find out how you feel about the English subject and the use of new technologies in class. Please, rate the following characteristics on a scale of 1-5. Use **1** to indicate a statement you "don't agree with" and **5** to indicate a statement you "totally agree with".

	1	2	3	4	5
a. I wish we had more English lessons at school					
b. I enjoy my English lessons					
c. English is one of my favourite subjects at school					
d. When the English lesson ends, I often wish it could continue					
e. I want to work hard in English lessons					
f. I enjoy my English lessons because what we do is easy for me					
g. Learning English at school is a burden for me					
h. Learning English will be useful for me in the future					
i. I feel I am making progress in English					
j. I believe I will get good grades in English this term					
k. I often experience a feeling of success in my English lessons					
l. I am sure that one day I will be able to speak English					
m. I often volunteer to participate in English lessons					
n. I am worried about my ability to do well in English this term					
o. I get very worried if I make mistakes during English lessons					
p. I am afraid that my classmates will laugh at me when I have to speak in English lessons					
q. I feel more nervous in English class than in my other classes					
r. English is a very difficult subject for me					
s. We normally use ICTs in the English class					
t. I enjoy lessons on a computer, tablet or smartphone					

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guilloteaux-dornyei-tq.pdf

u. The teacher uses the computer, whiteboard, projector, etc. in class					
v. I think that the more often teachers use ICTs, the more I will enjoy school					
w. I can learn more from books than from ICTs					
x. My high school is well-equipped in terms of ICTs					
y. I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks					

Table 1. Motivation and ICT use students' questionnaire.

3.2.1.1. Results

In this section, the results of the initial questionnaire will be analysed. As stated before, a total number of 69 students answered the survey. Figure 1 displays the results of the first group of items, those considering the students' positive attitudes regarding the English subject and which are items a ('I wish we had more English lessons at school'), b ('I enjoy my English lessons'), c ('English is one of my favourite subjects at school'), d ('When the English lesson ends, I often wish it could continue'), e ('I want to work hard in English lessons'), f ('I enjoy my English lessons because what we do is easy for me'), i ('I feel I am making progress in English'), j ('I believe I will get good grades in English this term'), k ('I often experience a feeling of success in my English lessons') and m ('I often volunteer to participate in English lessons'), a total of ten items. In general, we can see that the most chosen option is rate 3, an intermediate punctuation. However, in items e ('I want to work hard in English lessons') and i ('I feel I am making progress in English'), j ('I believe I will get good grades in English this term') the most selected option is rate 4, denoting a more positive attitude regarding these statements.
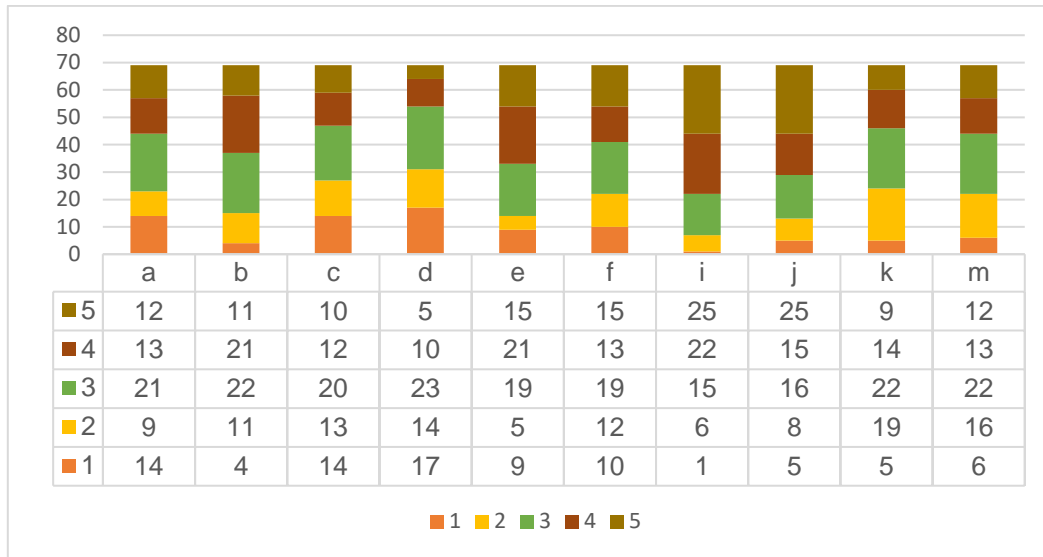
	a	b	c	d	e	f	i	j	k	m
5	12	11	10	5	15	15	25	25	9	12
4	13	21	12	10	21	13	22	15	14	13
3	21	22	20	23	19	19	15	16	22	22
2	9	11	13	14	5	12	6	8	19	16
1	14	4	14	17	9	10	1	5	5	6

Figure 1. Students' answers regarding positive attitudes towards the English subject.

Therefore, as can be seen in the following figure, slightly more than half of all students asked chose rate 3 (29% of them selected this option) or rate 4 (a total of 22% of the students chose this option). Then, option 5, which was used to indicate complete agreement with the statements presented, was the third most chosen option, given that 20% of the students selected it. Finally, options 2 (selected by 17% of the students) and 1 (elected by 12% of them) were the least chosen scales. Therefore, these percentages indicate that the students have a positive perception of the English subject.
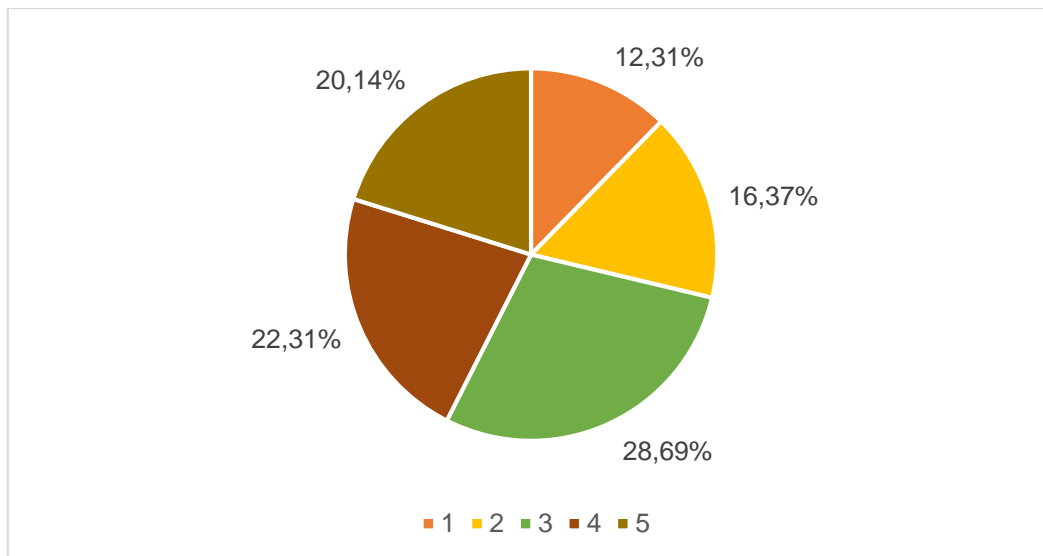
Figure 2. Percentages of the students' answers regarding positive attitudes towards the English subject.

Regarding the items related to negative attitudes towards the English subject, figure 3 presents the results obtained. These items were g ('Learning English at school is a burden for me'), n ('I am worried about my ability to do well in English this term'), o ('I get very worried if I make mistakes during English lessons), p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons'), q ('I feel more nervous in English class than in my other classes') and r ('English is a very difficult subject for me'), making a total of six elements. Taking a look at figure 3, it can be seen that, generally, the most chosen option in almost all items corresponds to rate 1, which was used to indicate a clear rejection of the given statement. Thus, it can be concluded that students do not agree with these statements which present negative positions concerning the English subject and, when comparing these results to those of figure 1, that they have a favourable attitude towards the English subject. Moreover, the results for item p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons'), with a great majority of students having chosen rate 1 and just four of them having selected rate 5, it can be concluded that the classroom environment is, in general, friendly and positive.

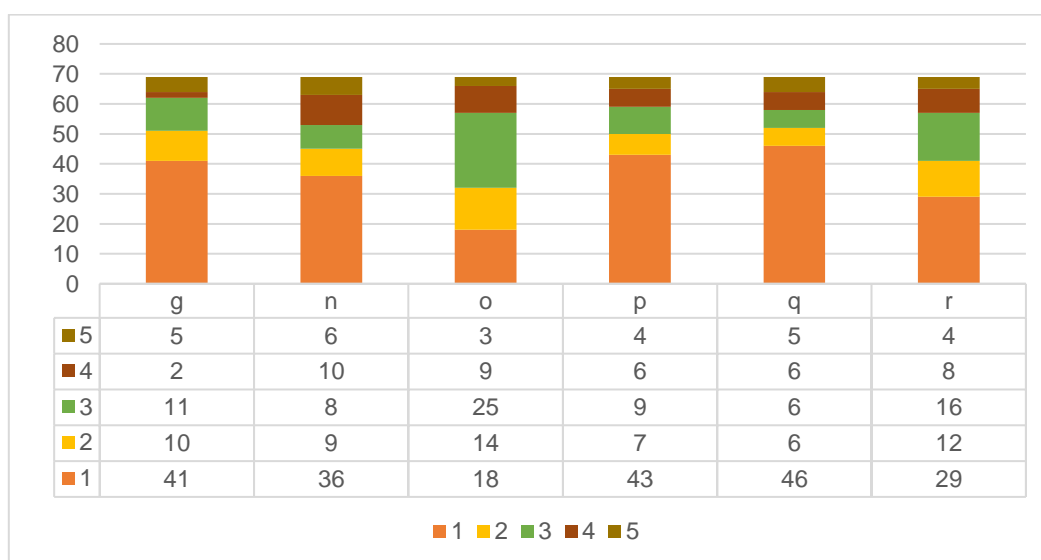|	g	n	o	p	q	r
■5	5	6	3	4	5	4
■4	2	10	9	6	6	8
■3	11	8	25	9	6	16
■2	10	9	14	7	6	12
■1	41	36	18	43	46	29

■1 ■2 ■3 ■4 ■5

Figure 3. Students' answers regarding negative attitudes towards the English subject.

Thus, the results show a clear consistency, as can be seen in figure 4. Slightly more than half of the students (51,44%) chose rate 1, denoting a rejection for these negative statements. Moreover, with a sixth (6,52%) of the answers

being 5, we can assume that only a minority of the students perceive the English subject adversely.
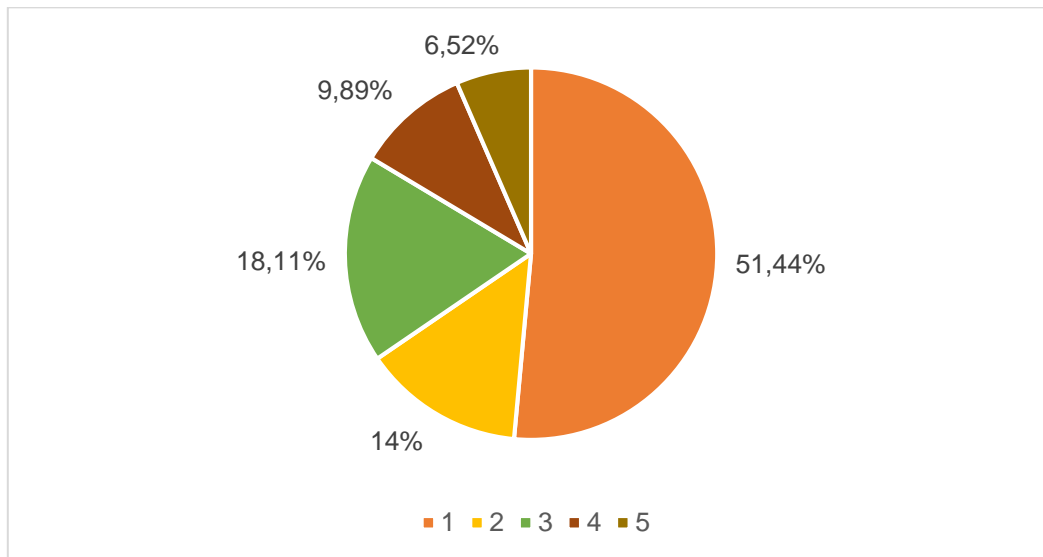

Figure 4. Percentages of the students' answers regarding negative attitudes towards the English subject.

Moving on to the suppositions about the students' future selves, which Dörnyei (2009) claimed were crucial for any L2 learner, figure 5 shows the results extracted from the students' answers. This set of items was formed by two elements, item h ('Learning English will be useful for me in the future') and I ('I am sure that one day I will be able to speak English'). As can be seen in the following figure, the vast majority of the students selected rate 5 in both items, which means that they agree with these statements.

	h	l
5	58	41
4	4	13
3	5	10
2	1	4
1	1	1
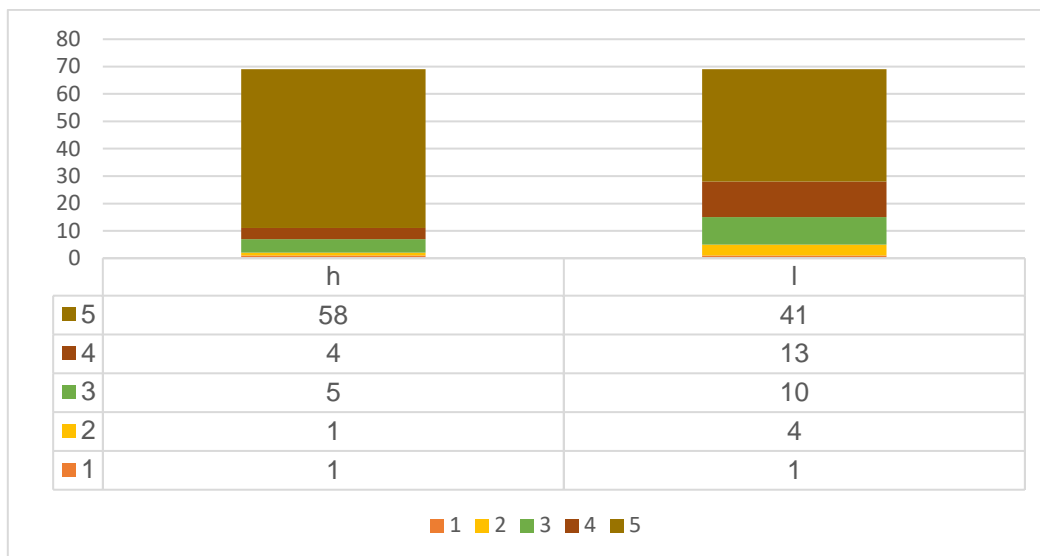
Figure 5. Students' answers regarding their suppositions about their future selves.

Thus, the percentages in figure 6 show how the vast majority of the students (more than 70% of them) chose rate 5. Thus, it can be extracted without any doubt that they believe in their future possibilities concerning the English language and their own abilities. Significantly, very few students, with only 1,44% of the answers, rated these questions with the lowest option, 1.
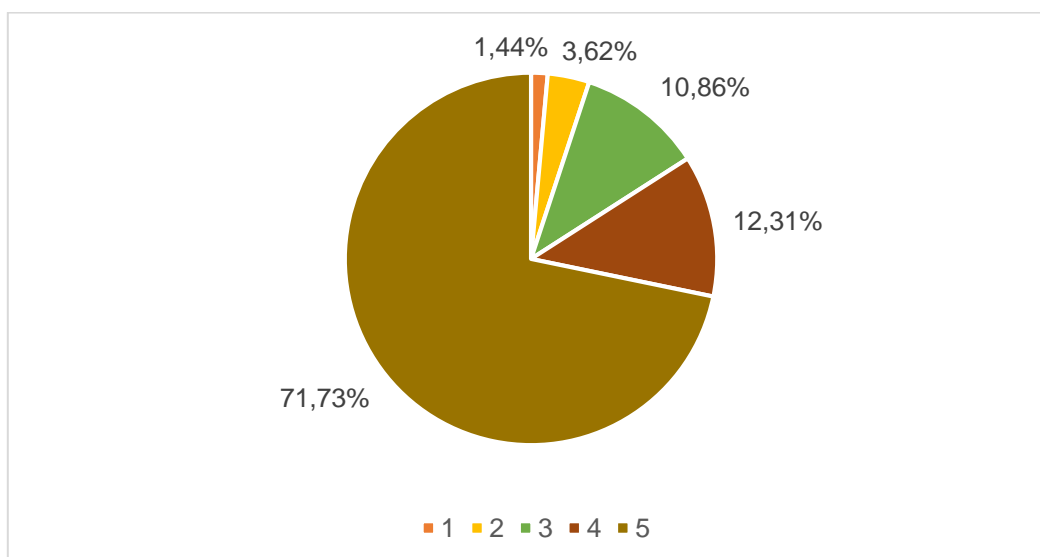
Figure 6. Percentages of the students' answers regarding their suppositions about their future selves.

Finally, the results from the questions concerning the use of ICT tools in the classroom can be observed in figure 7. This set of items are formed by item

s ('We normally use ICTs in the English class'), t ('I enjoy lessons on a computer, tablet or smartphone'), u ('The teacher uses the computer, whiteboard, projector, etc. in class'), v ('I think that the more often teachers use ICTs, the more I will enjoy school'), w ('I can learn more from books than from ICTs'), x ('My high school is well-equipped in terms of ICTs) and y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks'). The answers, in these case, offer more variation than the other set of questions. For instance, in items t, u, v and y, the most chosen option is rate 5. However, the most selected option in item x is rate 1. These results seem to indicate that students agree with only some of the statements of this group.

	s	t	u	v	w	x	y
■5	7	25	55	33	2	2	21
■4	16	17	8	11	1	7	12
■3	21	13	3	19	28	10	11
■2	17	8	3	5	21	21	15
■1	8	6	0	1	17	29	10

■1 ■2 ■3 ■4 ■5
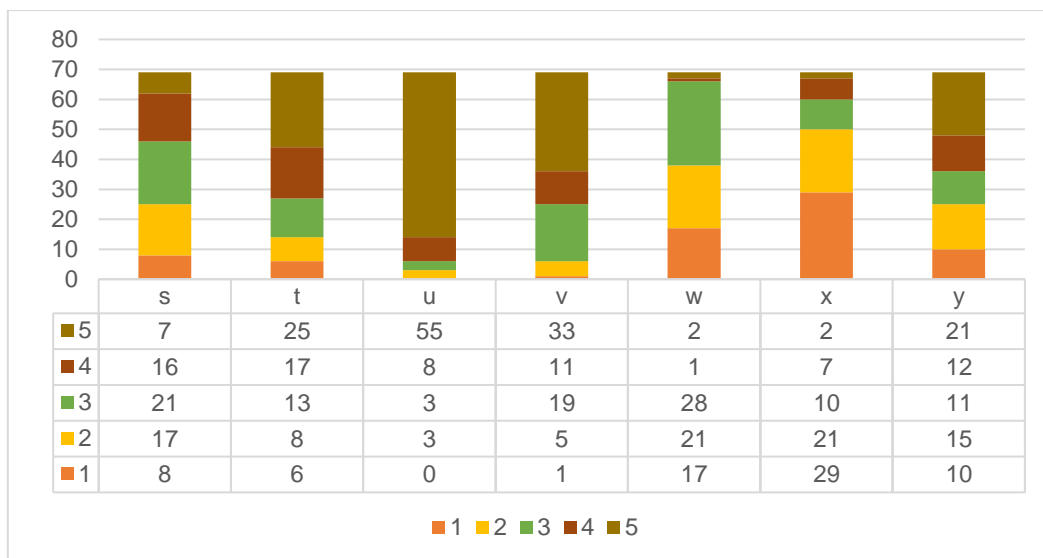
Figure 7. Students' answers regarding the use of ICT tools in the classroom.

In fact, as it can be observed in figure 8, the rates which were the most selected ones are option 5, with almost a third of the answers (30,01%), and option 3, with slightly more than 20% of the responses. Then, we can assume that a significant number of students think positively regarding the use of ICT tools in class, but it is not a consistent option. In fact, rate 1 was selected by almost 15% (14,69%) of them.
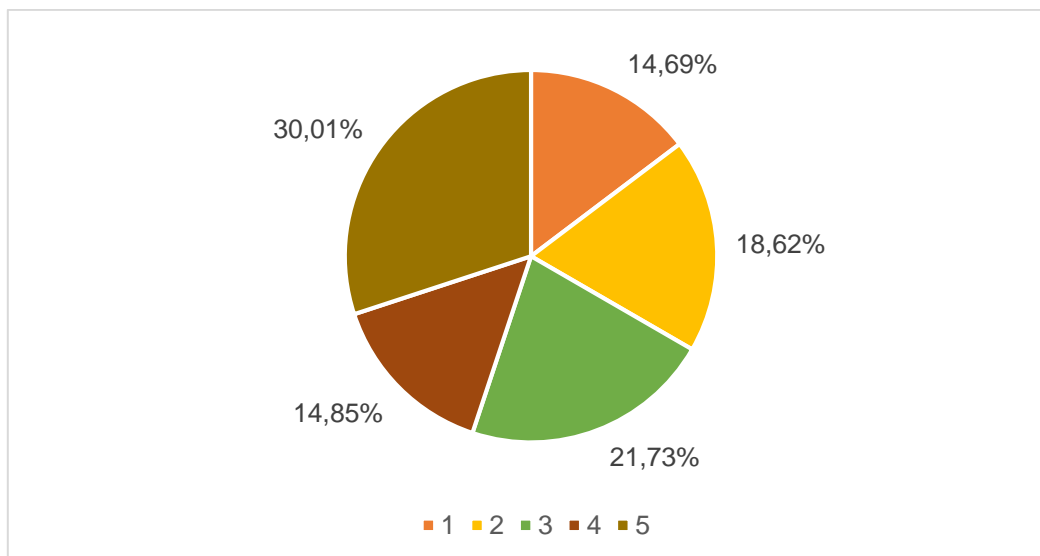
Figure 8. Percentages of the students' answers regarding the use of ICT tools in the classroom.

As it was mentioned before, another group of students took part in the study as a "control group". These 15 students answered the same questionnaire, and the results will be displayed below. Figure 9 shows the results of the first set of items, those concerning questions about the students' positive attitudes towards the English subject. These items are a ('I wish we had more English lessons at school'), b ('I enjoy my English lessons'), c ('English is one of my favourite subjects at school'), d ('When the English lesson ends, I often wish it could continue'), e ('I want to work hard in English lessons'), f ('I enjoy my English lessons because what we do is easy for me'), i ('I feel I am making progress in English'), j ('I believe I will get good grades in English this term'), k ('I often experience a feeling of success in my English lessons') and m ('I often volunteer to participate in English lessons'). Taking a look at the distribution of their answers, it can be seen that rate 2 is the most selected option. Moreover, it is also significant the fact that rate 5 is often not chosen at all.
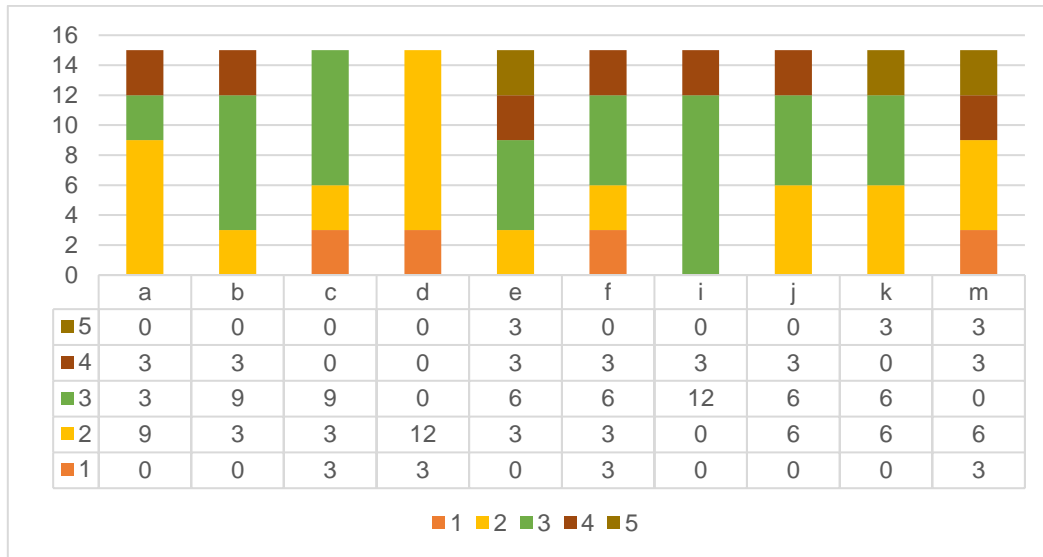
	a	b	c	d	e	f	i	j	k	m
■ 5	0	0	0	0	3	0	0	0	3	3
■ 4	3	3	0	0	3	3	3	3	0	3
■ 3	3	9	9	0	6	6	12	6	6	0
■ 2	9	3	3	12	3	3	0	6	6	6
■ 1	0	0	3	3	0	3	0	0	0	3

■1 ■2 ■3 ■4 ■5

Figure 9. Control group answers regarding positive attitudes towards the English subject.

Taking a look at figure 10, it can be seen that more than a third of the students (with 38% of the answers) chose rate 3, followed by a slightly lower percentage of the students (34% of them) who chose rate 2. Thus, it can be extracted that the control group students perceive the English subject in not quite positive terms.

■1 ■2 ■3 ■4 ■5
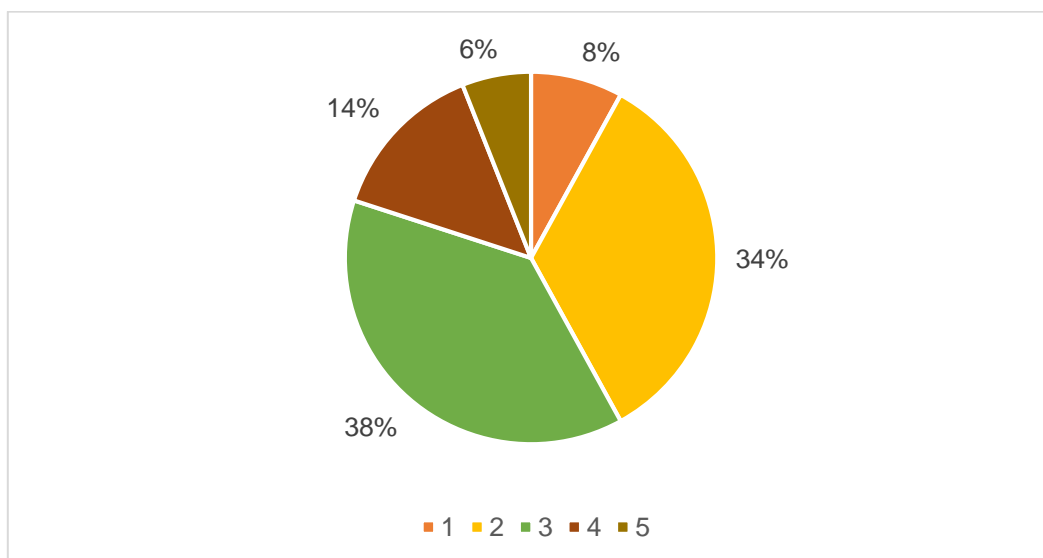
Figure 10. Percentages of the control group answers regarding positive attitudes towards the English subject.

Moving on to the second set of questions, those concerning the negatives attitudes regarding the English subject, figure 11 shows how the answers were

distributed. This second set of elements is formed by items g ('Learning English at school is a burden for me'), n ('I am worried about my ability to do well in English this term'), o ('I get very worried if I make mistakes during English lessons), p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons'), q ('I feel more nervous in English class than in my other classes') and r ('English is a very difficult subject for me'). Most students selected rate 1, and rate 5 was only chosen in question o ('I get very worried if I make mistakes during English lessons) by three of the students.

	g	n	o	p	q	r
■5	0	0	3	0	0	0
■4	0	6	6	0	0	6
■3	3	0	6	6	3	0
■2	6	3	0	6	3	6
■1	6	6	0	3	9	3

■1 ■2 ■3 ■4 ■5
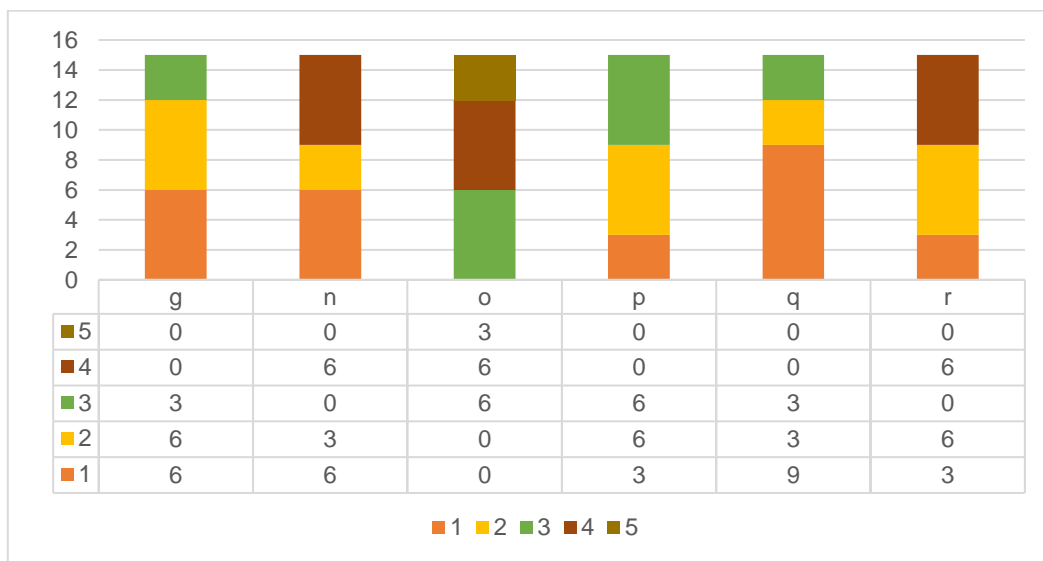
Figure 11. Control group answers regarding negative attitudes towards the English subject.

In this case, and as can be observed in figure 12, the most selected option was rate 1, with 30% of the answers. Then, rate 2 was chosen by more than 26% of the students, while rate 3 and 4 obtained exactly the same percentage, 20%. Finally, only 3% of the students selected the highest rate. Thus, we can conclude that, in general, the students of the control group do not have a negative position concerning the English subject.
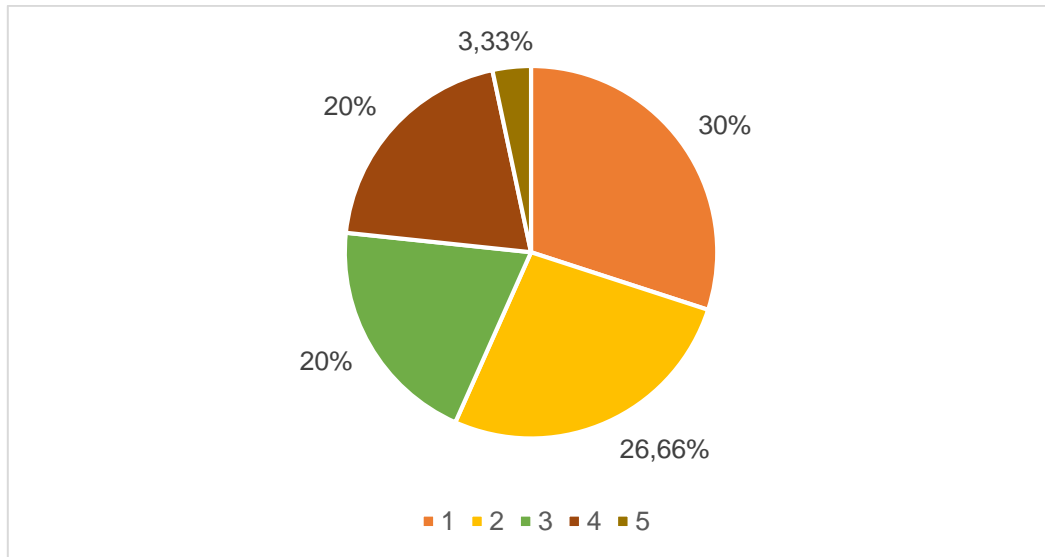
Figure 12. Percentages of the control group answers regarding negative attitudes towards the English subject.

Regarding the two questions which made reference to the future representations of the students' L2 selves, which were items h ('Learning English will be useful for me in the future') and l ('I am sure that one day I will be able to speak English'), figure 13 shows the distribution of their answers. The most chosen option for the first item (h, 'Learning English will be useful for me in the future') was rate 5, which indicates that the students agree with the statement. However, the results for the other element (l, 'I am sure that one day I will be able to speak English') show more variation. Indeed, rate 5 was not selected at all, and exactly the same number of students chose rate 2 and rate 4. Thus, it seems to indicate that the students do not really believe in their abilities to master the language in the future.
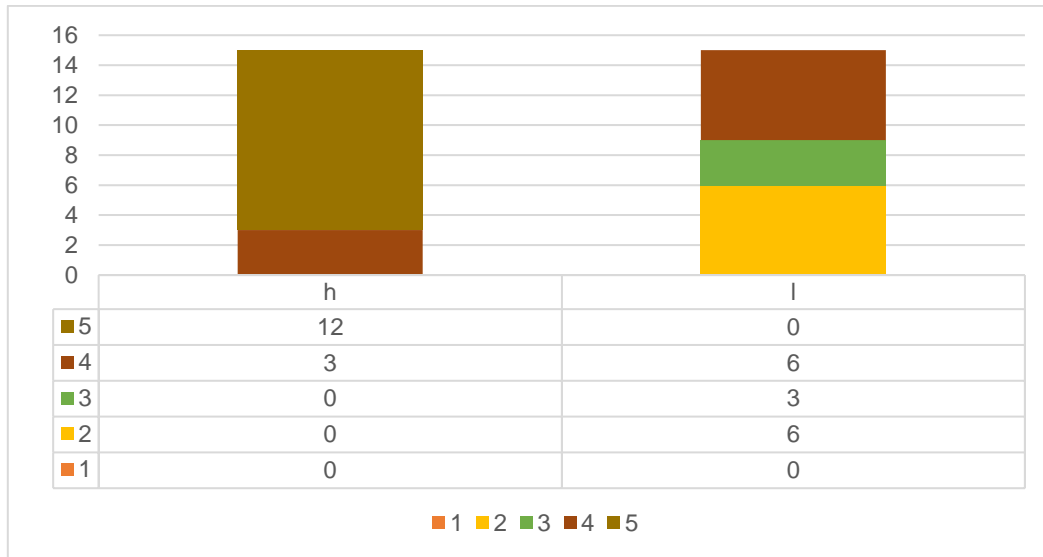
Figure 13. Control group answers regarding their suppositions about their future selves.

With 40% of the answers, the most chosen option was rate 5, followed closely by rate 4, with 30% of the responses. Significantly, rate 1 was not chosen at all. Nevertheless, taking into account that rate 2 obtained 20% of the answers, it can be concluded that this set of elements offers great variation.
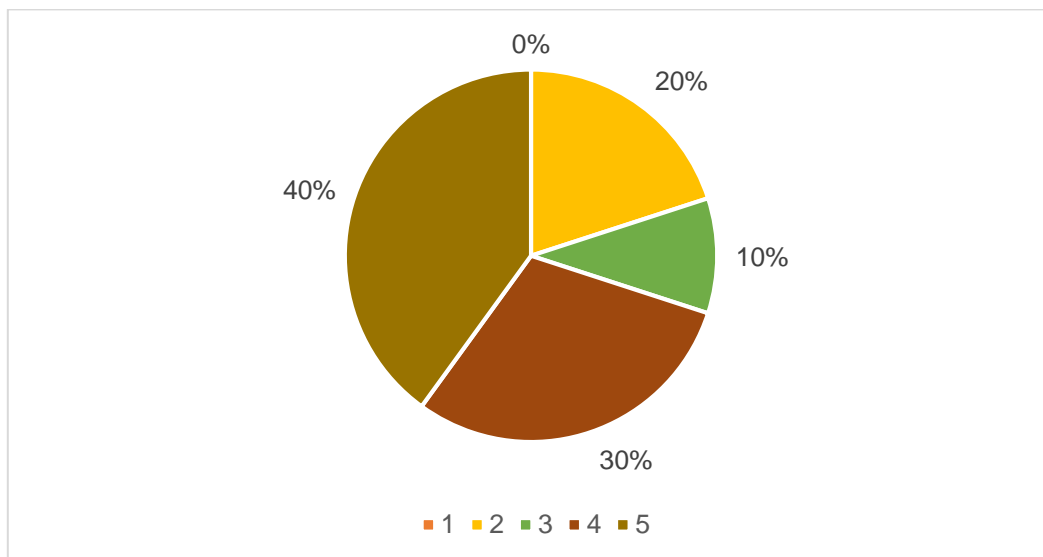

Figure 14. Percentages of the control group answers regarding their suppositions about their future selves.

Finally, figure 15 shows how the answers to the questions concerning the use of ICT devices in the EFL classroom are distributed. This set of elements was formed by item s ('We normally use ICTs in the English class'), t ('I enjoy lessons

on a computer, tablet or smartphone'), u ('The teacher uses the computer, whiteboard, projector, etc. in class'), v ('I think that the more often teachers use ICTs, the more I will enjoy school'), w ('I can learn more from books than from ICTs'), x ('My high school is well-equipped in terms of ICTs) and y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks'). The great variation in their answers can be observed in the following figure. For instance, rate 5 is the most selected option only in question u ('The teacher uses the computer, whiteboard, projector, etc. in class'), and rate 1 is the most chosen option in question y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks').

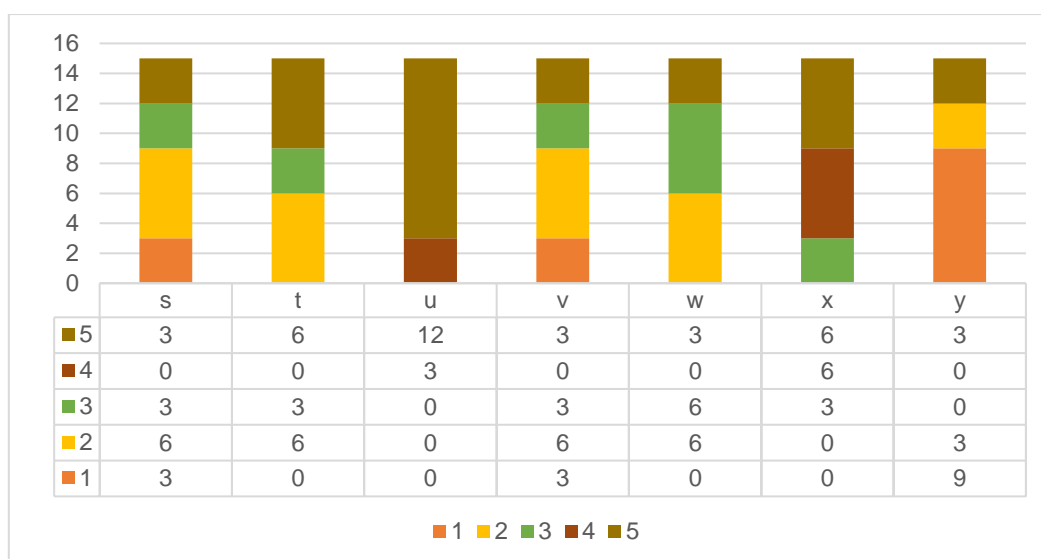|	s	t	u	v	w	x	y
■5	3	6	12	3	3	6	3
■4	0	0	3	0	0	6	0
■3	3	3	0	3	6	3	0
■2	6	6	0	6	6	0	3
■1	3	0	0	3	0	0	9

■1 ■2 ■3 ■4 ■5

Figure 15. Control group answers regarding the use of ICT tools in the classroom.

As it can be seen in figure 16, more than a third (34.28%) of the students chose rate 5. Nevertheless, the second most chosen option was rate 2, with more than 25% of the answers. Thus, this set of questions shows significant variation.
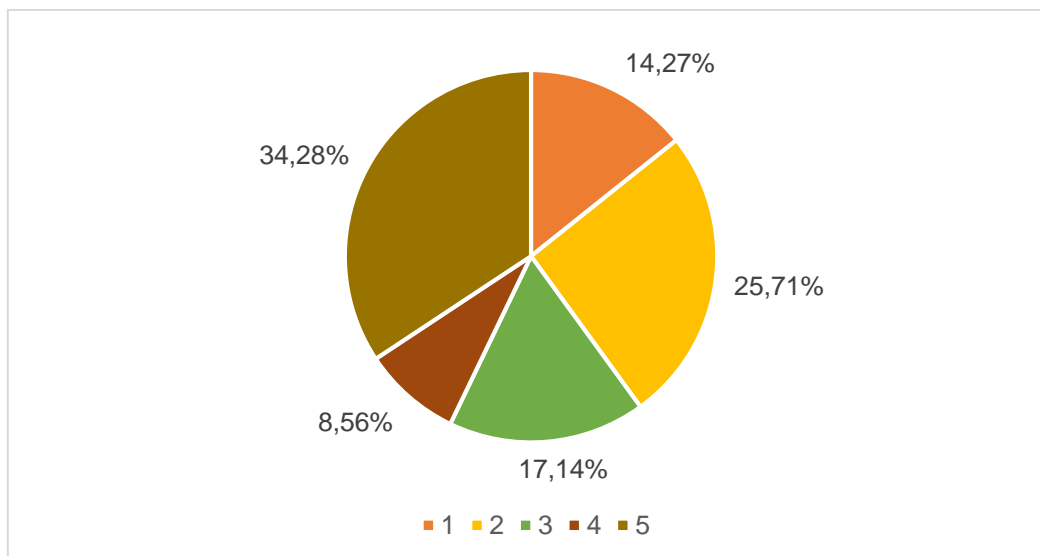
Figure 16. Percentages of the control group answers regarding the use of ICT tools in the classroom.

3.2.2. Classroom blog

For the purposes of this study, a blog was created following all the suggestions extracted from the literature review. First, an account was set up on the site wordpress.com, which allows the blog to be set up as private and, thus, only a selected group of users can have access to it. The next step was to let the students know what all this project was about, so they were told to visit the page and create a user in order to be able to participate. Several sessions distributed throughout the intervention were devoted to making sure that they became familiar with this kind of platform and to solve doubts regarding the main project, which will be explained later.

Image 1 shows a screenshot of the main site, where different labels can be observed on the menu, one for each of the levels: 2nd of ESO, 3rd of ESO and 4th of ESO.
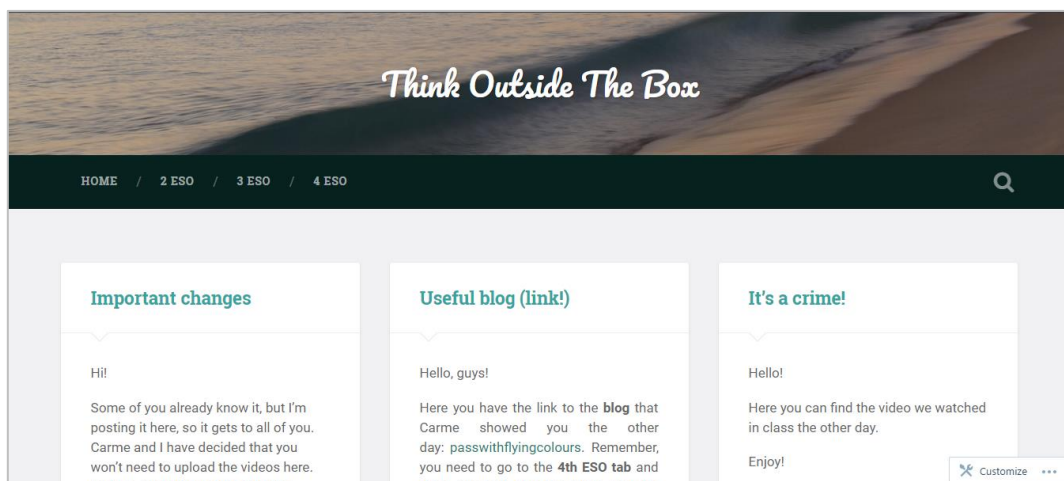
Image 1. Blog's main site.

The justification for this distribution lays on the fact that the materials and resources used in class were uploaded on the blog, such as videos, links to other blogs or reminders. Then, if the different levels are clearly separated, it becomes much easier for the students to find what they are looking for. For instance, image 2 shows a blog entry displaying a video which was part of a lesson in 2nd of ESO, and which was then uploaded to the blog. The vocabulary topic that they were dealing with at that moment was 'crime'. Thus, an extract from a well-known British TV series (BBC, 2016) was used to put the words they had learnt in context.
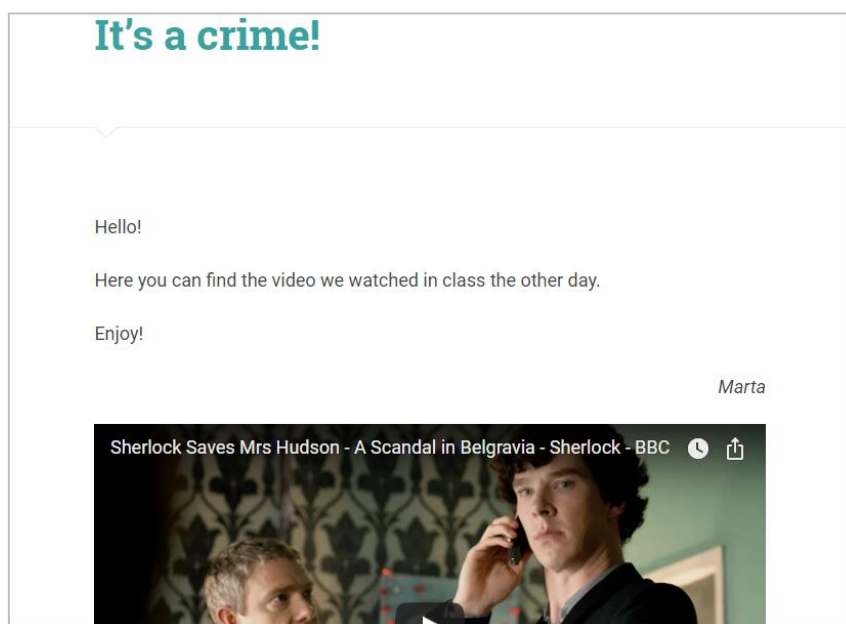

Image 2. 2nd of ESO blog entry.

Regarding the main project of this study, it is worth mentioning that the students are asked to perform a role-play in front of their classmates at the end of each unit. They must include all the contents which have been seen throughout the unit, and this serves as the oral test. From what it could be observed, many of the students showed a significant lack of interest, and a high number of them did not put much effort in successfully accomplishing the task. Thus, it was evident that, apart from other factors, motivation (or, perhaps more specifically, the lack of it) was a key issue.

Therefore, an alternative was presented: they still had to perform a role-play (since the rules of the English and German department were clear) but instead of memorising the dialogue and representing it in class, they ought to create a video. In this way, they could make use of the ICT tools which were already familiar to them while their creativity was boosted.

Moreover, taking into account the type of task they were asked to do, it was thought that perhaps the best way to encourage the students to engage in the activity was to record a video explaining all the instructions for the task. Image 3 shows the blog entry in which the video[2] with the information was uploaded.
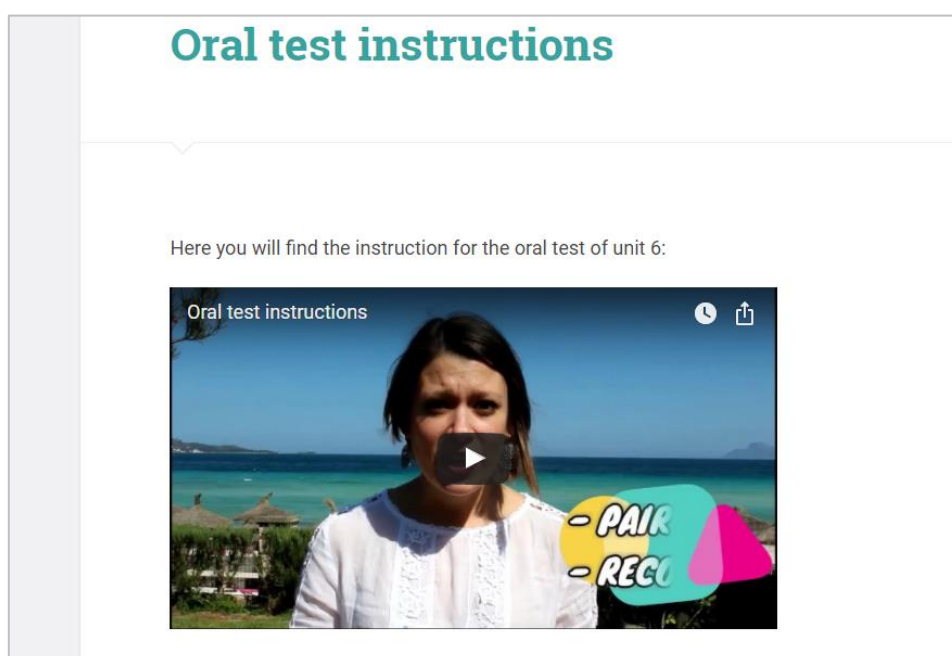

Image 3. Oral test instructions.

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[2] Oral test instructions - https://youtu.be/1Ym58HsZOsQ

The response of most of the students was enthusiastic from the very beginning. Only a few of them felt slightly self-conscious but, in the end, they accepted the task. The levels of participation were extremely favourable and all the students completed and submitted the task.

3.2.3. Other activities using ICT tools

Apart from the classroom blog, other activities using ICT tools were designed in order to try to prove the hypothesis which this study is concerned about. For instance, a quiz was created using the educational platform *Kahoot*, which allows students to answer the questions of a test using smartphones or laptops. This quiz, in particular, was not devoted to testing their knowledge, but to knowing their opinions about the use of social media and ICT devices. As it has been mentioned before, according to some authors part of a teacher's duty is to make sure that the students know how to make a good use of all these tools and devices.

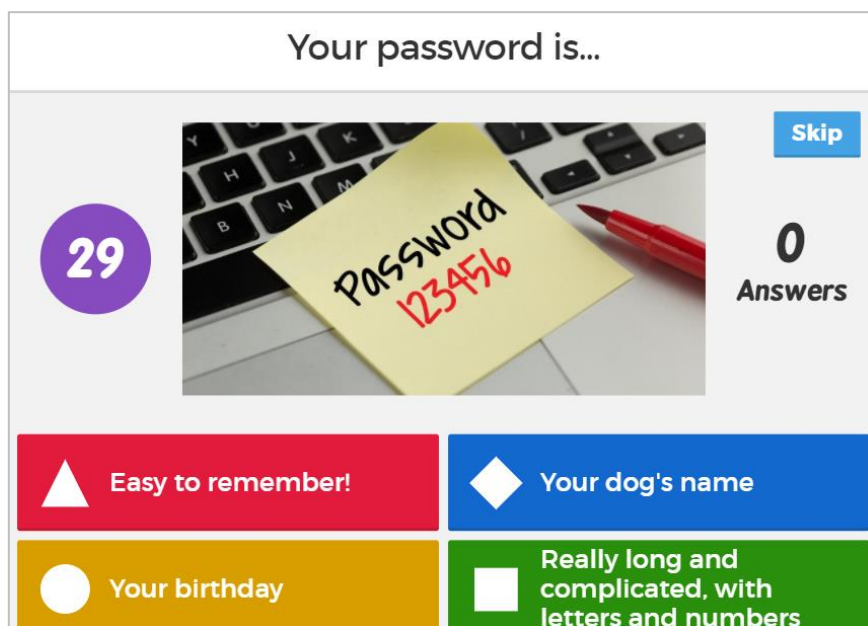Images 4 to 6 are screenshots of some of the questions that the students were asked to answer.
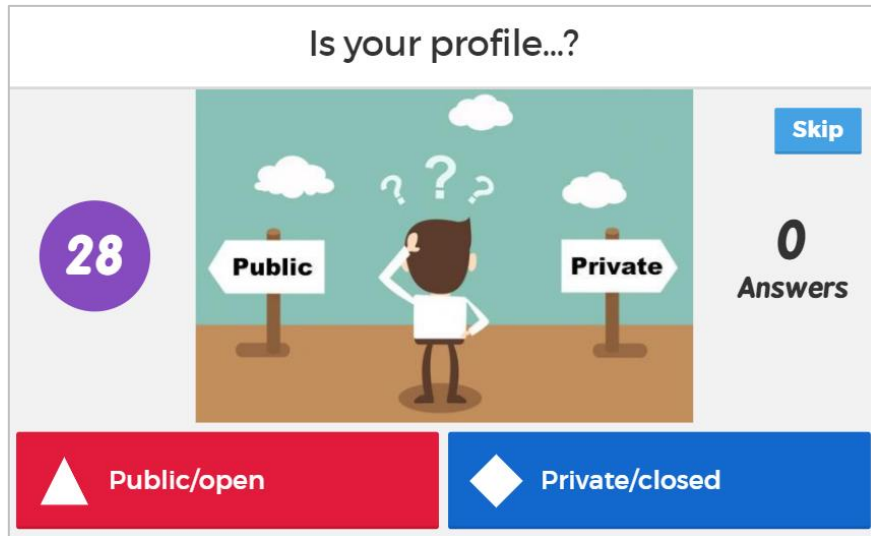

Image 4. *Kahoot* question example.
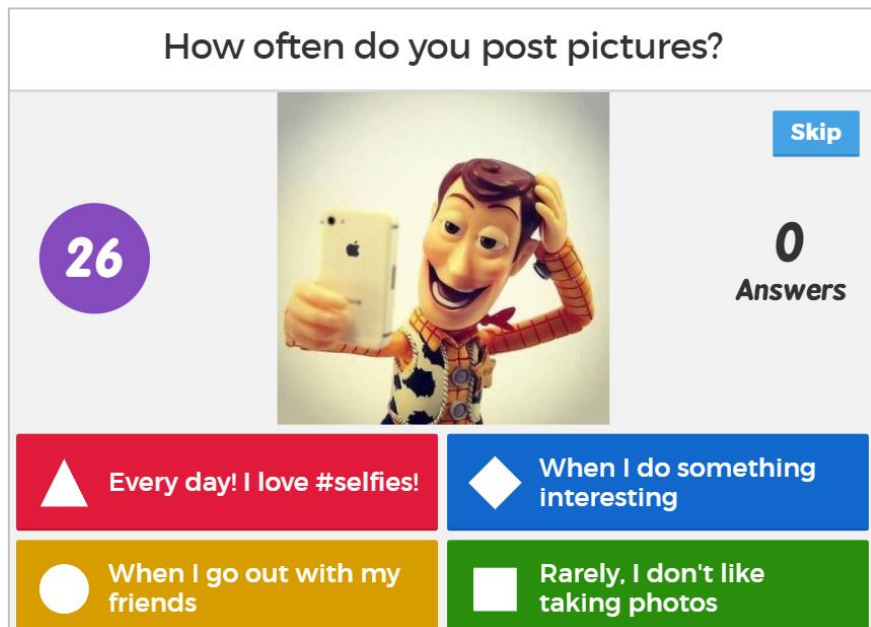
Image 5. *Kahoot* question example.

Image 6. *Kahoot* question example.

After each question, there was a discussion of the results. Thus, the teacher was able to emphasise the aspects which she considered needed further comment, with the aim of promoting a responsible use of the Internet, social media and ICT devices.

Another of the activities which were designed for this purpose involved the use of smartphones as well. In this case, students were asked to invent a collective story using the application WhatsApp. A group chat was created, and the students were randomly given a number to mark the order of the intervention.

Then, the teacher started the narrative with the following sentence: "On Saturday morning, while I was walking my dog in town, there was an incident". The aim of the activity was that, in turns, the students provided one or two sentences to follow the story.

Furthermore, several videos were presented as complementary activities for the contents seen in the unit. After watching them, a discussion was held about the topics they covered, with the purpose of developing students' critical thinking.

3.2.4. Classroom observations

During the time that the intervention presented in this paper lasted, a series of classroom observations took place. The first aspect which is worth mentioning is the ICT equipment which can be found at the high school. Each classroom has a computer, an interactive whiteboard, a set of speakers and a projector. It is true that the English teachers make use of these devices, mainly to project the digital book and help the students follow the lesson. This aspect is directly related to question u in the questionnaire ("The teacher uses the computer, whiteboard, projector, etc. in class"), which obtained a high punctuation in general.

Nevertheless, it is true that the students hardly ever are presented with the opportunities to make an active use of these devices, and some of them expressed their frustration concerning this aspect. The students were also very critical about the high school equipment, an issue related to question x in the questionnaire ("My high school is well-equipped in terms of ICTs"), which was significantly given a low punctuation.

Another important remark would be the fact the Internet connection in the high school often does not work, or it is quite slow, which makes certain activities almost impossible to be done. Moreover, there are three sets of twenty-five notebooks which are available for the teachers to make use of them. However, the bad quality of the Internet is a clear disadvantage. When we tried to perform the Kahoot activity (which has been explained in a previous section), we experienced all these inconvenient drawbacks. Nevertheless, everything worked out in the end.

It is also worth mentioning that there is limited mobile signal in the high school as well. Thus, when it came the time to perform the story using the

WhatsApp application (which has also been presented in a previous section), we had to find a spot with good signal. We decided to go outside, to the playground, and not only the activity could be performed without incidents, but the students enjoyed the change of location as well.

The positive acceptance which the proposed activities had among the students seems to indicate that a right way to enhance their motivation is to present them with alternative instruction now and then, as many authors have claimed. One would believe that varying the type of activities has an evident positive impact on the students and their levels of motivation.

3.2.5. Teachers' interviews

In order to have a complete vision of the situation concerning the use of ICT devices in the high school, as well as to rate the level of motivation of the students, several interviews with teachers from different departments took place. The transcription of these interviews can be found in the section Appendixes.

When they were asked about the ICT equipment that is available in the classroom, they agreed in the fact that, compared to other schools, this high school is quite well-equipped, because a table computer, projector, whiteboard and speakers can be found in each of the classrooms. However, they admitted that the Internet connection very often does not work and that they cannot rely on it when they plan their lessons.

In this sense, MA, the Catalan teacher, claimed that she hardly ever uses the ICT equipment since she prefers to use the traditional blackboard. On the other hand, C and V, the English teachers, claimed that they use it every day. This difference may be based on the fact that the English department has the digital book installed in every computer, while most other departments do not. In fact, MA explained that she only uses the ICT devices when she wants to show the students an interesting video, which does not happen frequently.

The following question was regarding the use that the students make of the ICT tools. C explained that students are not allowed to bring smartphones to class. However, she knows that most of them do so and she has tried to incorporate them in some of her lessons. Nevertheless, she mentioned that there are several inconveniences in using devices such as smartphones in the high

school, namely the poor Internet connection and the lack of mobile signal. Similarly, MA and V admitted that their students hardly ever make use of ICT tools, a vision shared by C. For instance, V stated that she prepares activities which require the use of the computer, but she just projects them on the whiteboard, and the students complete them in the traditional way (i.e. copying them on their notebooks).

They were then asked if they believed that incorporation of ICT tools has a positive impact on the students' level of motivation. MA, for instance, said that she believes so, that it is proven. However, she feels that she does not have the time or the means to implement these tools and devices to her lessons. On the contrary, V was not really sure. She explained that the students would probably enjoy some tasks which involved ICT tools, but she thinks that this would not change their motivation towards the subject in general. Finally, C claimed that, indeed, ICT devices play a major role in the students' degree of motivation, and she provided an example of a project that she coordinated the previous year. It consisted of the recording of a video, in groups, of the advantages of riding a bike. She also mentioned that this project was done together with the Physical Education department and that it had positive acceptance among the students.

Finally, the last question asked for ways or methods to motivate learners. They coincided when they said that lessons needed to be dynamic and enjoyable. MA, for instance, claimed that a teacher should not do the same kind of activities every day, a vision shared by C, who believed in the importance of trying new methods. In addition, MA felt that it was crucial to try to meet all the students' needs. Similarly, C claimed that the students should feel that they were making progress.

3.2.6. Final questionnaire for the students

After the intervention had taken place, the students were provided with the questionnaire again (see table 1) with the purpose to determine if there had been any noticeable changes in their levels of motivation, as well as in their perception of the use of ICT devices in the EFL classroom.

3.2.6.1. Results

In this section, the results of the final questionnaire are analysed. Figure 17 shows the answers to the first set of items, those regarding positive attitudes concerning the English subject. Taking a look at the questionnaire (see table 1), these are items a ('I wish we had more English lessons at school'), b ('I enjoy my English lessons'), c ('English is one of my favourite subjects at school'), d ('When the English lesson ends, I often wish it could continue'), e ('I want to work hard in English lessons'), f ('I enjoy my English lessons because what we do is easy for me'), i ('I feel I am making progress in English'), j ('I believe I will get good grades in English this term'), k ('I often experience a feeling of success in my English lessons') and m ('I often volunteer to participate in English lessons'). As we can see in figure 17, students mostly selected rates 3, 4 and 5, which seem to indicate a positive tendency concerning their attitudes towards the English subject.

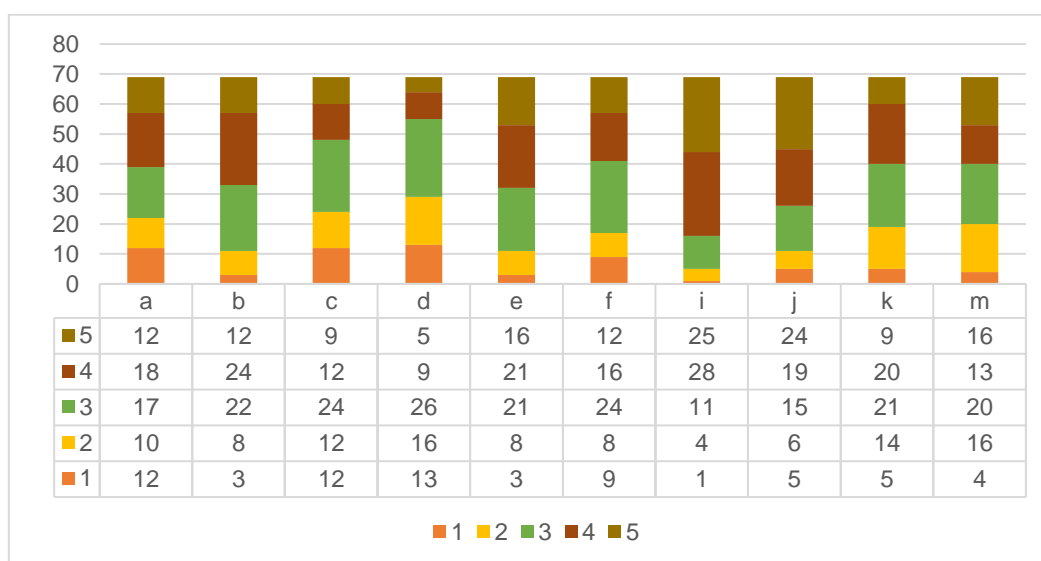|	a	b	c	d	e	f	i	j	k	m
5	12	12	9	5	16	12	25	24	9	16
4	18	24	12	9	21	16	28	19	20	13
3	17	22	24	26	21	24	11	15	21	20
2	10	8	12	16	8	8	4	6	14	16
1	12	3	12	13	3	9	1	5	5	4

Figure 17. Students' answers regarding positive attitudes towards the English subject.

Indeed, as can be seen in figure 18, the answers for this set of questions are not unanimous. The most selected option was rate 3, which received almost 30% of the responses, followed by rate 4 (with more than 25% of the answers) and rate 5 (selected by 20% of the students). These results seem to indicate that, in general, students have a positive perception and attitude towards the English subject.
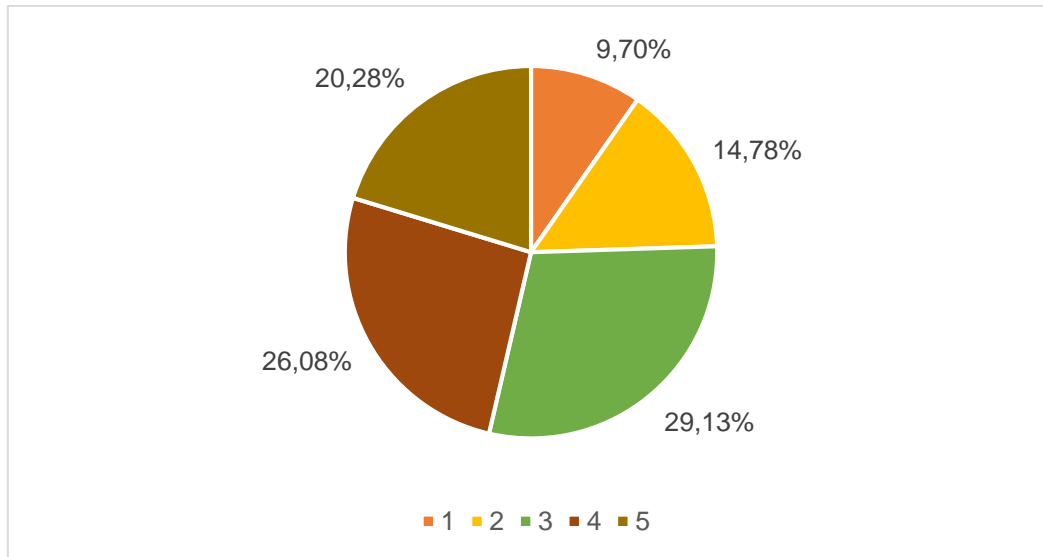
Figure 18. Percentages of the Students' answers regarding positive attitudes towards the English subject.

Regarding the negatives attitudes towards the English subject, figure 19 shows the distribution of the students' answers. The items belonging to this particular set are g ('Learning English at school is a burden for me'), n ('I am worried about my ability to do well in English this term'), o ('I get very worried if I make mistakes during English lessons'), p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons'), q ('I feel more nervous in English class than in my other classes') and r ('English is a very difficult subject for me'). Figure 19 shows a dominance of rates 1 and 2 in all the items, especially in p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons') and q ('I feel more nervous in English class than in my other classes'). Therefore, these results seem to indicate that there is a good classroom environment. The only exception is item o ('I get very worried if I make mistakes during English lessons'), in which the most selected answer is rate 3, an intermediate option.
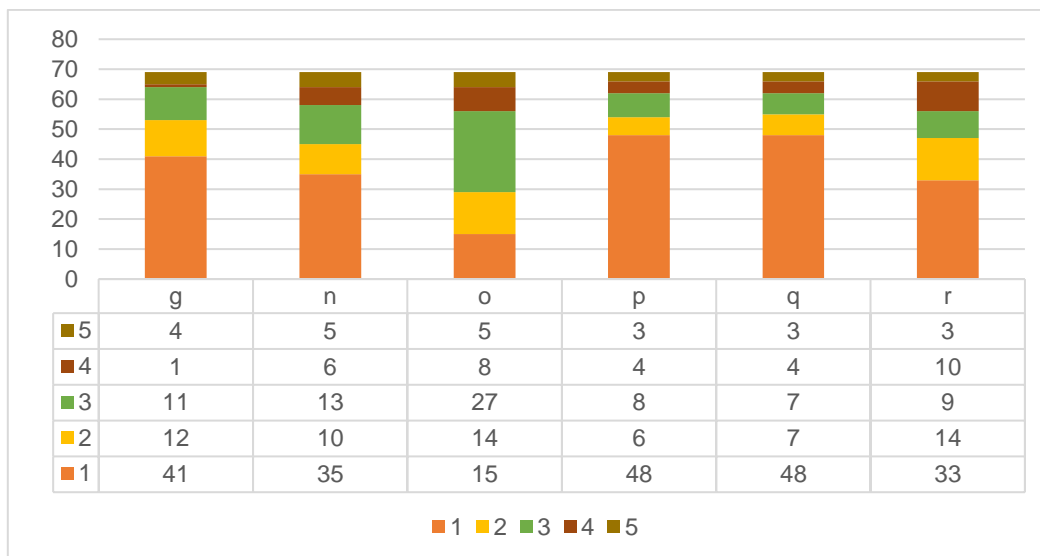
Figure 19. Students' answers regarding negative attitudes towards the English subject.

The percentages in figure 20 show that more than half of the students chose rate 1, a result which clearly indicates that they certainly do not have a negative perception of the English subject. Significantly, rate 5 was selected by only 5% of the students, which allows us to conclude that only a minority of them share a negative vision of the subject.
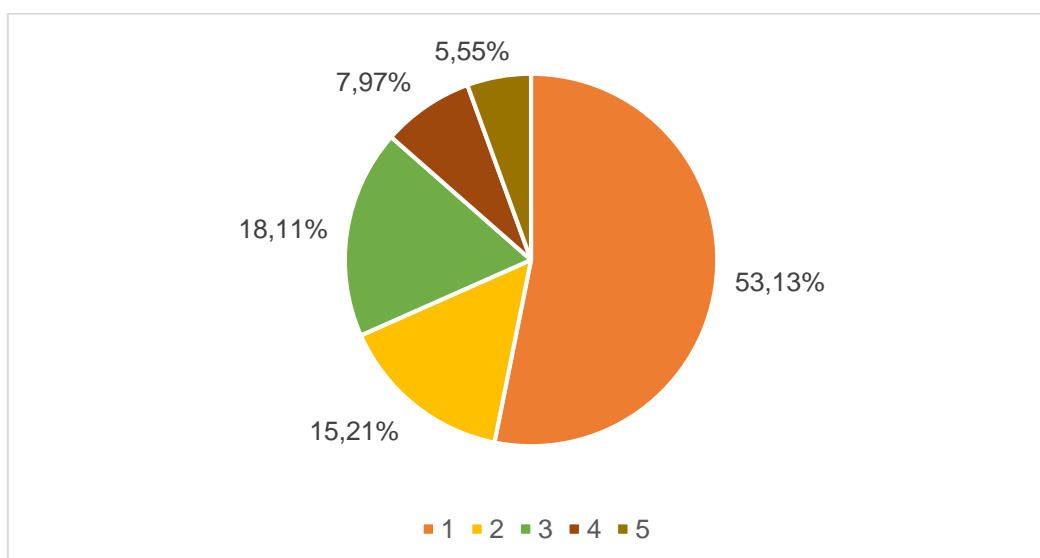

Figure 20. Percentages of the Students' answers regarding negative attitudes towards the English subject.

Analysing now the questionnaire items concerning the students' perceptions of their L2 selves, their answers can be seen in figure 21. In this case,

only two items are analysed, item h ('Learning English will be useful for me in the future') and l ('I am sure that one day I will be able to speak English'). As figure 21 shows, a great dominance of rate 5 over the rest of options can be observed, especially in item h. Thus, these results point to a very positive perception of the students' own abilities regarding their L2 selves.

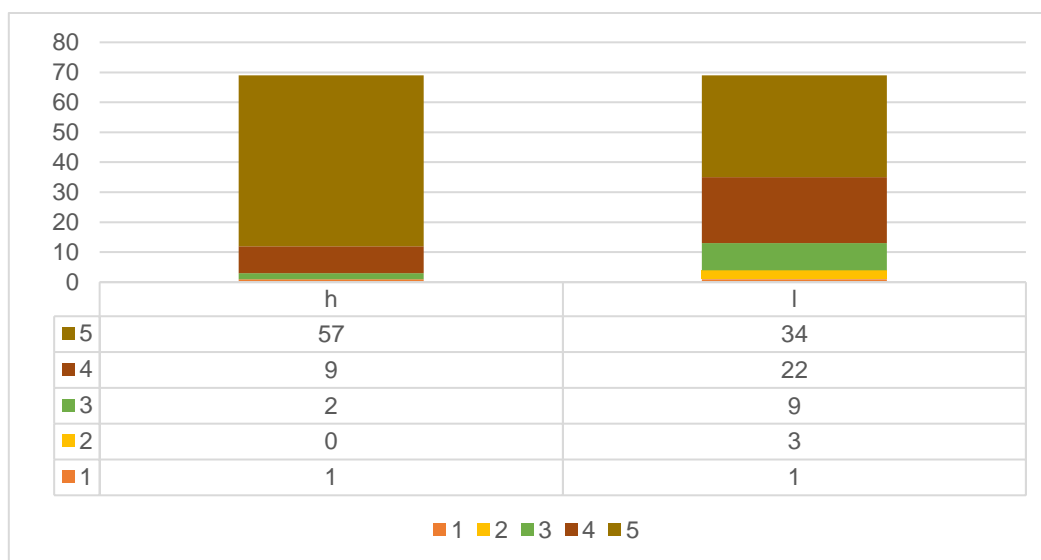|	h	l
5	57	34
4	9	22
3	2	9
2	0	3
1	1	1

Figure 21. Students' answers regarding their suppositions about their future selves.

As it happened with the initial questionnaire, the percentages presented in figure 22 demonstrate that the students believe in their future possibilities as L2 speakers. As a matter of fact, rate 5 almost received two-thirds of the answers, while rate 1 was selected by slightly more than 1% of the students.
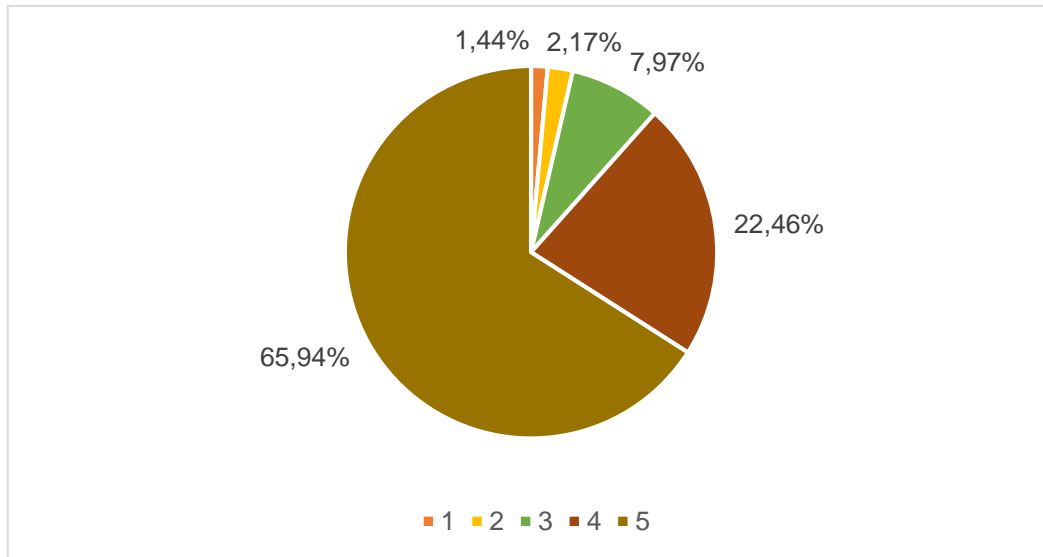
Figure 22. Percentages of the students' answers regarding their suppositions about their future selves.

Finally, figure 23 displays the students' answers to the questions regarding their attitudes concerning the use of ICT tools and devices in the classroom. Here, items s ('We normally use ICTs in the English class'), t ('I enjoy lessons on a computer, tablet or smartphone'), u ('The teacher uses the computer, whiteboard, projector, etc. in class'), v ('I think that the more often teachers use ICTs, the more I will enjoy school'), w ('I can learn more from books than from ICTs'), x ('My high school is well-equipped in terms of ICTs) and y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks') are involved. As can be seen in figure 23, students' answers in this case show greater variation than in other sets of items. For instance, item u ('The teacher uses the computer, whiteboard, projector, etc. in class') obtained a vast majority of rate 5 answers, while items w ('I can learn more from books than from ICTs') and x ('My high school is well-equipped in terms of ICTs) were punctuated more negatively, mostly rates 1 and 2. Thus, it can be concluded that the students' attitude towards the use of ICT devices in the classroom depend mostly on particular aspects.

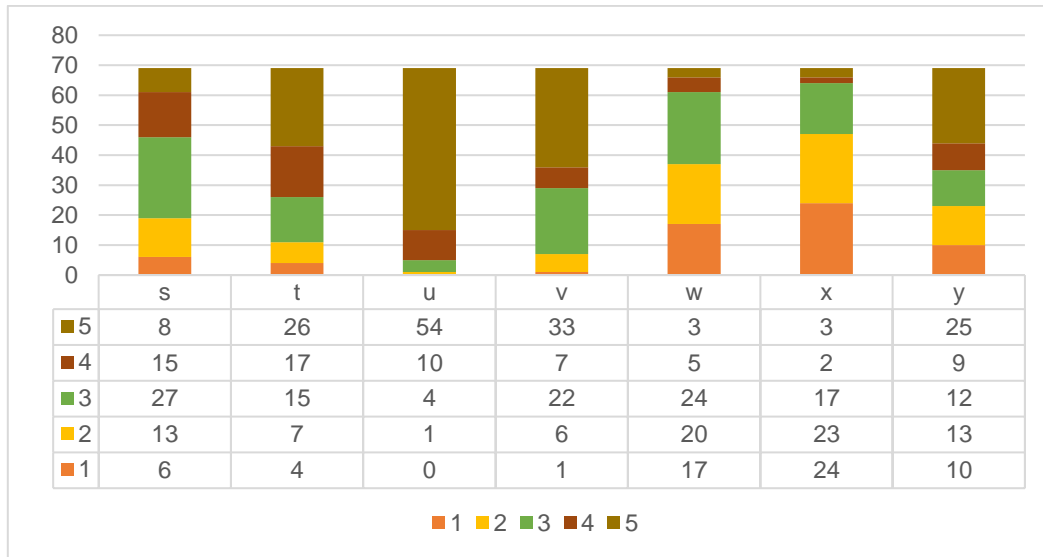|	s	t	u	v	w	x	y
■5	8	26	54	33	3	3	25
■4	15	17	10	7	5	2	9
■3	27	15	4	22	24	17	12
■2	13	7	1	6	20	23	13
■1	6	4	0	1	17	24	10

■1 ■2 ■3 ■4 ■5

Figure 23. Students' answers regarding the use of ICT tools in the classroom.

As displayed in figure 24, the most selected answer was rate 5, with almost a third of the students choosing it. In addition, rate 3 obtained 25% of the answers. Thus, these percentages seem to indicate that, in general, students consider the use of ICT devices in the classroom in a positive way. Nevertheless, and as it has been observed in the previous figure (figure 23), students consider some aspects in a much more positive way than others, a fact which allows us to justify the great variation of the answers for this particular set of items.
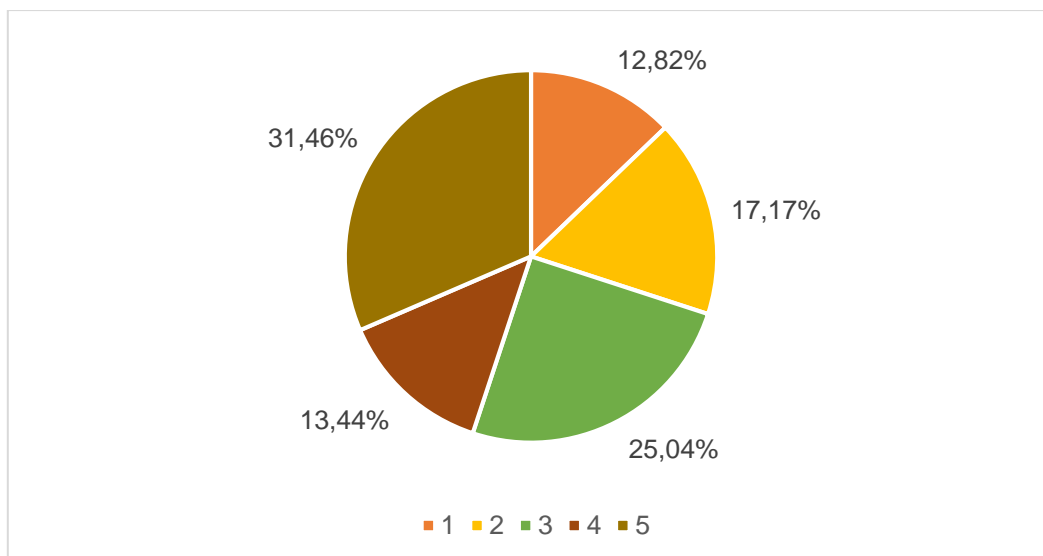

Figure 24. Percentages of the students' answers regarding the use of ICT tools in the classroom.

Furthermore, the control group was asked to answer the questionnaire again as well. The results obtained will be displayed below. First, figure 25 shows how their answers for the first set of items (those concerning positive attitudes towards the English subject) were distributed. These were items a ('I wish we had more English lessons at school'), b ('I enjoy my English lessons'), c ('English is one of my favourite subjects at school'), d ('When the English lesson ends, I often wish it could continue'), e ('I want to work hard in English lessons'), f ('I enjoy my English lessons because what we do is easy for me'), i ('I feel I am making progress in English'), j ('I believe I will get good grades in English this term'), k ('I often experience a feeling of success in my English lessons') and m ('I often volunteer to participate in English lessons'). Figure 25 indicates a dominance of rate 3 among the rest of option, with the exception of the answers in items d ('When the English lesson ends, I often wish it could continue') and m ('I often volunteer to participate in English lessons'), in which rate 3 was not selected at all and most answers belong to rate 2.

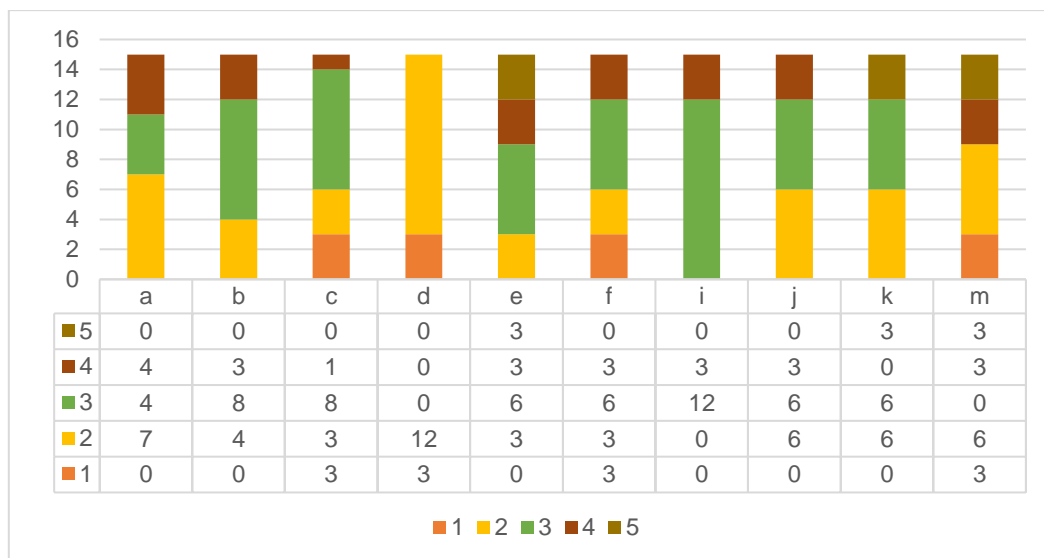|	a	b	c	d	e	f	i	j	k	m
■5	0	0	0	0	3	0	0	0	3	3
■4	4	3	1	0	3	3	3	3	0	3
■3	4	8	8	0	6	6	12	6	6	0
■2	7	4	3	12	3	3	0	6	6	6
■1	0	0	3	3	0	3	0	0	0	3

■1 ■2 ■3 ■4 ■5

Figure 25. Control group answers regarding positive attitudes towards the English subject.

The percentages displayed in figure 26 show how slightly more than one-third of the answers belong to rate 3, and that a third of them belong to rate 2. In contrast to the main group of the study, the control group did not have such a positive attitude towards the English subject. For instance, rate 5, the highest

option available, was selected by just 6% of the students. Nevertheless, it is also worth mentioning that the lowest rate was selected by only 8% of them.
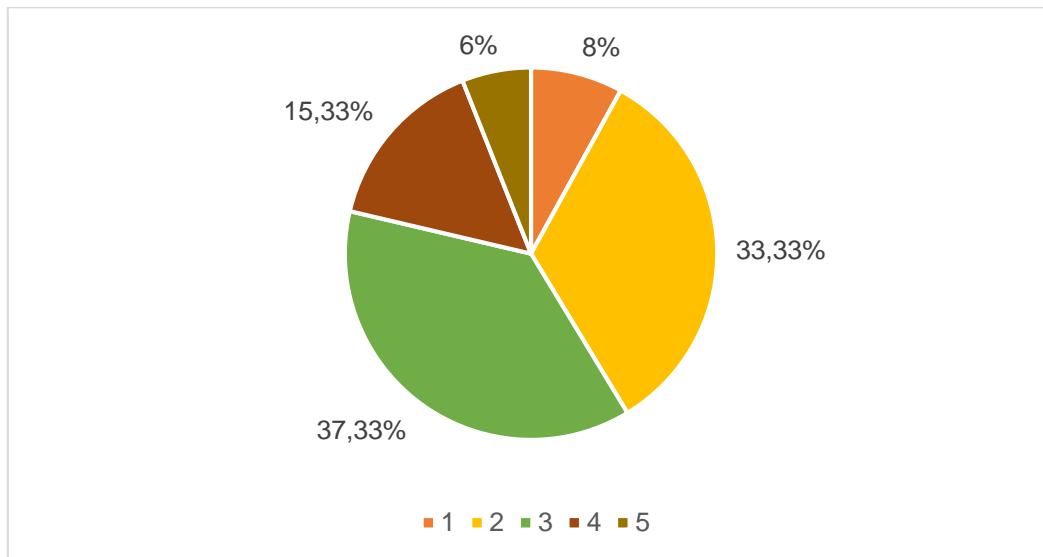

Figure 26. Percentages of the control group answers regarding positive attitudes towards the English subject.

Regarding the set of questions related to the negative attitudes towards the English subject, figure 27 shows how the answers of the control group were distributed. In this case, items g ('Learning English at school is a burden for me'), n ('I am worried about my ability to do well in English this term'), o ('I get very worried if I make mistakes during English lessons'), p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons'), q ('I feel more nervous in English class than in my other classes') and r ('English is a very difficult subject for me') were taken into account. The distribution presented in figure 27 indicates that, in half of the questions, the most selected option was rate 1. Moreover, rate 5 was only selected in one item (o, 'I get very worried if I make mistakes during English lessons').
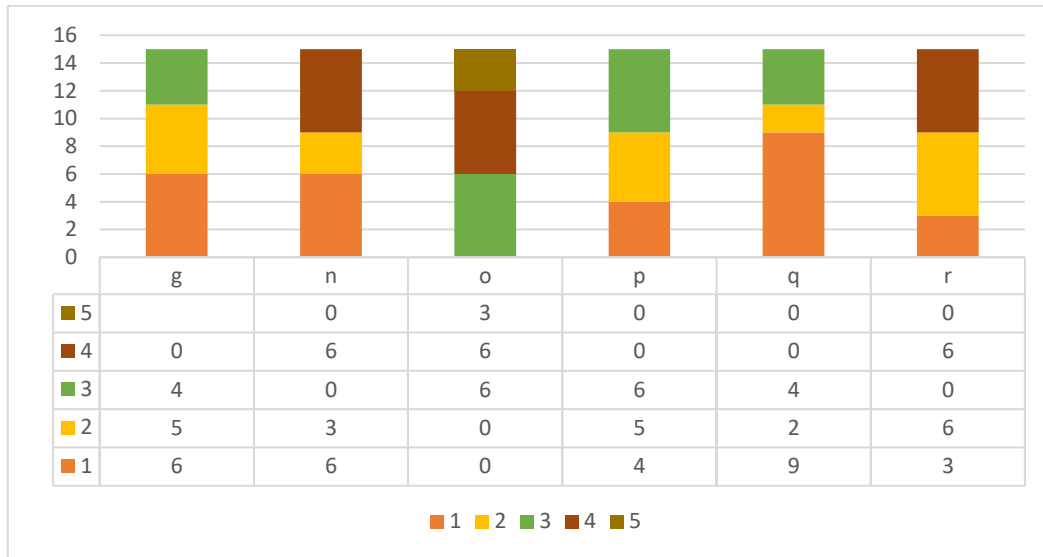
Figure 27. Control group answers regarding negative attitudes towards the English subject.

Thus, as figure 28 shows, the most chosen option by the students was rate 1, with almost a third of the answers. Significantly, rate 5 was the least chosen one, presenting a percentage of only 3%. Therefore, this distribution seems to indicate that they do not share a negative perception of the English subject, although it is true that it is slightly more pessimistic than the perception offered by the main group.
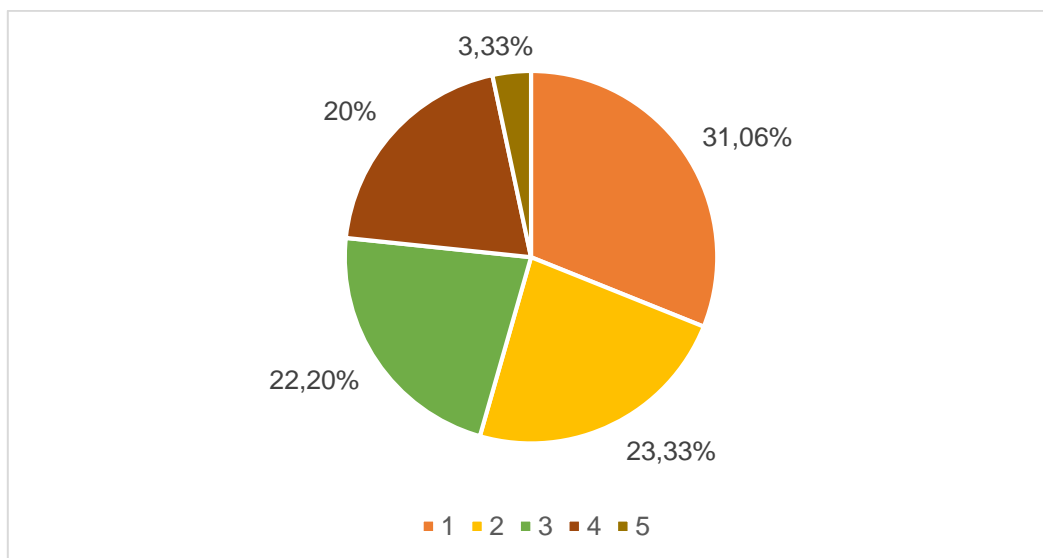

Figure 28. Percentages of the control group answers regarding negative attitudes towards the English subject.

Regarding the students' perceptions of their future L2 selves, figure 29 displays their answers. Here, two items are involved, h ('Learning English will be useful for me in the future') and l ('I am sure that one day I will be able to speak English'). The answers for the first item (h, 'Learning English will be useful for me in the future') are really positive, with most of them being rate 5. However, the other item (l, 'I am sure that one day I will be able to speak English') did not receive such positive values. In fact, rate 5 was only selected by one of the students. Thus, this distribution of the results seems to indicate that students see English as a useful tool for them in the future, but they are not so sure about their own abilities to become successful L2 users in the future.

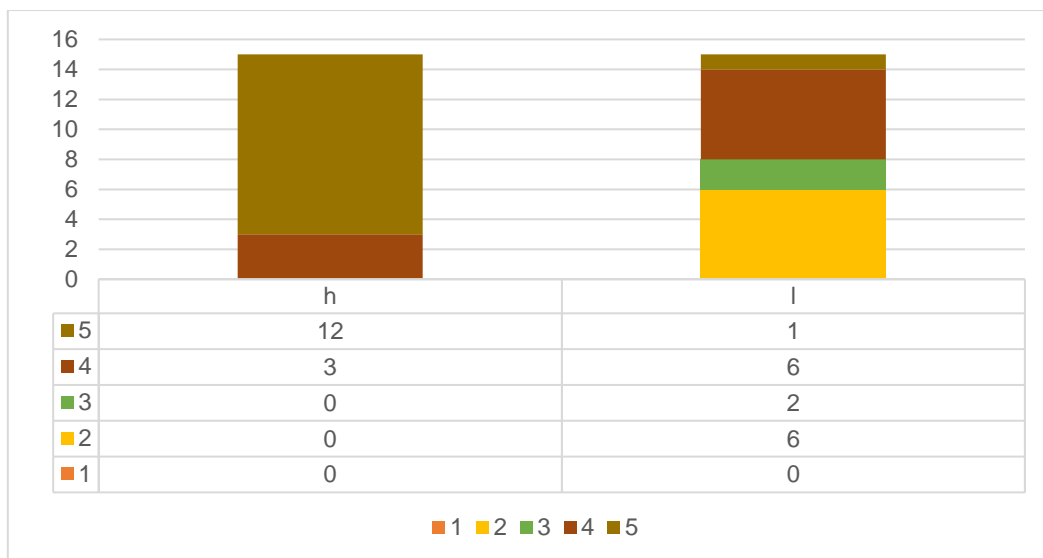|	h	l
■5	12	1
■4	3	6
■3	0	2
■2	0	6
■1	0	0

■1 ■2 ■3 ■4 ■5

Figure 29. Control group answers regarding their suppositions about their future selves.

As it can be seen in figure 30, most of the students chose rate 5 with more than 40% of the answers and, significantly, none of the students chose rate 1. Nevertheless, in contrast with the results of the other group of students, the results indicate that their perceptions concerning their own capacities and abilities to become successful L2 users are substantially less positive.
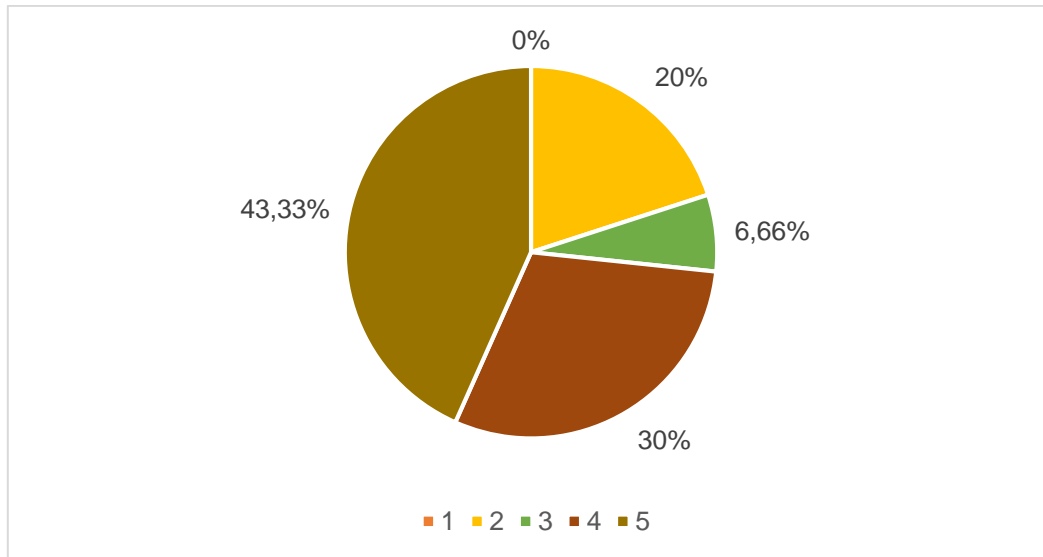
Figure 30. Percentages of the control group answers regarding their suppositions about their future selves.

Finally, figure 31 presents the distribution of the results for the set of questions regarding the use of ICT tools and devices in the classroom. In this case, items s ('We normally use ICTs in the English class'), t ('I enjoy lessons on a computer, tablet or smartphone'), u ('The teacher uses the computer, whiteboard, projector, etc. in class'), v ('I think that the more often teachers use ICTs, the more I will enjoy school'), w ('I can learn more from books than from ICTs'), x ('My high school is well-equipped in terms of ICTs) and y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks') are considered. As it has happened before, this set of items is the one who offers a greater variation. For instance, rate 5 was the most chosen option in item u ('The teacher uses the computer, whiteboard, projector, etc. in class'), while rate 1 was the most selected one in item y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks'). In addition, rate 1 was not selected at all in items t ('I enjoy lessons on a computer, tablet or smartphone'), u ('The teacher uses the computer, whiteboard, projector, etc. in class'), w ('I can learn more from books than from ICTs') and x ('My high school is well-equipped in terms of ICTs).

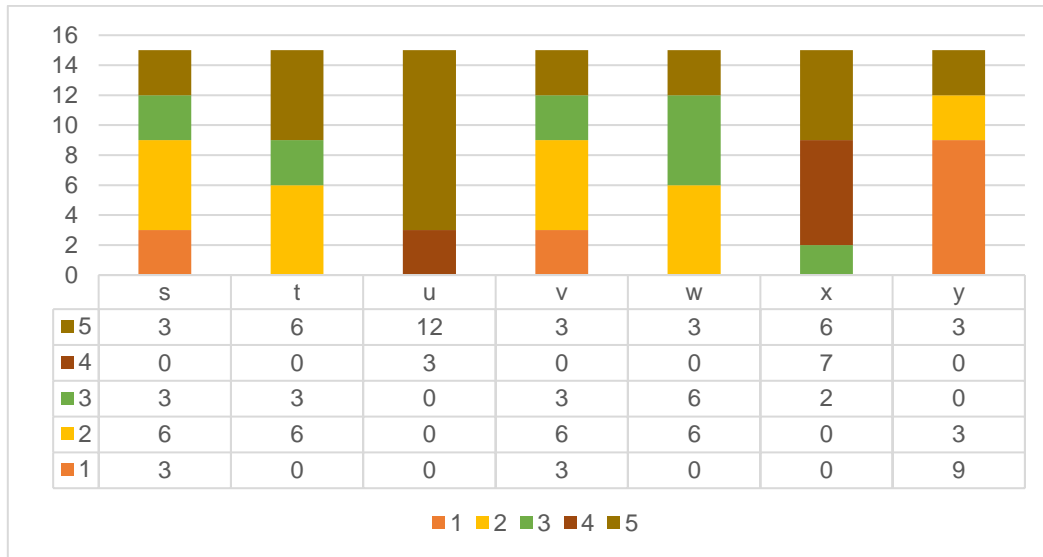|	s	t	u	v	w	x	y
■5	3	6	12	3	3	6	3
■4	0	0	3	0	0	7	0
■3	3	3	0	3	6	2	0
■2	6	6	0	6	6	0	3
■1	3	0	0	3	0	0	9

■1 ■2 ■3 ■4 ■5

Figure 31. Control group answers regarding the use of ICT tools in the classroom.

Therefore, the percentages displayed in figure 32 show that more than a third of the students chose rate 5, which means that, in general, they have a positive perception of the use of ICT tools and devices in the classroom. However, it is true that the second most chosen option is rate 2 with 25% of the answers, a fact that adds to the difference of opinion between the control group and the main group of the study, the latter having a much more positive perception of the same issue.
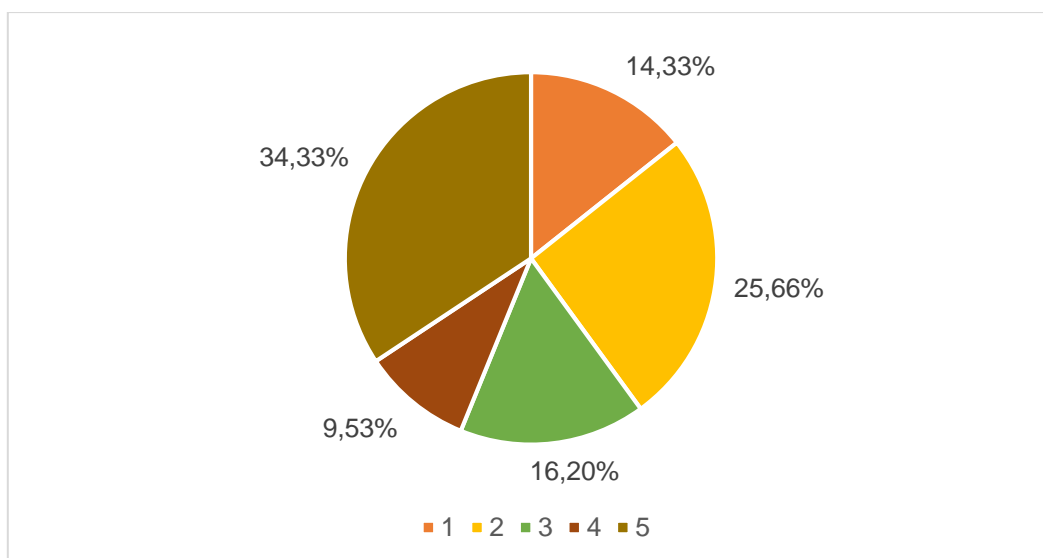

Figure 32. Percentages of the control group answers regarding the use of ICT tools in the classroom.

3.3. Discussion of the results

After having analysed the results of the questionnaires, it is time to determine if the differences between the initial questionnaire and the final one are significant or not. In order to do so, a t-test was performed. The average of the answers of the group who carried out the ICT experience in both questionnaires was compared, which can be seen in table 2. Thus, the average for each item of the questionnaire (see table 1) was calculated, first with the results obtained in the initial questionnaire and then with those of the final one.

Questionnaire item	Initial questionnaire	Final questionnaire
a	3	3,11594
b	3,34783	3,49275
c	2,86957	2,91304
d	2,5942	2,66666667
e	3,4058	3,56521739
f	3,15942	3,20289855
g	1,84058	1,76811594
h	4,69565	4,75362319
i	3,92754	4,04347826
j	3,68116	3,73913043
k	3,04348	3,20289855
l	4,28986	4,23188406
m	3,13043	3,30434783
n	2,14493	2,07246377
o	2,49275	2,62318841
p	1,85507	1,66666667
q	1,81159	1,65217391
r	2,21739	2,07246377
s	2,95652	3,08695652
t	3,68116	3,7826087
u	4,66667	4,69565217
v	4,01449	3,94202899
w	2,27536	2,37681159

x	2,01449	2,20289855
y	3,27536	3,37681159

Table 2. Main group averages of the questionnaire results.

After running the t-test, this comparison obtained a result of 0,04662. To be considered significant, it should be lower than 0,05 (p <0,05). Thus, it can be concluded that the variation between the results is indeed significant enough to demonstrate the outlined hypothesis.

However, it would be interesting to analyse each set of items and determine whether any of them is more significant than the others. For this reason, the different groups of items from the questionnaire and their results are broken down below.

The first items which are analysed in more detail are those concerning positive attitudes towards the English subject: a ('I wish we had more English lessons at school'), b ('I enjoy my English lessons'), c ('English is one of my favourite subjects at school'), d ('When the English lesson ends, I often wish it could continue'), e ('I want to work hard in English lessons'), f ('I enjoy my English lessons because what we do is easy for me'), i ('I feel I am making progress in English'), j ('I believe I will get good grades in English this term'), k ('I often experience a feeling of success in my English lessons') and m ('I often volunteer to participate in English lessons'). The result obtained with the t-test was 0,0000819. Since it is lower than 0,05, we can conclude that the differences are significant and, therefore, that the ICT intervention had a positive impact on the students' attitudes towards the subject.

Moving on to the negative attitudes concerning the English subject items g ('Learning English at school is a burden for me'), n ('I am worried about my ability to do well in English this term'), o ('I get very worried if I make mistakes during English lessons'), p ('I am afraid that my classmates will laugh at me when I have to speak in English lessons'), q ('I feel more nervous in English class than in my other classes') and r ('English is a very difficult subject for me') were taken into account. After running the t-test between the average results for the initial questionnaire (pre-intervention) and the final one (post-intervention), the result obtained was 0,132616029. Although this result indicates that there is no

significant difference between the students' negative perceptions towards the subject, it is true that in the post-intervention questionnaire they have given these statements even lower rates, meaning that their vision of the subject is less negative, even though not significant enough.

Taking into account the questionnaire elements concerning the students' perceptions of their future L2 selves, two items are involved: h ('Learning English will be useful for me in the future') and l ('I am sure that one day I will be able to speak English'). The result obtained with the t-test was 0,999984901 and, again, this indicates that there is no significant difference.

Finally, and taking a look at the items concerning the use of ICT tools in the classroom, elements s ('We normally use ICTs in the English class'), t ('I enjoy lessons on a computer, tablet or smartphone'), u ('The teacher uses the computer, whiteboard, projector, etc. in class'), v ('I think that the more often teachers use ICTs, the more I will enjoy school'), w ('I can learn more from books than from ICTs'), x ('My high school is well-equipped in terms of ICTs) and y ('I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks') were considered. The result obtained after running the t-test was 0,038766087. In this case, we can conclude that there is significant difference between the students' views pre- and post-intervention. Therefore, the intervention using ICT tools has improved the students' consideration of the use of this kind of devices in the classroom, as the results in the post-intervention questionnaire are significantly higher than in the pre-intervention one.

To take this statement further, the average of the results from the control group was analysed as well, which can be seen in table 3. The result extracted was 0,25159. Thus, these results do not show significant variance ($p > 0,05$).

Questionnaire item	Initial questionnaire	Final questionnaire
A	2,6	2,8
B	3	2,9333333
C	2,5	2,46666
D	2,8	1,8
E	3,4	3,4

F	2,6	2,6
G	1,8	1,86666
H	4,8	4,8
I	3,2	3,2
J	2,8	2,8
K	3	3
L	3	3,1333333
M	2,8	2,8
N	2,4	2,4
O	3,8	3,8
P	2,2	2,133333
Q	1,6	1,666666
R	2,6	2,6
S	2,6	2,6
T	4,8	3,4
U	4,8	4,8
V	2,6	2,6
W	3	3
X	4,2	4,266666
Y	2	2

Table 3. Control group averages of the questionnaire results.

Furthermore, and taking a closer look at some key items on the questionnaire, it can be seen how the students' considerations and perceptions have slightly improved. Based on the averages of the main group (i.e. the one who carried out the ICT intervention) presented in table 2, it can be observed that their responses for the items regarding positive attitudes towards the English subject have boosted. For instance, looking1 at item i ("I feel I am making progress in English") obtained an average of 3,92 in the initial questionnaire and 4,04 in the final one. Item d ("When the English lesson ends, I often wish it could continue") obtained an initial average of 2,59, while in the final questionnaire it was 2,66. Similarly, item j ("I believe I will get good grades in English this term") got an initial score of 3,68 and a final one of 3,73. These rising averages, even if

they are modest, indicate that students' perceptions towards the subject have improved.

Regarding those items related to the negative aspects towards the English subject, significant variation can be found in certain items. One example is item g ("Learning English at school is a burden for me"), which obtained an average of 1,84 in the initial questionnaire and 1,76 in the final one. The fact that the average has decreased indicates that the students' consideration towards this statement is even less favourable, denoting a lack of agreement concerning this negative assumption in particular. In the same way, item p ("I am afraid that my classmates will laugh at me when I have to speak in English lessons") got an average of 1,85 in the initial questionnaire and 1,66 in the final one. Taking into account that the main activity of the didactic proposal was to create and record a video, the fact that the average has decreased indicates that the students' confidence has not been damaged due to the task, but it has even been boosted. However, it is worth reminding that these differences have not resulted significant after running the t-test.

Finally, taking a look at those items concerning the use of ICT tools in the classroom, it can be observed that this improving tendency has been maintained. For instance, item t ("I enjoy the lessons on a computer, tablet or smartphone") obtained 3,27 on the initial questionnaire and 3,37 in the final one. Therefore, it seems that the proposed activities and task have had a positive impact on the students' impressions. Similarly, item y ("I would like to use social media (like blogs, Facebook, Twitter…) to perform school tasks") obtained an average of 3,68 in the initial questionnaire and 3,78 in the final one. Thus, it seems to indicate that the proposed tasks using the classroom blog have had a decisive impact on students' opinions.

4. Conclusion

The aim of this study was to describe and analyse the use of ICT tools in several EFL secondary classrooms, taking into account the approaches of both teachers and students. Moreover, we attempted to determine if a correlation existed between the use of ICT devices and students' motivation. In order to achieve this, a set of observations took place, the students were provided with a questionnaire,

and several teachers were interviewed. Furthermore, a didactic proposal which involved the use of ICT tools and devices was held. All these research materials have helped us to reach several conclusions regarding the use of ICT tools and devices in the educational context as well as their impact on students' motivation.

First of all, the availability of ICT equipment in the high school in which this study took place is worth mentioning. Each classroom is well-equipped regarding ICT devices. However, the poor quality of the Internet connection, along with the fact that these devices are only used by the teachers, contribute to the negative perception and consideration that the students have, which has been shown in their answers from the questionnaires.

Another important aspect is related to the students' levels of motivation. Even though the results of the questionnaires denoted a typical degree of motivation, the truth was that most of the students did not even prepare or carry out certain tasks, especially those concerning oral production. Nevertheless, when they were presented with the didactic proposal, the vast majority of the students showed their enthusiasm. In fact, the main task of the project (which involved the creation of a video) was fulfilled by all of them without exception.

Furthermore, the teachers' views and perceptions have also been discussed. The teachers who have participated in this study have admitted that they do not really provide the students with enough opportunities to make use of the ICT tools which they have available. In addition, when they were asked about strategies to motivate their students, their answers show how difficult it is to keep students motivated at all times. They consider the ICT devices as effective tools to maintain students' motivation, but they feel that they have to be careful not to overuse them.

Finally, regarding the didactic proposal which was the main point of this study, it is worth mentioning that it had great acceptance among all students. In fact, the levels of participation offer no doubts with all of them having created and submitted a video. Moreover, the positive results of the intervention can be observed in the t-test, which has shown significant variance, particularly in the positive perception of the subject and the use of ICT devices in the classroom. In addition, it has to be considered that this intervention only lasted two months.

Thus, further research would be useful to try to confirm if the correlation between the use of ICT devices in the classroom and students' motivation is maintained in a longer intervention. It would also be interesting to identify which interventions, in particular, have a greater impact on the students' levels of motivation. Furthermore, a key question concerns the teachers' abilities to motivate learners, and it would be appealing to establish a correlation between effective teaching strategies and students' levels of motivation.
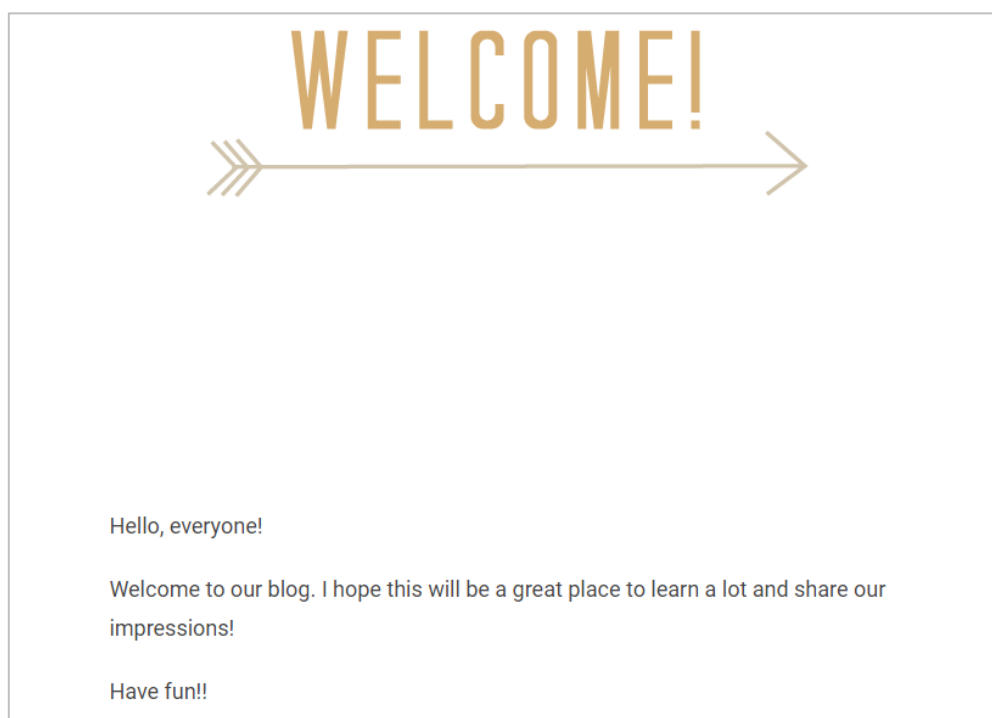
5. Acknowledgments

This study would not have been completed without the generosity and help of Carme Ribera, EFL teacher in IES Santa Margalida. I would also like to thank the headmaster and the directing board of this same high school for allowing me to carry out this research study with them and their students. Finally, I would like to express my gratitude to Maria Juan Garau for her guidance.

6. Appendix

6.1. Blog entries

In this subsection, the rest of the blog entries will be presented.

Hello, everyone!

Welcome to our blog. I hope this will be a great place to learn a lot and share our impressions!

Have fun!!

Useful blog (link!)

Hello, guys!

Here you have the link to the **blog** that Carme showed you the other day: passwithflyingcolours. Remember, you need to go to the **4th ESO tab** and there you will find the video and the exercises about the **passive** voice.

Marta.

Hi, guys!

Here there is a video that some of you watched in class the other day. It is a commercial by a brand which normally embraces real beauty, and we commented on the message it gives concerning the topic of appearance.

Take a look if you want!

-Marta.

Good morning!

This is the rubric I will use to correct your videos.

ELEMENTS TO BE ASSESSED	1	2	3	4
Editing	The quality of the recording is not acceptable. It gives the impression that it has been done in a rush.	Although it evidences some effort done, there are several elements which could be improved.	The quality of the recording and the editing effects are acceptable.	Students have used a good quality camera to record themselves and have introduced nice editing effects. It looks like a real news broadcast.
Originality of the content	Students haven't succeeded in creating a content which is original. They have just talked about the same ideas repeatedly.	Students have tried to push the basic contents a bit further.	The content introduced is quite ingenious and innovative.	Students have shown great creative skills by making the content imaginative and original.
Specific vocabulary	Students have failed to properly use the vocabulary seen in class.	Students have used some of the vocabulary seen in class.	Students have introduced almost all the relevant vocabulary seen in class.	Students have introduced all the relevant vocabulary seen in class.
Use of English	The structures and language used are too basic.	Basic structures and language, but with some hints to more risky constructions. It targets the linguistic aims of the task.	Elaborated sentences and structures. Overall correctness.	The sentences and language used are elaborated and correct. Use of risky structures.
Pragmatic elements	It fails to catch the spectators' attention.	At some point, it tries to catch the spectators' attention but it is not accomplished through the whole task.	It is interesting and it tries to catch the spectators' attention with basic strategies.	It catches the spectators' attention and it is very realistic.
Organization of the team	The task was not distributed or fulfilled equally by all the members of the team.	Some members of the team stand out among the others in the development of the task.	All the members of the team have tried to participate equally in the task, although it has not been completely accomplished.	All the members of the team have participated equally in the task.

I'm looking forward to seeing your work!!

Marta.

6.2. *Kahoot* activity

Here, the rest of the screenshots of the *Kahoot* activity which was performed in class will be presented.

Which of the following is your favourite social media?

29

Skip

0
Answers

▲ Facebook

◆ Snapchat

● Instagram

■ Another one

Do you post when and where you are leaving on holiday?

29

Skip

0
Answers

▲ Yes, of course!

◆ Sometimes

● No

Have you posted your phone number online?

29

KEEP CALM AND COMMENT YOUR PHONE NUMBER

Skip

0
Answers

▲ No!

◆ Yes, some apps require it

● Yes, how would my followers message me then?

Have you published your address on the social media?

29

Skip

0
Answers

△ Yes, some apps require it

◆ No, I don't think it's a good idea

⬤ No, when you are online you don't need your real address

▢ Yes, why not?

Have you shared information like your bank account or credit card number?

29

Skip

0
Answers

△ Yes, when I shop online

◆ No, I don't think it's safe

⬤ Not in my profiles

Is it okay to post children's pictures?

29

Skip

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Answers

△ Yes, they are adorable!

◆ If the parents are okay with it, why not!

⬤ No

▢ I don't know... it depends

Is it necessary to ask for the other person's consent before publishing a picture or a video?

29

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Answers

▲ I don't think so	◆ It depends on the situation
⬤ Yes, definitely	◼ It depends on the social media you are using

Social media and the Internet sometimes give us anonymity. Do you agree?

28

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Answers

▲ No	◆ Yes, it is easy to become a troll
⬤ Yes, everything is not what it seems on the Internet	

Does cyberbullying really exist?

29

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Answers

▲ I don't know	◆ No, it's a social invention
⬤ Yes, and we need to stop it!	◼ Yes, but I don't know anybody who suffers from it

If you saw somebody being cyberbullied, would you notify it?

28

Skip

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Answers

STAND UP
don't
STAND BY.

▲ Only if it was one of my friends

◆ Yes, definitely!

● I don't know

■ No, I don't want to get into trouble

Do you think we are suffering from a "smartphone addiction"?

26

Skip

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Answers

▲ No, it's normal to use smartphones all the time

◆ No, I don't really use mine

● Yes, I think we are becoming robots!

■ I don't know... maybe a little

Finally, do you think parents should warn their children about the dangers of social media?

28

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Answers

▲ No, parents don't know how social media work!

◆ I don't think it is dangerous to use social media

● Yes, parents should be aware of what their children do

■ These warnings should come from other people like the police

6.3. Teachers' interviews

In this section, they are presented the transcriptions of the interviews with three teachers from different departments of the IES Santa Margalida. The first interview corresponds to C, EFL teacher.

- *Good morning, C. I will ask you some questions regarding the use of ICT tools in the classroom, as well as some others concerning the students' levels of motivation. First of all, do you think that your high school is well-equipped in terms of ICT tools and devices?*

- *Well, speaking from the experience, I can tell you that, in comparison, this high school offers… well, is much better equipped than some others I have been to in the past. Last year, for example, I was in Valencia and there you couldn't find all the equipment that we have here. But it is true that the Internet connection does not work really well and sometimes you need to take that into account when you plan your lessons.*

- *How often do you make use of these devices? Could you give me some examples?*

- *Every day. We have the digital books installed in every computer, and you can project them so that the students follow the lesson. And sometimes I use them to show the kids some videos, or we play some music…*

- *Do your students make use of these ICT devices?*

- *I am the one who usually controls the computer, so the students do not use it. And… well… they are not allowed to bring smartphones or laptops to the school, but since they do it anyway, sometimes I have tried to prepare some activities that involve these devices. But, you know, with the problem of the Internet, and the fact that there is no mobile signal in the school… it is really difficult to be innovative here.*

- *Do you think the students are more motivated when a task involves ICT tools?*

- *Yes, I certainly do. ICT devices play a huge role in their motivation levels. For instance, last year I coordinated a project with the P.E. department. They had studied the parts of the bicycle and all that… and, yes, they had to record a video in groups promoting the use of bicycles. They enjoyed it a lot!*

- *How do you think we, as teachers, can help students improve their levels of motivation?*

- *Well, that's the golden question. From my point of view and my experience, you have to try new things every now and then. And, just to be clear, what works with one group may not work with another one. Also, you have to be sure that you keep changing the type of activities… And, well, they also need to feel that they are making progress.*

- *Thank you so much for your time and help.*

- *Thank you!*

The next teacher who was interviewed was MA, Catalan teacher in the IES Santa Margalida.

- *Hello, MA. I am going to ask you some questions regarding the use of ICT tools in the classroom, as well as the students' levels of motivation. The first one is: do you think that your high school is well-equipped in terms of ICT tools and devices?*

- *Hello. Well, I think so. It is true that we have some main shortages, like the terrible Internet connection… but in every classroom, there is a computer, a projector… so I think it is not bad.*

- *How often do you make use of the devices? Can you give some examples?*

- *Well… the truth is that I don't really use them… I prefer to use the traditional elements in the classroom, like the blackboard. But if I want to… to show them a video I project it*

- *Do your students make use of these ICT devices?*

- *Not really.*

- *And do you think they are more motivated when a task involves the use of ICT tools?*

- *Well, it is proven. There are many studies that say so. But, I don't think I have enough time to incorporate tasks like these in the curriculum.*

- *And the last question: how do you think we, as teachers, can help students improve their levels of motivation?*

- *It is difficult to ask. I would say that you don't have to do the same every day. Students like moderate changes. And you have to make your lessons enjoyable, considering the needs of all the students.*

- *Thank you so much, MA.*

- *Thank you.*

The last interview was done with V, EFL teacher in IES Santa Margalida as well.

- *Good morning, V. I will ask you some questions regarding the use of ICT tools in the classroom, as well as some others concerning the students' degrees and levels of motivation. First of all, do you think that your high school is well-equipped in terms of ICT tools and devices?*

- *Good morning. Well, I think so. Each classroom has a projector, some speakers, a computer… and there are also the library and the ICT room, with plenty of computers for the students to make use of them. However, it is true that the Internet connection doesn't always work properly and this can be a bit limiting.*

- *How often do you make use of these devices? Can you give me examples?*

- *Oh, the English department has the digital books for each level in all the classrooms… so we use them every day. And I also like to show students short videos every now and then. So, yeah, I use them every day.*

- *And do your students make use of these ICT devices?*

- *Mmm… not really. I am the one who uses it. Well… sometimes I prepare special review activities with the computer… but, no, I just project them… and the students copy them.*

- *Do you think they are more motivated when a task involves ICT devices?*

- *I'm not sure… I suppose they probably enjoy some of these tasks… but, in the end, if a student is not motivated, ICT doesn't change that attitude. The motivation related my subject, for instance, will be the same.*

- *Finally, how do you think we, as teachers, can help students improve their motivation levels?*

- *Mmm… I think we should surprise them. Lessons need to be dynamic and fun.*

- *Thanks for your time, V.*

- *Thank you, M!*

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