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**Language through the Internet:
a case study of Italian as foreign language
in an Australian high school**

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Abstract

This study briefly analyses the influence of the Internet on language teaching and learning and explores some of the most interesting tools and materials provided by the web. In particular, the resources described in the research have been used to plan a language-teaching unit for high school students, through a consistent use of the Internet and its tools. The aim of the study was to evaluate, using questionnaires, the influence that an Internet-based teaching unit could have on students' motivation and attitude towards the target language and the lessons. The research also includes comments and impressions by the teachers of the classes that took part in the study. From the analysis of the results emerges that students' attitude towards the subject did not change significantly and that teachers involved in the research have some concerns related to the excessive use of the Internet in class. Nevertheless the data also show how Internet-linked resources can be highly appreciated by both students and teachers.

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Introduction

This dissertation aims to reflect on the role of the Internet in language teaching and learning, considering both positive and negative aspects of its use to plan and introduce activities inside and outside the language classroom. In particular, the study considers the role of the Internet in Australian teenagers' everyday routine, mainly at school, but it also analyses the role of Internet and technologies in the routine of the teachers involved in the study.

The dissertation also aims to reflect on the possible influence that a consistent use of the Internet can have on students and teachers in terms of motivation, predisposition and enthusiasm towards the language and the language learning/teaching process itself.

Moreover, apart from the theoretical contributions, one of the objectives of this study is to present and describe Internet tools that could be useful for language teaching. Some of the tools presented are specific for Australian users while the majority of the instruments can be used by anyone around the world with an Internet connection, not exclusively to teach Italian, but to teach any language. Not only will there be descriptions and evaluations of the tools used, but some practical ideas and examples of activities will be presented as well, to give useful input for lessons planning.

The research focuses on a case study that was conducted in an Australia high school and that involved forty-four students of Italian and their three teachers. The study is composed of three parts: a questionnaire that was filled in by both the teachers and the students at the very beginning of the research, an Internet-based teaching program composed of thirteen lessons and used in class and a questionnaire that all the students and teachers filled in at the end of the series of Internet-based activities.

The first chapter, after an overview on the Internet in general and as a tool in learning and teaching, focuses on the analysis of some of the risks and benefits connected to the use of the Internet at school, from both a theoretical and a practical point of view.

The aim of the second chapter, which provides one of the possible and most important contributions of the research, is to present a series of Internet tools that were used in class, to describe them and to explain their functions.

The third chapter presents a general description of the study focusing on the participants, the situation, the methods and the tools used.

In the fourth chapter all the lessons have been meticulously described specifying how and which Internet tools were used in class, in order to help teachers to think about possible changes in the teaching routine that could be made in order to properly and effectively use the Internet in an educative environment and to meditate on how one could improve language teaching through the use of Internet tools.

The fifth chapter presents and analyses the students' pre-test and post-test' results while the sixth chapter focuses on the teachers' answers to the pre-test and post-test.

The last chapter discusses the answers to the research questions and aims to present some general considerations about the use of Internet tools for students and teachers. Furthermore, the limits and possible contributions of this dissertation are included in this chapter which, in particular, underlines how, based on the results of this research, the use of Internet tools in class can ameliorate students' attitude towards the subject in various ways while it does not cause a remarkable difference in the teachers' attitude towards teaching the language. In fact, even if they are aware of the positive aspects linked to the use of Internet tools with students, teachers tend to be somehow concerned about an exaggerate use of Internet in class and the effort required to plan Internet-based activities.

Chapter 1 - Technologies and the use of the Internet in language learning

This chapter aims to introduce a brief history of how technologies and the Internet have been used in language teaching and learning in the past and nowadays. In particular it will focus on presenting the benefits and the risks given by the use of the Internet in the language learning process by self-learners and students in a guided-learning context. To conclude, the chapter presents some guide lines for teachers on how to use the Internet in a language class.

1.1 Technologies in language teaching and learning

Technologies have been part of men's everyday lives for a long time but their distribution and their importance has increased exponentially in the last few decades. Today technologies play a fundamental role in our lives as they are used by people of different ages, backgrounds and social status for a great variety of reasons.

Since their arrival in our society, technologies have raised the curiosity of scholars and researchers and have been widely used for language learning and teaching. For decades technologies have been used by both students and teachers and nowadays they are considered an integrative and essential part in language learning processes. Thanks to the arrival of these new technologies tools and innovations, that were unimaginable until a relatively recent time, the reality of teaching has been significantly enriched and, as stated by Coonan (2013), the “view of how to teach changes in line with the developments in technology”.

Technologies have been used in the language teaching field in a deeply significant way for at least 75 years starting from the *Army Specialized Training Program* (Caon, 2012). This special program was used by the American Army and it started a revolution in language teaching thanks to the introduction of a record player that allowed to record selected sentences read by native speakers on vinyls and to leave the learners some time to repeat the sentences out loud and therefore to practice their pronunciation. In the following years the technology continued to evolve and teachers started to use tape recorders to offer students the opportunity to listen to native speakers and to practice and improve their pronunciation through the comparison between their recorded performance and the one offered by the native speakers. This

evolution in technology lead in the 60's to the creation of the first language laboratories (Balboni, 2015). In the 1970's, reversal films started to be used in language laboratories and this allowed the development of the Situational Language Teaching method (SLT), while the introduction of the tape cassette and the video recorder helped considerably the evolution of the Communicative Approach, which allowed students to have a contact with situations of real communication, even if recorded (Caon, 2012). A big change in the use of listening technologies in these years was given by the fact that learners could use technologies in class but also at home. The use of technologies to learn languages out of the classroom increased simultaneously to the development and the distribution of technologies themselves. In the 80's and in the 90's, computers started to be present not only in schools and offices but also in private houses and they brought a great revolution in the approach to language learning, allowing students to practice their skills in writing, reading, listening and speaking through the use of specific programs and courses that people could use and enjoy at home.

During the 90's, another great change affected the approaches to language teaching and learning: the invention and distribution of the Internet. The Internet, intended as the global system that allows the connection of different devices and networks around the globe, was first officially commercialized in the United States in 1995 and eventually it started spreading to Europe and then to the rest of the world (Dholakia *et al.*, 2003). White (2003) states that during the 90's "students used a CD-ROM 'multimedia textbook' supplemented by access to World Wide Web resources. They communicated with the instructors and native speakers via e-mail." Therefore it is right to assume that since its arrival in people's everyday lives, Internet has been recognized as a valuable resource in language learning.

The possible benefits coming for the use of the Internet in language teaching and learning are copious and invaluable both for guided learning and for independent learning. The following chapters will focus on how the Internet has influenced the world of language teaching and learning from many different points of view.

1.2 Internet: a change in the way of teaching and learning languages

The idea of creating the Internet was firstly developed in the 1960s in the USA when it was decided to create an experimental "association of computer networks with

common standards which enable messages to be sent from any central computer (or *host*) on one network of any host or any other” (Crystal, 2004). This network started to be used by very different realities like military, governmental, educational, business and personal. After being distributed to public entities and industries, in 1991 the World Wide Web was born and the number of users kept on growing (Ward, 2006). In 1995 and 1996 the growth in the traffic of the public Internet grew at rates of about 1000% every year, while it slowed down in the following years to a growth of about 100%. The number of people using the Internet kept on growing between 20% and 50% in the following few years and in 2002 the data traffic surpassed the voice traffic (Coffman, Odlyzko, 2002). The growth in the number of Internet users has not stopped since the 90’s, in fact while in 2005 it was estimated that the 16% of the world population was somehow using the Internet, the amount of users was much higher in 2014, with an estimation of 40% of the world population (ITU, 2015).

Internet is an extremely global tool that can provide a wide range of instruments and information and that can easily connect people and ideas from around the world. Thanks to these reasons, which are tied to the nature of the Internet itself, it was soon understood that the Internet could be used to improve and fasten the language learning process both inside and outside of class. There is also another aspect of the Internet that is worth taking into consideration, and that is the importance of the Internet in promoting language learning in different ways.

As a consequence of what presented above and in relation to language learning, the web has different functions and it can be used in a myriad of ways and contexts. Particularly nowadays the Internet is used in two different learning contexts: *self-learning* and *guided learning*.

Self-instruction in language learning has been defined by Dickinson (1987) as the totality of "situations in which a learner, with others, or alone, is working without the direct control of a teacher". The World Wide Web can surely be a precious database for all those learners who decide not to take a language course in person. As a matter of fact, today, when a person decides to approach the study of a new language, as first step it is common to look on the Internet for a language learning website or on an App Store for an app to download on smartphones or tablets. Today the Internet makes it incredibly easy to find useful tools to plan and start autonomously a language learning path.

However, as mentioned above, the Internet is an invaluable database in *guided learning contexts* as well. Nowadays the Internet is used on a daily basis in many schools and universities for language teaching and learning purposes. It is often used to plan classes, during lessons to present activities and as a follow-up for both students and teachers. For people who are already studying a language, the Internet is a priceless source to support their *outside-of-class* work as well as their *inside-of-class* learning. In fact learners can easily find free online dictionaries, videos by native speakers, international newspapers and newscasts, blogs, social networks in many different languages and of course a multitude of specific websites that provide wide ranges of exercises to help them increase their proficiency in the language. Because of its nature, the Internet can provide a wide range of tools and information that are easily reachable by anyone. This characteristic is what makes the Internet so useful and precious for learning, but at the same time it is also what makes it very risky for students, depending on the contexts and the contents.

1.3 Benefits related to the use of the Internet in language learning

As already mentioned above, the Internet can be a precious tool for different types of language learners. This chapter will focus on analysing some of the main positive aspects and benefits that the World Wide Web can bring to students. Some of the benefits listed below can be considered to be general, some concern mainly self-learning processes while some others are specific to guided-learning processes and realities related to the classroom contexts.

1.3.1 *Promotion of language learning*

Not only the Internet provides many possibilities to start to learn a language but doing so it actually promotes language learning among people who decide to start to learn a language because they are intrigued by these tools and among students that become more passionate about the language learning process thanks to the increasing number of language learning tools available on the web. The advent of the Internet brought a big change in the approach to language learning in many different ways and one of the most evident is the facility to find online language courses which actually lead to raising people's interest towards language learning. Internet offers tools that

encourage language self-learning, pushing people to try and learn languages because many materials are appealing, require a very short time, do not require any specific commitment, do not push learners to expose themselves in front of others and, above all, are free or much cheaper than a language course. In the last years the websites and tools to learn languages online has been promoted through newspapers, TV advertisements and social networks. It is common to read on important newspapers, articles entitled as: *Learn a language for free: the five best websites* (The Telegraph, 05/08/2013), *Can I successfully learn a language online?* (The Guardian, 21/02/2014), *Inventive, Cheaper Tools for Learning a Language* (The New York Times, 17/07/2014), *7 Outstanding Language-Learning Apps and Websites* (The Huffington Post website, 01/07/2015).

1.3.2 Self-learning

Unquestionably self-learning is one of the main positive aspects of the use of the Internet itself. Since the recognition of the fact that the tools offered in language laboratories could be used by students on their own for self-learning, technology has been widely used autonomously by learners. While in the past the use of technology helped students to improve their language skills mainly through listening, watching and repeating (this type of use has been common for decades in language learning, for example through the use of language booths), the arrival of the Internet brought a huge change in language learning as it gave students the opportunity to actually use the language and support their learning in a more active way (Little, 2010). Both learners and teachers recognise the importance of the Internet for self-learning processes that can be started as personal initiative or as part of a course. The first case is probably the more innovative one as, thanks to technologies and especially the Internet it became very easy for anyone to find and start to learn a language. Many websites and tools are free and offer a variety of activities to get their users engaged in learning. In most cases these tools can be very appealing for people who cannot or do not want to take a language course in person or for students who want to have some extra practice activities.

It is substantial anyway, to keep in mind that the fact that the Internet offers so many language learning tools that are designed to be used by a single user at a time does not mean that these tools cannot be used in parallel to a guided learning process. As stated

by Zhong (2008), using the Internet “according to one’s conditions, a person can choose the learning materials, methods and the depth of study (...).” Thanks to the Internet, it is much easier today for a student to find resources to revise content seen in class, to deepen a specific topic or just to have fun using the language.

Nowadays many high-schools and university language centres promote self-learning websites to support and accelerate their students’ language learning process, in parallel with the traditional language course onsite at the university, by allowing different learning-paths, the approach to different materials and resources, self-evaluation activities, online intercultural exchanges, etc.

1.3.3 Long-distance learning

In relation to the place where learning happens, the Internet facilitates immensely the process of long-distance learning or, as it is often referred to by scholars, Distance Language Education (DLE) or Distance Learning (DL). This point differs from the one described above as it necessarily involves the presence of a teacher. There are currently many definitions of Distance Learning that slightly differ from one another but they all emphasize two main aspects which are the distance both in space and in time between the learner and the teacher (Kondra *et al*, 2008; Wang, 2012; White, 2003). In particular, depending on the possible combinations of time and space distance, it is possible to identify two main subcategories in DL, which are synchronous and asynchronous learning. The first one employs tools that allow real-time communications such as chat rooms and video calls and it can be highly motivating as it can help students to feel as part of a real learning community. On the other side asynchronous learning can be highly appreciated for its flexibility as it allows students to use tools he can access to at any time (White, 2003). Examples of instruments offered by Internet and often used for asynchronous learning are file sharing platforms (for example *WeTransfer*, *Dropbox*, *etc.*), e-mails, instant messaging App, online videos, blogs, podcasts, forums, wikis, digital games and activities, etc.

As stated by Wang (2012) “In contrast to other disciplines in distance education, systematic distance *language* programs were not developed until late 1980s and early 1990s, when the advances in educational technology promised support for the mastery of language skills such as listening and speaking skills”. Nowadays technology and,

in particular, the Internet are considered to be key tools in the development and the distribution of Distance Learning programs.

1.3.4 *Unlimited learning (Mobile Learning)*

This point is directly connected to the ideas of *self-learning* and *long-distance learning* previously presented. The definition *unlimited learning* was chosen here to underline the fact that, thanks to the Internet, it is extremely easy nowadays to keep the learning process alive in many different situations, contexts, places. This situation is often defined as *Mobile Learning* (or *mLearning*) and it describes how users are continuously connected to the Internet thanks to the use of portable devices such as tablets or mobile phones. The innovations in the field of *mobile learning* are increasing very fast, as are the tools used to support it. While ten years ago, as stated by Chinnery (2006) the challenges related to *mobile learning* were easy to identify in “reduced screen sizes, limited audiovisual quality, virtual keyboarding and one-finger data entry, and limited power”, but a big change in the mobile area started in 2007 with the arrival of the Apple iPhone which led other companies to match its performance and to get to the devices we currently use. Nowadays the issues and the limits described by Chinnery are to be considered obsolete or easy to exceed thanks to the new technologies available on the market that make web navigation incredibly easy (Godwin-Jones, 2011). This continuously evolving situation lead to the greatly innovating principle of learning *anytime, anywhere* through the use of e-mails, the social networks interactions or Skype and the production and sharing of different types of texts (Caburlotto, 2012). Today the Internet, in conjunction with mobile devices, allows anyone to learn anywhere at any time, without being limited by the concepts of space and time (Waks, 2016). Thanks to the Internet, people today can keep on learning on the bus while going to work, when travelling to another country or while having their lunch break in a park. In this context, the Internet can be particularly useful for foreign language learning as it provides learners with the opportunity to receive authentic input and to actively use the foreign language anywhere and at any time. In this sense this point can be identified as a union of the two ideas presented in the two previous paragraphs.

1.3.5 Communication and active use of the target language

It is often difficult for many self-instructed learners to find a way to actively use the target language. This opportunity is often provided by the Internet that can help students connect, for example, to native speakers living thousands of kilometres away and to use the target language to communicate with them through the use of e-mails, social networks, blogs, specific websites or Apps. Thanks to the Internet the studied language may finally become the language of real communication. To better understand this point it would be enough to think of the countless newsgroups, blogs, mailing lists, chat rooms, etc. where the most different topics are discussed in the target language and where anyone can interact using the language in an active and genuine way (Mezzadri, 2000).

1.3.6 Richness of materials for both teachers and students

This is probably the more obvious among the positive aspects related to the use of the Internet. The web is an endless database that makes easier and faster for both students and teachers to research for materials of different kinds (written, audio, visual, audio-visual, etc.). The research of something specific often brings to an immediate solution (for example, if a student reads on an article a reference to a specific song, it will take just a few seconds to find it and listen to it). Thanks to the Internet students can be actively involved in their learning process, they can search and choose the tools and the materials that they find more useful, appealing and interesting and they can share them with other learners. On the other hand teachers can both find and share new materials to use and they can act as tutors to help students becoming independent in finding, choosing and using materials they got from the Internet. In particular, a teacher that knows a great variety of websites that can be used as a support to his or her teaching, will surely be able to choose the right activities to use in class to try and customize his or her lessons depending on the students and their needs (Gramegna, 2012).

Another extremely important aspect for language learning is that Internet makes the finding of authentic materials very easy. This point will be analyzed more in depth in the paragraph below.

1.3.7 *Abundance of authentic materials*

This is a very style topic as the choice to expose students to authentic materials can be either a superficial decision based on the great potential offered by technology or it can be an aware and programmed choice. If it is so, it should aim to reach a balance between:

- a. the presentation of standard language and the culture and their varieties;
- b. materials specifically designed for teaching and authentic materials;
- c. the students' psychological and motivational equilibrium;
- d. the pragmatic aspect and the reflection (linguistic, sociolinguistic, kinesic, cultural);
- e. the real communication experience and the proficiency level of students.

(Balboni, 2012).

Despite the awareness that sometimes the importance of using authentic resources in class can be overrated and, in some cases, this overestimation can even lead to a forced imposition of materials that are inadequate to the proficiency level of the students, the use of authentic material can still be considered valuable and enriching in the language learning process as it helps connecting not only with the language but with its culture as well. The World Wide Web is the tool par excellence in providing access to authentic resources like written texts, videos and audio files. In fact as Caburlotto (2012) observes “let's simply think about *podcasting* and YouTube, or to websites like Elllo (<http://www.elllo.org>), in which thousands of videos are organised and structured depending on language and topic and they are reachable in every moment of the day, from anywhere”.

1.3.8 *Richness of learning tools (apps)*

Not only is the Internet a huge database of texts, audios and videos but it can also provide teachers and students with many different types of tools that they can use to enhance the language learning process. For instance, users know that currently there is a wide variety of free (or very cheap) apps available to download from the Internet. Since 2008, when Apple invented and officially opened the App Store, the number

and the types of apps available on the market has rapidly increased, reaching 2 million apps, ready to download in June 2016 (Golson, 2016). Today, among these 2 million apps users can easily find a significant number of apps specifically designed to learn languages. The opportunities offered by the Internet in relation to tools for language learning are endless. There are Apps created to learn different languages and others designed to learn one specific language such as English, Italian, Japanese, etc. Nowadays the amount of language learning related apps is remarkable: from tools to record sounds and videos, to cartoon makers, games or quizzes passing through vocabulary development programs and a wide range of online translation tools, the users' possibilities are almost limitless (Godwin-Jones, 2011).

1.3.9 Support for the development of autonomy

Noteworthy is that a teacher's goal is to help students to become autonomous learners. Under this perspective the computer (and the Internet) can be seen as nonjudgmental tools that helps students reach the autonomy to review the topics seen in class when and as much as they want, to share their doubts, to ask for feedback and to receive quick assistance (Butler-Pascoe, Wiburg, 2003).

Furthermore the Internet can be a precious tool to support learners develop autonomy as it can be used as a "bridge" between the typical classroom context, in which the student is continuously pushed, controlled and guided, and a final context of autonomous learning. The fact that the Internet provides such a massive database of resources that are not organised in a structured or linear way, can encourage students to be more independent and autonomous in organising and approaching their learning process (Lewis, 2004). Teachers can help students find and select the best tools and see the results they can achieve by using them. According to Ruiz Madrid and Villanueva Alfonso (2003):

The learners' role is transformed into that of an active agent of the learning process taking into account the following points: firstly, the development of the learning to learn ability (autonomy), secondly, the development of the self-evaluation ability (...) and finally the development of a strategic and metacognitive ability (strategic learning).

Considering what is stated above, the Internet can be considered an important tool to promote the students' path to autonomy.

1.3.10 Connected learning and improvement of interaction with computer-mediated communication

Thanks to the Internet, students can easily contact their teachers and engage with other students through the sharing of documents, opinions and ideas, being part of a learning community that becomes unified through the use of the web. The Internet provides both learners and teachers with enormous communicative opportunities and should be used not only as a linguistic help but as a support in the management of the group of learners as well. According to Ewens, quoted by Ramli (2010), in reference to the theme of cooperative learning, active participation in class and confrontation with peers can “elicit higher levels of reflective thinking and creative problem solving, including synthesis, application, and evaluation”.

In fact, technologies can be essential tools in contexts of cooperative learning thanks to the many possibilities of interaction that they provide (Novello, 2012). In particular online discussion and interaction can be integrated in the curriculum to help overcome some of the problems linked to cooperative learning. It is common to see that the more confident students dominate the interaction, while the shy and not so confident ones tend not to interact. If integrated with face-to-face interaction, online discussions can be a precious tool to encourage the quieter students to interact without the common block given by fear, embarrassment or shyness (Ramli, 2010).

Furthermore the Internet can be used to improve interaction through the development of computer-mediated communication in the classroom context and this can be done using a wide variety of tools and can take place through a *computer-assisted classroom discussion* or an *outside-of-class discussion* (Warschauer, Meskill, 2000).

In the first case, students use tools of their choice (usually their laptop or tablets) to communicate between themselves during class under the supervision of the teacher that can be present during the whole interaction process or only at the end to check the results. *Computer-assisted classroom discussions* normally shift the communication from an oral type to a written one, students can exchange ideas using chats and written messages for example to help each-other finish an exercise or exchange ideas and doubts about past or current topics. In this context students can

collaborate on common tasks as well, for example the online translation of a text, an audio or a video, creating the translation together and, at the same time, sharing their thoughts, doubts and reciprocal corrections.

In the second case, that is to improve interaction through an *outside-of-class discussion*, students can use everyday tools and platforms that allow the exchange of messages between students. The range of tools that currently provides the opportunity to exchange real time messages is really wide and it goes from e-mails to social networks to specific instant messaging applications that can be accessed through all kinds of different devices connected to the web. These tools have the valuable option to create customised groups so that students can choose to forward the messages to a single student, to a selected group or to the whole class (Warschauer, Meskill, 2000).

1.3.11 Personalised learning

The possibility to tailor and enrich a learning process based on the learner's specific needs and interests is one of the most interesting aspects given by the use of the Internet in learning and teaching. According to Agarwal (2010) "Language learning can be individualized using computers. Students study materials are related to their individual goals and what they need or are interested in with the appropriate difficulty level and at their own pace".

As stated before in this research, the Internet can provide a wide assortment of materials and tools and the user can select them to enrich autonomously a personal learning path aimed to reach his personal goals without necessarily having to stick only to the contents presented in a pre-made and standardised course that has to be used by a wide variety of learners. Because of the abundance of resources and the variety of possible uses that they allow in relation to the students' different cognitive processes, technologies and the Internet can facilitate a varied method (Caon, 2012), and this can support a wide range of students with different cognitive approaches.

1.3.12 Increase of motivation

This last point is actually linked to all the benefits stated above and it is a fundamental element for language achievements. The concept of *motivation* is very difficult to

define and there is little agreement between scholars in describing it, according to Gardner (2007):

It really isn't possible to give a simple definition of motivation though one can list many characteristics of the motivated individual. For example, the motivated individual is goal directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).

Motivation is considered essential in language learning. Firstly, to give students the impetus to approach the study of a language and secondly to keep alive their desire to improve and reach a higher proficiency level (Dörnyei, 1998). A *motivating context* is obviously essential to support the students' involvement in the learning process at Internet is believed to be an important tool to increase students' motivation towards a subject.

The creation of this *motivating context* is not easy and requires effort from both teachers and students who should equally cooperate in creating it. The Internet can help developing a higher *motivating context* thanks to the wide variety of appealing materials and tools available on the web. In particular students often tend to appreciate to use the Internet because the tools and the resources are new, fun, appealing, interactive and anonymous, and this can lead to an increase of motivation to use them and, consequently, to use the language.

1.4 Risks related to the use of the Internet in language learning

The use of the Internet can present important benefits for all kinds of learners, but in some cases it can also present some risks. After careful considerations some fundamental risks are identified and listed below. Some of the dangers related to the use of the Internet for learning are generally valid independently from the context in which the learning happens, while some are more specific for situations in which students are expected to be in a safe environment (primary school, secondary school, etc.).

Different types of risks and problems that could concern the use of the Internet to teach and learn will be presented below.

1.4.1 The difficulty in selecting appropriate and valuable resources and tools

The fact that the Internet is such a wide database of materials inevitably leads to a big responsibility at the time of choosing the materials to use. Lewis (2004) states:

Perhaps the aptest metaphor for the Internet is the jungle. The jungle provides an endless source of sustenance and delight to those who know their way in it. To those who do not, it is a dark and impenetrable maze, full of dangers and unpredictable menace. In like manner, the Internet offers infinite resources to those who can navigate its limitless pathways. For those unfamiliar with it however, it can be a threatening presence, characterized by total lack of structure, full of potential predators.

Through this metaphor Lewis perfectly expresses the main risk related to the use of the Internet and his words might be particularly true for people who decide to use the Internet as self-learners. The huge quantity of information that merges in the Internet is a great resource but it can also be misleading and fallacious. In a self-instruction language learning process the easiness to find resources in the World Wide Web can lead to materials that give wrong information or that do not consider fundamental didactic principles and this can lead to bad learning results as well as to the abandonment of the learning process itself.

Nevertheless, even if this risk to get lost in *the jungle* is probably higher for self-instructed learners, the possibility to incur in low quality and unreliable resources is a risk for everybody, including teachers. In fact, as explained before, the Internet presents an infinite and invaluable quantity of materials that can be used for learning. Paradoxically in this case, the main quality of the Internet is also one of its biggest problems. The huge quantity of materials available on the network leads to a consequent forced need to organize this formidable resource (Mezzadri, 2000). In particular teachers need to be aware of the fact that not all the materials available on the Internet are valuable and worth using in class.

1.4.2 *Unforeseen technological problems*

All the people who use technology know that it can be very unreliable. This is one of the risks in using technology to learn languages and it is valid for both self-learners, students in guided learning contexts and teachers. Self-learners and students know how annoying it can be when all of a sudden the battery dies, the Internet connection is too slow or the app we are using stops working. Unfortunately when a person decides to learn languages through the use of the Internet and technologies in general, these kind of unexpected problems should actually be expected.

The same issue concerns teachers who choose to use the Internet for their lessons. While using a traditional text book limits the number of possible unexpected problems or at least makes it easier to solve them, when a teacher solely relies on technologies for a lesson, the problems caused by this kind of issues might generate a frustrating loss of time. For instance, if a teacher plans an activity on a workbook and a student forgets the book or a pen, the situation can be easily solved with a photocopy or by sharing the book or lending a pen. If the teacher plans an activity through the Internet, in which each student has to create a *Prezi*¹ presentation in class, and one of the students forgets the laptop or, even worse, if the school Wi-Fi does not work properly that day, the student or the whole class would end up losing a lot of time if not even the entire lesson. Clearly, this does not mean that teachers should not plan activities through the Internet but only that it is important to consider that unexpected situations like the ones described above are a possibility that needs to be taken in consideration.

1.4.3 *Inappropriate contents*

As seen previously in this chapter, the Internet is a limitless source of material. Of course this implicates the fact that not all the material available on the Internet is suitable for certain categories of users. When it comes to students in educational contexts it is fundamental to consider the risk of them incurring into something that is

¹ *Prezi* (www.prezi.com) is a web-based software that permits to create visual presentations. It is often considered as a more appealing alternative to traditional slide-based presentations. More detailed information about *Prezi* can be found in chapter 2.

not appropriate for their age, that would not be approved by their parents or by the type of institution they attend to. To avoid this risk many educational institutions impose Internet filtering that prevents, through the use of different techniques, the access of both students and teacher to specific websites that might lead to materials that are labelled as inappropriate or to all the websites that contain words from a list of forbidden terms. Unfortunately this is a useful but insufficient precaution as it is impossible to block all the possible websites that might lead to this kind of materials. The consequence of filtering is normally either under-blocking or over-blocking. Another aspect is that often students use the Internet for school purposes from locations that are outside of school and, as the filtering is applied through the school's Internet connection, it becomes ineffective once students walk out the school's gates. Furthermore sometimes students find a way to avoid the filters, for instance by using different devices and connecting to the Internet without using the school's Wi-Fi. Therefore the best way to keep students away from materials that are inappropriate is to educate them about how to behave online. In relation to language teaching, today the Internet offers many valuable websites specifically designed for language learning that are completely safe and can be used by teachers and students without risks of incurring in unsuitable materials. Internet also offers tools that can be very useful for language learning even if they were not specifically designed for this purpose, an example par excellence is YouTube. These kinds of tool are never completely safe but in the last years a series of instruments and computer programs have been created to help teachers, parents and educational institutions overtaking this problem. A list of materials and tools suitable for language teaching and learning will be presented in the next chapter.

1.5 Use of the Internet in a language class

After deciding to use the Internet as part of a language course, a teacher should decide and carefully plan how to insert it in a lesson. It is particularly important for the teacher, to consider both benefits and risks connected to the use of the Internet and to keep in mind what the final educational goal is and how the Internet can be used to help students achieve it. It is possible to structure a learning unit using the Internet in different ways depending on the situation of the class, on the needs of the students and on the willing of the teacher that can decide to:

- a. Plan specific activities and tasks through the Internet and insert them in a unit that is carried out in a traditional way. The assignments should be completed online (partially or completely);
- b. Plan a whole unit through the use of the Internet. In this case the activity should be the same for the whole class with the teacher giving feedback to each single student at the end of the unit itself.

(Gramegna, 2012)

The teacher can plan the activities to be carried on independently or collaboratively:

- a. Independently. The different activities can be completed by students individually, with each student having a different goal or students being assigned the same activity but having to complete it independently from the others. Examples of possible Internet-based individual activities are listening to podcasts, reading online books or newspapers, watching videos, doing exercises on specific language websites, using online dictionaries, writing on a blog, etc.;
- b. Collaboratively. Students can be divided in couples or small groups or the same task can be assigned to the whole class. Examples of possible Internet-based group activities are creating cartoons or videos, Skyping with a class of native speakers, competing against each other with quizzes and games, translating a text together online, etc.

To take advantage of the Internet at the maximum of its possibilities the teacher should not use Internet exclusively to look for information on search engines but he/she should consider all the possible resources offered by the World Wide Web to support the students' language learning process (Gramegna, 2012).

The next chapter will be dedicated to presenting a list of tools and websites useful for language teaching and learning. Accurate explanations on how to use them will be provided as well with the main positive and negative aspects related to each tool from teachers and students' points of view.

Nowadays the Internet offers an innumerable quantity of valuable tools and materials to support teachers and students in the complementary processes of language teaching and learning. Nevertheless it is always difficult for teachers to find either the time or the right path to look for these resources.

The aim of this chapter is to present some free and useful tools that are available on the Internet and that can be easily integrated in a language-teaching unit. When possible, the tools are gathered in categories and each tool is described and accompanied with instructions and suggestions for possible uses in class. This chapter particularly describes the tools that have been used in the case study analysed in this research, therefore these specific resources will be accompanied by brief feedbacks given by students and teachers who used the tools inside and outside class.

2.1 Quizzes

Quizzes are simple games aimed to test somebody's knowledge about specific or large topics. They can be used in the form of entertainment, self-evaluation and competition between individuals or teams. In this last case they can be particularly stimulating, in fact as stated by Warschauer and Healey (1998) it can be very useful "using the power of the computer and competition (...) - the fun factor - to motivate language learning".

Quizzes can be similar to tests in their structure but they differ from them because they are often taken without preparation and do not lead to a final mark. They are generally considered to be more playful and recreational, while tests are often more serious and scary for students (with the exclusion of the category of personality tests, which will be presented further on). Quizzes are composed of a series of questions that, depending on the topic and on the aim of the quiz itself, can be structured following different styles: true or false, multiple choice, matching, definitions, etc.

The Internet offers an endless quantity of prepared quizzes in different languages and related to a wide variety of topics, ready to be used. Teachers and students simply need to browse the web to find quizzes in the language and topic they are interested in. In spite of the abundance of pre-made quizzes reachable online, there are still

some obstacles when looking for the right set of questions. In fact probably the most difficult part in this situation would be to find a quiz that perfectly fits the proficiency level of the students, being easy or challenging enough, and that is completely appropriate for the contents seen in class. In fact, even if it would be probably easy to find a quiz that regards a specific topic presented in class, it can be very difficult to find one that includes the right vocabulary or just the one familiar to the students. Furthermore, when using resources that have been prepared by somebody else, it is always important to carefully check them before using them in class. In particular, the websites that collect quizzes created by others normally have a database of quizzes in different languages and they usually trust their users for the accuracy of the contents presented in the quizzes. During the case study presented in chapter 3 it was decided to use a quiz to review some of the Italian vocabulary presented in class on the topic of *technology* and it was difficult for the teachers to find a premade quiz that could fit into all the criteria, especially because the majority of them presented mistakes, for instance grammar mistakes or incorrect translations such as *Chiamare una telefonata* or *Inviare un e-mail* (correct forms: *Fare una telefonata* and *Inviare un'e-mail*). It is responsibility of the teachers to check that the contents of the quiz are actually correct before using them with the students. Because of this reason, the research of premade quizzes can often take a longer time than the creation of new and customized ones. There are in fact many websites available on the Internet that, in addition to offering a huge database of premade quizzes, give users the possibility to create a personalised set of questions that responds to the specific necessities of the group of students. In this chapter two websites will be described.

From the students' perspective: quizzes can be fun, as they are normally accompanied by a playful atmosphere. If the quizzes are individual the students do not experience the anxiety of having to perform in front of others or of being somehow judged by their teachers. If in teams, students usually appreciate the challenge and the spirit of competition.

From the teachers' perspective: quizzes are very easy and quick to make. Once you find the right website and you learn how to use it, you can create a quiz in no time and be able to offer students a different activity without putting too much effort in preparing it. Furthermore quizzes normally do not take a long time in class either, so

teachers tend not to feel “guilty” for wasting precious time with an entertaining activity. They can be easily used at the end of the lesson to review concepts previously introduced in class and to help students being aware of their learning. Some quiz websites give teachers the option to monitor and record the students’ activity on the website and this function can be very useful to check students’ progresses without putting pressure on them.

The negative aspect of quizzes is that in most cases they cannot be downloaded and they need to be completed online. Therefore, in case of problems with the Internet connection or with the electronic devices there can be a waste of time if the teachers plan to do the quiz in class as part of a lesson and this, sometimes, can lead to the impossibility to continue on the activity itself. That is why, when planning an activity that needs to be completed online it is always advisable to have a plan B ready in case any unexpected events occur.

2.1.1 *Kahoot!*

Kahoot! (www.getkahoot.com) is a free game-based learning platform that also offers a free app called *Kahoot!* available for both Android and iOS. It was designed specifically to be used in educational environments all around the world, it is safe and extremely suitable to language teaching. It works like a real time students voting system and it can be used with a great variety of devices, basically with any kind of device that is connected to the Internet and that is touchscreen. Because of this reason it is particularly useful in schools with a ‘bring your own device’ policy, in which not all the students have a laptop, as users would be able to access using their mobile phone or a tablet. Kahoot offers a huge amount of quizzes created and uploaded by other users and gives the users the possibility to create customised quizzes as well.

To start creating personalised quizzes teachers need to subscribe and become users, while students won’t need to register to do the quiz. The subscription to the website is free and only a username, a password and an email address are required. After the registration it is really easy to start creating personalised quizzes or to browse quizzes already made by other users.

Once logged in, the main page will present teachers the possibility to create quizzes, discussions or surveys.

At this point, once selected the first option “Quiz”, it is required to provide a title, an image, a description of the quiz and to indicate the language and the type of audience it is created for. Some of the information are mandatory (title, description and audience) while others are optional. There is also the possibility to use hashtags in the description of the quiz to make it easier for other people interested in the same topic to find it.

It is extremely fast and easy to fill in this first page, an example is given below.

K! Description Close Ok, go

Title (required)
 La tecnologia - vocabolario

Description (required)
 A #quiz to review the #basic #technology #vocabulary in #Italian. #Lessico della #tecnologia

Cover image
 Remove Replace

Visible to: Everyone
 Language: Italiano
 Audience (required): School

After creating the first page it is time to create the quiz (also referred to as the *Kahoot*). This will be made of a series of multiple choice questions. The number of questions depends on the user and so does the number of answers to chose from (from 1 up to 4), the number of correct answers amongst the offered options (from only one to all of them) and the time the participants have to answer. It is possible to insert photos or videos as part of the questions, which is a great function for language learning as it permits to work on many different aspects of the language.

K! Question 1 Close Next

Question (required)
 Come si chiama questo oggetto?

Time limit: 20 sec
 Award points: YES

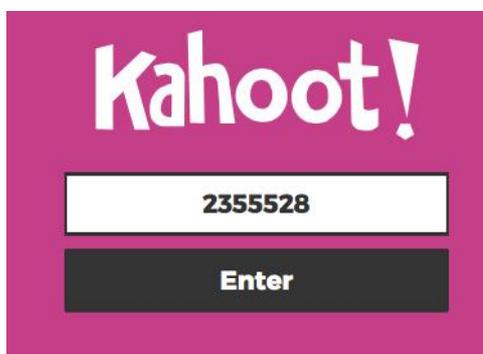
Media
 Remove Replace

Answer 1 (required): Camera fotografica ✓
 Answer 2 (required): Macchina fotografica ✓
 Answer 3: Fotografatore ✓
 Answer 4: Camera ✓

After creating the quiz the next step would be to use it in class. To do so the students need a touchscreen device or a computer connected to the Internet and they can play individually or as teams on shared devices. The quiz is displayed by the teacher on a shared desktop (an interactive whiteboard would be the best option) and the quiz PIN number appears.



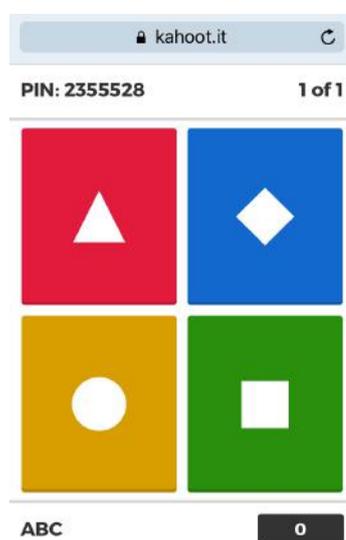
At this point students only need to go to *www.kahoot.it*, insert the PIN and choose a nickname, they do not need to register, and immediately all the nicknames of the players will appear on the shared screen starting to lead the students into a more competitive mood.



The teacher has the option to immediately ban with a click all inappropriate nicknames. Once all the students are logged in, the teachers starts the quiz. Players read both question and answers on the main screen and then push on their device the button corresponding to what they think is the right answer. Below an example of the question shared on the main screen and of what players see on their device, whit the four coloured buttons representing the four possible answers projected on the main screen.



At the end of each question the right answer is clearly displayed both on the students' displays and on the main screen, which shows a real time statistic of the players' answer as well. At this point a rank starts creating that is updated after each question and that shows a classification of the players depending on the correctness and the speed in giving the answers. The same thing happens at the end of the whole quiz, showing a ranking of the best students.



Another interesting part is that at the end of the quiz students get to judge the activity (by giving it stars, from 1 star to 5 stars), by indicating if they learnt something and if they would recommend it (a thumb up or down)

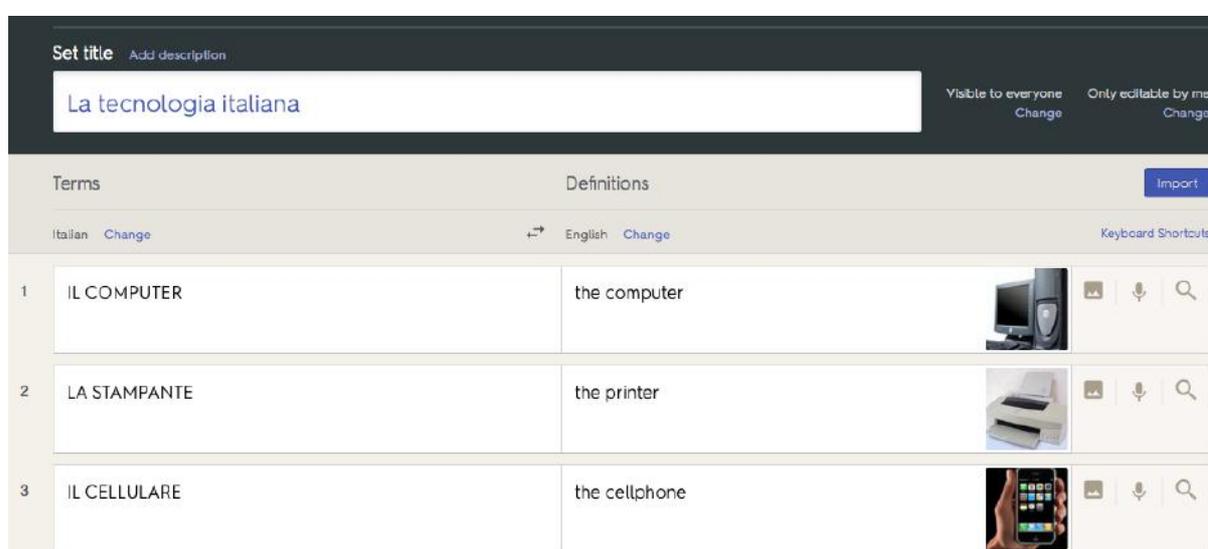
and how they feel after the *Kahoot* experience (with a happy, a flat or a sad face) and teachers will be able to see the students' feedback. Furthermore, at the end of each *Kahoot* session, teachers will be able to download an excel document which lists the students' results with nicknames used by students, the answer they chose and a statistic of the overall performance.

2.1.2 Quizlet

Quizlet (www.quizlet.com) has a very similar structure to *Kahoot*'s one as it offers both premade quizzes and the possibility to create tailored quizzes through their website or through the app. Teachers can use the website for free to create their materials or they can choose to pay an annual fee to upgrade their account and have

more options such recording their voice, add images, track students' progress, etc. While it is compulsory to register on the website to create new quizzes, students can take as many quizzes as they want in a completely anonymous way. For language learning *Quizlet* works mainly, but not exclusively, on a translation method.

Firstly, to start creating a quiz, the user has to select two languages, one for the terms to learn or revise (target language) and one for the definitions (students' mother tongue), in order to create the questions. Secondly the user has to fill in the spaces of a chart with a list of vocabulary in the two languages, which in the images provided below are Italian and English. It is possible to enrich the questions adding photos or audios. At the end of the process the teacher will see on the desktop something similar to the photo below.



At this point the quiz is ready to be used by the students who can access to it through a link sent by the teacher or simply looking for it on the website. An interesting option of *Quizlet* is that when students open the main page of the quiz they chose, they see the whole list of translated words in the two languages, so they know what the quiz will be about and then they can autonomously decide how to take the quiz, as the website offers six different options:

- a. *Flashcard*. This option is good to study new vocabulary, as it does not require any answer from the students. In reference to the example of quiz provided in the image above, once students open the *flashcard* option they see the image of the computer with the written and audio description in English. If they click on the image it flips and shows the word in Italian

while listening to a voice reading the word as well. Students can put a “star” on the words that are more difficult to study them separately later.

- b. *Learn*. Students see one of the images and read the word in English. They are then asked to type the word in Italian underneath the photo. After each word the system says if the answer was correct or not and gives student the possibility to listen to the audio.
- c. *Spell*. This option is similar to the one above and the activity is a mix of translation and dictation. In this case the students see both the image and the word in English but have to type the Italian word under dictation after a voice reads it for them. If they spell it wrong the system gives the right answer and clearly underlines where the mistake was, while a voice reads the whole word and then reads each letter separately. If students make a mistake, they are asked to try again and retype the same word. This sort of correction helps students to acquire in a friendly environment and to take advantage of their mistakes.
- d. *Test*. The system presents student a webpage very similar to a traditional test with different types of exercises. There are *Written questions* in which students are asked to type the translation of words, there are *Multiple choice questions* in which seeing the image and the word in English students have to choose the correct translation amongst four options and there are *True/False questions*
- e. *Match*. This option is closer to a game as students are presented with all the words in the two languages untidily spread on the screen and they need to drag each word (with images) on the correct translation to make them disappear, while a stopwatch counts the seconds to increase the sense of challenge and playfulness.
- f. *Gravity*. This game requires students to save a planet from asteroids. Before starting the game, players need to decide the level of difficulty and the language they want to start with so, for example, if they want to translate from English to Italian or vice versa. When the game starts students see asteroids with words on them that fall towards their planet and to make them disappear they need to type the translation of the words as fast as they can. There are two types of asteroids and only one damages the planet, but all asteroids give points and the score is showed and updated on

the screen every time a student types the right word. If a student types the wrong word the asteroid does not disappear and if it hits the planet, the game stops and the right answer appears on the screen.

At the end of each activity the students receive a feedback on the number of words they learnt or the number of correct and wrong answers they gave.

2.2 Personality tests: *uQuiz*

As it was argued before, this separate paragraph is dedicated to personality tests. In fact this type of tests is not aimed to check somebody's knowledge on a specific topic but it is aimed to match the person that took the test with a previously prepared profile description, depending on the answers given to specific questions, example of personality tests titles can be *Are you a traveller or a tourist? Or Which mythical creature are you?* . In language learning the profile matching each student is not important at all, still these tests can be useful tools when they are written in another language. They can be used to introduce a topic, to revise vocabulary or grammar or simply as a different kind of reading exercise.

Personality tests have been used for a long time in language learning and they can be found in many textbooks, the innovation offered by the Internet in this case consists in creating new personality quizzes from scratch. For the reasons explained at 2.1 this can be very helpful for teachers as customised materials give the possibility to introduce only the target vocabulary, to revise exactly the topics seen in class and to present the right difficulty level for the students. The websites designed to create personality quizzes are different from the ones previously described because users have the possibility to create questions that do not have a right or wrong answer and to create a number of profiles describing the personality type of the quiz takers depending on the answers they give.

Again, the Internet offers a multitude of websites that allow the creation of customized personality tests. It was decided to present one of them as example as it was the one used during the case study described in chapters 3 and 4 and it is *uQuiz*. This website's graphic is not highly captivating but it is easy to use. When opening the *Quiz Maker* page the teacher has to write the *Quiz name* and then a short description of what it will be about. The next steps will be adding the personality types, the questions and the answers. The graphic of the site is very simple and the structure is very intuitive. It is possible to add as many personality profiles, questions and answers as desired, but it is important to remember to indicate a personality type for each answer so that every time the quiz takers select an answer the program automatically registers it as pertaining to a specific type.

Personality Types [+ Add Personality Type](#)

This **Personality Quiz** does not have any personality types yet. Click **Add Personality Type** to start creating them.

Question 1

Type your question...

Answer 1 ✖

Type answer...

+ Personality Type

Add Answer +

Question options

Add Media to Question

Delete Question

Randomize Answers

Question Time Limit

Image Answers

[Click here to Add Question +](#)

[Save Quiz](#)

It is possible to add images to the answers, images and YouTube videos to the questions and to give a limit of time to answer. Once finished creating the quiz the teachers can share it with their students sending them the link and they will find themselves in front of a neat webpage page similar to the one below.



Students do not need to register or log in into the website, they just need to click on *Start Quiz* and to answer the questions. At the end of the quiz, the description of their personality profile will appear on the screen and they can read it by themselves or share it with the rest of the class.

From the students' perspective: students normally like personality quizzes as they are not aimed to test their knowledge in any way, therefore they do not experience any type of anxiety neither they feel under pressure. They normally like to share the results with their peers and to comment on them. Most of the times they focus more on the communicative contents than on the formal aspects and they accept the activity as fun.

From the teachers' perspective: just like quizzes, personality tests are incredibly quick and simple to create. Once a teacher is registered on the website the process is rapid and requires very little effort. It can be a great activity to introduce a general topic or a unit but it can also be used to revise what was previously seen in class with the students. Personality quizzes can be used as a different kind of homework as well, asking students to take the quiz and to share the results during the next lesson. It can be used as an activity to start a discussion about a specific topic, starting with asking students if they agree with the result or dividing them in teams for a debate depending on the results themselves.

Unfortunately similarly to normal quizzes, the personality tests created through websites cannot be downloaded and need to be taken online so in case of connection problems it would be very difficult to run the activity. Again, if they planned to use the test in class, teachers would need to prepare a plan B as well.

2.3 Language learning websites: *Language Perfect*

The websites and the apps aimed to help students being more effective learners are constantly growing both in quantity and quality. Many of these websites are now more captivating, easier to use and enriched with valuable learning resources. One of these websites, which was used in the case study of this research, is *Language Perfect* (www.languageperfect.com), the branch dedicated to languages of a much bigger project named *Education Perfect*. *Language Perfect* is an online tool that focuses

mainly on learning words and phrases in the target language and it is available to all countries around the world. It is not a free tool and to subscribe students need to pay a yearly fee, however a free trial is available to both students and teachers.

The teachers' homepage is basically divided in the six sections listed below. The website will be in some cases explicitly quoted to help readers understand exactly what each section is for:

- a. *Content Library*. It is a database of premade materials divided in sections depending on the target language. Amongst the different types of resources students can find lists of vocabulary with sentences, proficiency tests and a *Languages in Action* section in which sentences and vocabulary related to specific situations, *At the restaurant* for instance, are introduced to students through lists and through short animations, thanks to which students can see and listen to the language in the specific context. Teachers can decide to hide, delete or share each module, as well as to create new ones. The materials in the library are different depending on the target language.
- b. *Tasks & Homework*. In this section teachers can assign homework to the whole class or to single students and they can track students' activity. Students' progress is tracked very precisely and it is showed to teachers with overall graphics that indicate the percentage of students that did the activities and with more specific graphics that show each student's results, how long it took to finish it, which were the most difficult questions and if they finished the exercise in one or more sessions. Teachers can ask to receive an email with a summary report and they also have the option to remind students about the tasks they have to complete and when they are due.
- c. *Assessments*. In this area teachers can create quick assessment tests for their students based on the contents they already learnt. They can monitor and mark students' attempts and view a detailed analysis of their results. The assessments are based on materials that are already present on the website, in particular teachers can choose to use the *Quick Test* option to "create an automatically marked test with questions taken by existing lessons", the *Pre-built Assessment* with "custom question order, advanced marking rules and recommended remedial content" or the *Proficiency Test*

which are premade tests available on the website to test the students' proficiency level.

- d. *Students' Usage and Data*. This section shows an overall usage report of the teacher's classes and a specific report for each single student.
- e. *Manage Accounts*. Here teachers can create and manage their class lists and can view and edit their students' details.
- f. *Students Zone*. This is a very interesting and important section as it allows teachers to experience the website from a student's point of view. Once entered the website, students can select their target language and their level and they can access freely to all the contents on the website and practice as much as they want using all the resources approved by their teacher. Each topic can be approached through two options: *Learn* and *Quiz*. The first one presents four different learning modes, which are *Reading*, *Listening*, *Dictation* and *Writing*. The four of them are based on translation or dictation methods and require students to write either in their mother tongue or in the target language. The *Quiz* mode is structured exactly in the same way but the words are in a random order.

From the students' perspective: the website is appealing and the activities can be carried out in an autonomous way, without teachers supervision, stress or anxiety. Students can approach the same tasks several times and they receive immediate feedback.

An innovative option offered by *Language Perfect* is the e-mail service. Students may sporadically receive e-mails informing them of upcoming competitions against other students or other schools, reminding them that they have upcoming due exercises or sending them badges once they reach a higher proficiency level. Some people do not appreciate this kind of service and they can easily select the "no e-mails" option to avoid it.

A *Language Perfect's* feature that students normally enjoy is the *Public Scoreboard*. This increases students' competitiveness against their peers. These scoreboards use first names, the initial of the family name, the name of the school they attend and the country where the school is located. In this way the students can be easily recognized by their families and friends but cannot be identified by stranger, furthermore students

love to see their names on scoreboards that show that they are competing against students from other countries as well.

From the teachers' perspective: Language Perfect is a very structured website so it can be quite difficult to use, therefore teachers need to dedicate it some time to understand how it works and to be familiar with it. The website requires a subscription, therefore some private information about the students, and a fee payment. Because of this reason, in case of underage students, teachers need the approval of the school and the parents before using it. Nevertheless *Language Perfect* is totally safe for minors and, being designed specifically for schools' contexts, guarantees to keep all kind of personal information safe. Students' names are only visible by their peers and their teachers. Teachers can monitor their students in real time, they can check if they did the exercises and how many right answers they got. Teachers can decide to assign exercises to do in class or at home.

2.4 Online dictionaries

Online dictionaries can be particularly useful for language learning as, in addition to the standard dictionaries' functions, they give users the possibility to listen to the pronunciation of words in the target language. Many paper dictionaries have an online version while other dictionaries are designed to be used exclusively online. In particular some of these were conceived to work exactly in the same way as traditional paper dictionaries while others were designed to be halfway between traditional dictionaries and real-time translation tools. In the case study of this research it was decided to use both kinds of online dictionaries. As these tools present both similarities and differences it was decided to underline positive and negative aspects from the teachers' and the students' perspectives separately for each one of them.

2.4.1 WordReference

One of the most used online dictionaries for foreign languages is *WordReference.com* (www.wordreference.com). It is here reported the founder statement, available on the website, in which Michael Kellogg says:

I started this site in 1999 in an effort to provide free online bilingual dictionaries and tools to the world. The site has grown gradually ever since to become one of the most-used online dictionaries. (...) It is consistently ranked in the top 500 most-visited websites in the world and is a top 100 website in Spain, France, Italy and all of Latin America.

Today *WordReference.com* is not only a bilingual but also a monolingual dictionary for many language and it offers an app available for both Android and iOS. The

Word lookup English-Italian

translate LISTEN: UK /træns'leɪt/

definizione | Sinonimi inglesi | in Spanish | in French | Coniugatore | nel contesto | immagini

WordReference Collins WR Reverse (6)

WordReference English-Italiano Dictionary © 2016:

Principal Translations/Traduzioni principali

English	Italiano
translate [sth], translate [sth] into [sth] vtr	(language) tradurre qlcs (in qlcs) vtr
	She translates legal documents into Portuguese. Traduce documenti legali in Portoghese.

Traduzioni aggiuntive

English	Italiano
translate vi	(language) fare traduzioni vi lavorare come traduttore vi
	He translates for a living. Si guadagna da vivere facendo traduzioni.
translate vi	(explain) spiegare →, chiarificare →, chiarire →, semplificare → vtr
	I can't understand this jargon. Could you translate? Non capisco questo gergo. Me lo puoi spiegare?

website is enriched by a *Language Forum* where people can ask advice on how to translate specific words or sentences, a *Word of the day* section that presents everyday a new English word with the explanation and a *Verb Conjugators* section that is currently available only for Spanish, French and Italian. The website is simple, on the main page there is a space where users can write the

word they want to translate and a menu to select the two languages of interest.

Once selected the two languages and typed the word to translate the users find themselves in front of a page similar to the one attached above. *WordReference*, like traditional paper dictionaries, offers a series of possible translations, often including examples of how the word would be used in a sentence.

By clicking on the option *Collins* the user will open a dictionary with the definition of the word in English. Instead clicking on *WR Reverse* the user opens a page with the inverse translation on the word, in the case of the image, from Italian to English.

From the students' perspective: WordReference requires more effort than common instant translators and because of this students can be reluctant in using it, especially if they are beginners. On the other side students with an advanced level of proficiency, especially adults, tend to appreciate this tool, as they are conscious of the frequent mistakes made by instant translators and they feel safer and in control by using a tool that is more similar to a dictionary. Furthermore online dictionaries like *WordReference* allow students to use a proper dictionary everywhere by simply using an Internet connected device and without the need to carry around a paper one.

From the teachers' perspective: WordReference is halfway between the traditional paper dictionaries and the online instant translation tools so teachers normally appreciate it as, for example, it does not provide translations of conjugated verbs or words in the feminine or plural form. As traditional dictionaries it is a helpful tool to students but it does not provide them with the final solution. Students still need to be able to conjugate verbs and words applying the rules learnt in class and to put them together to compose sentences.

A negative aspect of *WordReference*, especially for teachers working with minors, is that it has advertisement that teachers cannot control. Nevertheless normally the advertisement on this site does not include inappropriate material.

2.4.2 *Lingro*

Lingro (www.lingro.com) is a tool specifically designed to be halfway between traditional dictionaries and real-time translation tools. As it is stated on the website “*Lingro* was conceived in 2005 (...) *Lingro's* mission is to create an on-line environment that allows anyone learning a language to quickly look up and learn the vocabulary most important to them”.

After noticing that, very often, when reading a complex document in a foreign language, looking up new words in the dictionary took much longer than the reading itself, the founder decided to create a program to help him translate and learn words faster and in their original context.

Lingro is incredibly easy to use and in particular it offers two options that are particularly interesting: the *Web viewer* and the *File viewer*. In the first case users

Paesi occidentali ma riguarda pratica
ha **pubblicato** una interessante **ricer**



only need to select from a menu the language of the text and the language to translate words into (in the case of our study Italian-English) and to copy their chosen website address in the space provided. At this point *Lingro* will open exactly the same webpage, except that all the words of

the page will be clickable and translated in real time. As instant translating tools *Lingro* recognizes verb tenses but, as traditional dictionaries it translates only into the infinitive form of the verb. Furthermore it is interesting to consider that *Lingro* can also be used as a monolingual dictionary in English, which can be very useful for people who are learning English. The second option, *File viewer*, works exactly in the same way but translates documents in pdf., txt. or doc. that user can upload on the website from their devices.

Lingro offers a *Learn* section as well in which users can play games, see the chronology of the last phrases and words they looked up and create wordlists with words they would like to learn.

From the students' perspective: students normally appreciate this tool to translate from the target language into their mother tongue, in particular if they are approaching a long text. It does not require them to type the words they need to translate into another translating tool or online dictionary and this makes the translation process much easier and faster.

From the teachers' perspective: *Lingro* is probably the closest translating tool to surpassing the line of too easily spoon-fed translation, yet it is still acceptable as it pushes students to choose the right translation among a series of options and to autonomously conjugate verbs. Teachers might find this tools useful especially when pushing students to work on a particularly challenging text in groups or individually. The tool is also very safe as it is free, does not require any subscription, does not have

any advertisement on it and simply redirect students on the exact same page the teacher wants them to read.

2.5 Presentation software

Prezi (www.prezi.com) was founded in 2009 and currently has 75 millions users that have create more than 206 million Prezi's projects. It is a presentation and story-making tool that allows private users and work teams to create projects of "virtual canvas". It is very easy to use and the result is generally much more captivating and engaging than a classic Power Point presentation. Teachers and students can create projects including texts, images, videos and audio files. The idea at the base of *Prezi* is that, thanks to an accurate use of graphics, movement, space and colours, presentations can become more captivating, persuasive and memorable. The tool is free if the user is willing to keep public the projects he/she creates, while it is possible to pay a fee to keep them private, in both cases the user is asked to register and create an account on the website. It is very easy to create a new presentation (or *prezi*) as the process is very similar to the well known Power Point one and the mode of operation is highly intuitive. As first step, the user needs to choose a template and then he/she can start creating the presentation using the different frames presented by the website. Once created the presentation the user can decide to visualize it online, to download it or to share it with others through a link to the specific project. In addition to the possibility to produce personalized project, users can browse among projects created by others and it is not unusual to find useful presentations on specific topics created by teachers or students to use in class.

From the students' perspective: students like *Prezi* both from the audience perspective and from the user perspective. They enjoy a presentation that is much more entertaining than a normal and static one. Moreover, as users, they appreciate mainly the fact that they don't have to focus only on the contents of the presentation but on the graphic side as well, which makes the activity less boring and monotonous.

From the teachers' perspective: *Prezi* is as easy to use as the most famous presentation tools but helps to create projects much more appealing then the standard ones. It requires a registration, which is something to take into consideration if a

teacher wants the students to actively work with it, but besides this there are no other negative aspects.

2.6 Digital storytelling

As explained in an eBook created by the Department of Education and Training of the State of Victoria (Australia) (2015):

Digital storytelling is the process of sharing stories through the use of digital media like photos, artwork, animations, sound and music. Students can create their own digital stories as individuals or in groups. Digital storytelling encourages writing skills (scripting), oral expression (speaking), acting or illustration (creativity), team work and technological skills (editing, image manipulation). Digital stories enable teachers to communicate the achievements of their students or class to parents or the wider school community in a brief 2-3 minute video format that is engaging and informative.

The Internet offers different tools to create stories and one of these is *Prezi*, which, as previously explained, is both a presentation and story-making tool. Other tools specific for story-making are *Photo Story 3* and *Cartoon Story Maker*.

From the students' perspective: students appreciate this kind of activity up to a certain age. For instance this is an activity highly motivating for children, appreciated by teenagers and generally rejected by adults. It can be highly appreciated with the first two categories because it is fun and different and it helps students feel safer in using the target language as, even if they are speaking and writing, their production is presented through a character that acts like a “filter”. They can use characters provided by the software or photos of themselves acting, they can write the lines or read them and record their voice, they can browse the Internet to look for useful materials for their cartoon.

From the teachers' perspective: digital storytelling can be a very engaging activity for students and can help students being more creative, active and confident in trying to actively use the language in class both in writing and in speaking. As stated by a

teacher candidate in a research conducted by Robertson, Hughes and Smith (2012): “Digital storytelling allows everyone to have a voice, especially for some who are more reluctant to speak in the classroom”. Teachers can provide students with a whole storyline and ask them to create the scrip, they can also choose to provide only the beginning of a story and ask students to complete it or they can give students a topic and ask them to create a new story. They can be assigned as individual or collaborative task, to revise contents or as assessment tasks and they can help students to practice different text types (informative, narrative, persuasive and conversation). The possibilities on how to organize the activity are numerous. Furthermore the animations created by students can serve as listening and reading practice for the rest of the class.

Digital storytelling is an activity that requires a good amount of time so, if willing to use it, teachers need to consider that it needs preparation, devices and an appropriate number of lessons, depending on the complexity of the project. Furthermore most tools to create cartoons need to be downloaded and installed on a laptop/iPad, sometimes with a specific operating system, so students will need to have a suitable device and to ask the permission to install the software if they are using a school device. It would probably be a good idea to ask students to download the tool in advance at home to avoid connection problems linked to a big number of students downloading it at the same time.

2.6.1 *Photo Story 3*

Photo Story 3 is a free software easily downloadable from the Internet. It is designed to create video stories by adding special effects to the users’ pictures and it works in a very similar way to the well-known *Windows Movie Maker* but creates slideshows with a better image quality and compresses the final product in a very small file size, which makes it easier to share the projects. Also it allows to zoom and pan on the images and to create a video very easily. *Windows Movie Maker* allows users to upload videos as well while *Photo Story 3* only works with static images.

Once downloaded the software *Photo Story 3*, users are asked if they want to create a new story, to edit one or to play an existing one. If users decide to *Begin a new story* the first step is to import and arrange the photos, drawing or any kind of scanned or downloaded visual document selected to be used in the animation. The second step is,

if needed, to modify the photos by adjusting the colours, cropping, rotate them or adding effects. It is also possible to add titles and to personalise and move them using basic tools provided by the software. Clicking on the *Customise motion* button, users can customise the way pictures move on the screen and the transition between them. At this point it is also possible to record or upload audio files to accompany, comment or narrate the slides, which is one of the most interesting features of this software, especially for language learning.

2.6.2 *Cartoon Story Maker*

This software, as the previous one, is available to download for free and can be used by both teachers and students to create digital stories. *Cartoon Story Maker* was created by the Department of Education and Early Childhood development of the State of Victoria (Australia) and is one of the tools belonging to the project called *Languages Online*² which provides “free resources for language teachers and students” including *Apps*, *Ready to play activities* and *Other useful resources* that allow users to make their own interactive tasks. One of the resources offered in this last section is *Cartoon Story Maker*, a software currently available only for Windows³. The instructions to use this tool are available on the *Languages Online*'s page and are very accurate and detailed so teachers should not have any problem in using it and explain students how to create their cartoon.

To start creating their story from scratch students need to create a script and to decide how to structure the story. Then users can start creating it through a very easy process, as the image above (taken from the website) highlights.

The cartoon is composed of an unlimited number of frames that can include images, texts and audio files. The images can be chosen by the software's library or can be uploaded to personalize the project with unique photos or drawings.

² <http://www.education.vic.gov.au/languagesonline/default.htm>

³ To download the software:

<http://www.education.vic.gov.au/languagesonline/games/cartoon/index.htm>

A quick look at the Cartoon Story Maker

File Options:

You can open and edit stories as well as preview, print and save.

Image Libraries:

These include different characters with different expressions.

Picture tools:

Enlarge, rotate, flip or delete images.

Text tools:

Change text colour, make bold, italics or underline.



Frame area:

Drag and drop items here to compose each frame of your story.

Frame controls:

Add, delete, copy and paste frames.

Audio bubbles:

Add your own voice recording using the built in voice recorder. Also add pre recorded sounds.

Background library:

Aa range of common scenes

Import

You can add you own foreground or background images.

Text bubbles:

Add text to your story. Use the 'drag handle' to move bubbles or to apply text formatting

The image below is an example provided by the *Languages Online* website in which a



character from the site's database is used in conjunction with a real photo.

The texts can be inserted in the cartoon using information boxes and text bubbles and they can be typed

in or copied from a file in case the target language has a different alphabet, in this way texts can be in any script. The audio files can be recorded directly through the recording panel provided by the software or users can choose to upload files they have saved on their device.

Generally speaking, *Cartoon Story Maker* is a very valuable tool that allows students to create cartoons graphically captivating and stimulating from different perspectives.

2.7 Tools related to video-sharing websites

Video-sharing websites are designed to allow users to upload, view and share videos

related to any topic. There are currently many different websites created with this goal but the most famous is most assuredly *YouTube* (www.youtube.com). *YouTube* was activated in February 2005 and the statistics published on the website state that:

It has over a billion users –almost a third of all people on the Internet– and every day, people watch hundreds of millions of hours of YouTube videos and generate billions of views. YouTube has launched local versions in more than 88 countries. You can navigate YouTube in a total of 76 different languages (covering 95% of the Internet population).

The usefulness of video-sharing websites, and of *YouTube* in particular, for language learning is quite obvious as they provide great resources that can be utilized in several ways such as to provide linguistic and cultural content and information, to motivate students, to share videos created by student and to start or continue collaborations (Terantino, 2011). Being such a well known resource, *YouTube* will not be described in detail in this study.

Nevertheless *YouTube* has some limits and there are several concerns that should be taken into consideration when using it. In this chapter two important tools that can help prevent problems related to the use of *YouTube* in class will be presented.

From the students' perspective: video-sharing websites and *YouTube* in particular are highly appreciated by students of all ages. They offer many captivating and stimulating videos, allowing students to have fun while improving their linguistic and cultural knowledge. Furthermore students are very familiar with *YouTube* and they feel confident in using it.

From the teachers' perspective: as seen above, video-sharing websites and *YouTube* present several positive aspects. A very positive aspect from the teachers' point of view is the variety of materials, which help teachers finding, often very quickly, new resources to use in class.

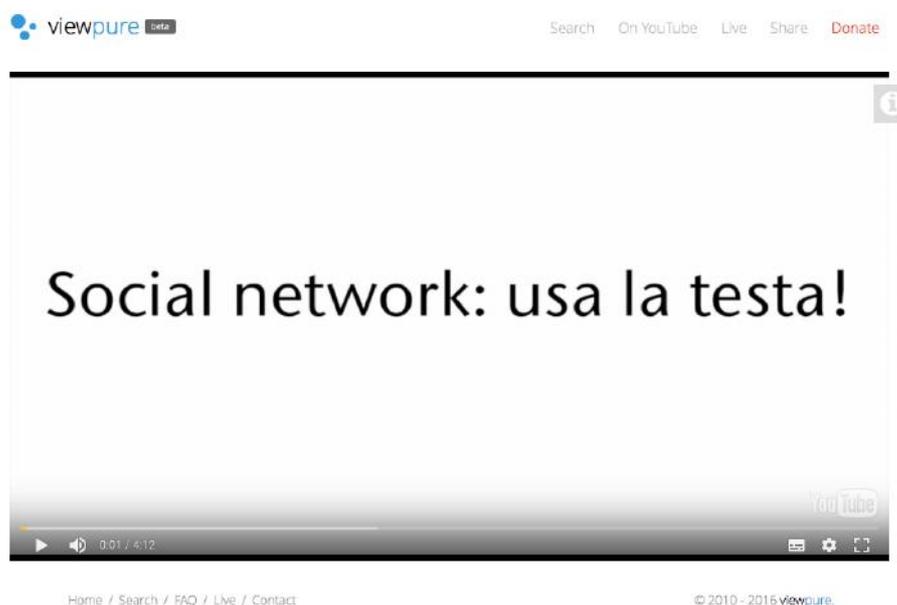
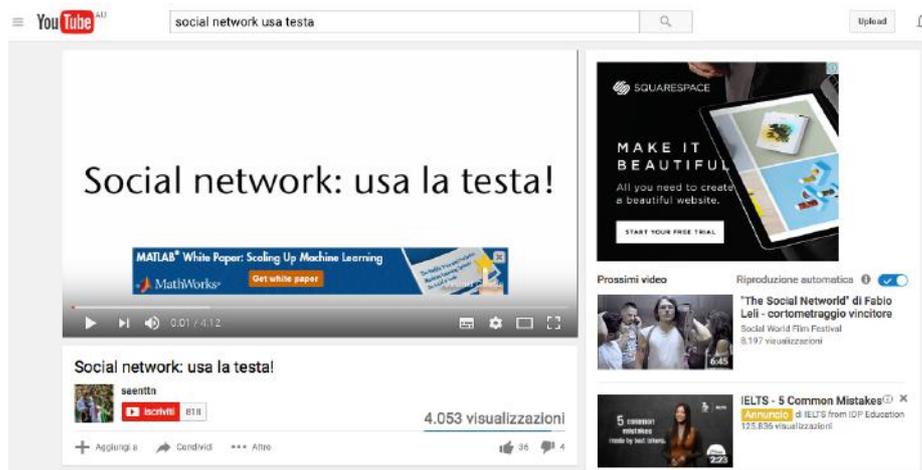
Nonetheless it is fundamental for teachers to take into consideration the several concerns related to the use of *YouTube* in class. First of all, it is essential to consider the students' safety and privacy when uploading videos online. This problem can be easily prevented just by choosing the right sharing option on the website, in particular

YouTube offers the option to share the video only with a list of authorized contacts which makes the experience safer. Secondly, it is important to consider that, being the videos uploaded on websites, they are only accessible using an Internet connection. Therefore, in case of unexpected problems with the Internet, and sometimes even when the connection is good, it is possible to experience problems in visualizing the videos. It is also fundamental to check the appropriateness of contents of the videos that students upload and in this case the role of the teacher is fundamental, both to give very precise instructions and to check all the videos before the students upload them (Terantino, 2011). In relation to this last point, the problem of appropriateness of material does not concern only the videos uploaded by the students. In fact, when opening a video on *YouTube*, teachers need to consider that the students will not see only the video but they will have access to advertisements, to other users' comments and to the suggestions of related videos by *YouTube*.

Below two very useful apps that can help solve these last two problems will be described.

2.7.1 *ViewPure*

ViewPure (www.viewpure.com) is literally a tool created to purify *YouTube*. The mechanism is simple, users only need to copy a *YouTube* URL and past it in the space provided on the website to see the video "purified". *ViewPure* in fact deletes all the extra contents normally present on *YouTube* pages like other users' comments, advertisements, suggestions of related videos or any other material and only shows the video approved by the teacher. Below, an example of a video watched on *YouTube* and the same video watched using *ViewPure*.



ViewPure also gives users the possibility to look for videos directly using the search bar provided on the home page to allow students looking for videos in a safer environment and avoid unexpected problems and inappropriate contents during this part of the activity as well.

On the website main page users will see a little button that says *Purify*. Users can drag this button on the bookmarks bar or on the favourites bar and, by clicking on it from any *YouTube* page, this will be automatically purified without needing to go through the process of copying and pasting the URL on the *ViewPure* search bar.

This simple tool can solve in a matter of seconds the problems related to the presence of possible inappropriate materials on *YouTube* pages, giving teachers the power to delete it and to show students only the videos previously approved by the teacher.

2.7.2 *KeepVid*

As stated on the website, “KeepVid Video Downloader is a free web application that allows to download videos from sites like YouTube, Facebook, Twitch.Tv, Vimeo, Dailymotion and many more”. Users can use *KeepVid* (www.keepvid.com) to download and save videos from 28 supported websites. To download a video users only need to copy the URL and past it on the bar on the website homepage. At this point a first screenshot of the video is displayed and users can choose the file format they want among a list of options. Once users click on the option they prefer the download of the video starts automatically. At this point users will notice the only negative aspect of this tool, in fact, as stated on the instructions on the website, “after you click the format, an ad may pop up which will appear once a day. If you are not interested in it, just close the ads page and then you can download the video normally.” This should not be a problem for the teachers but it could be a problem for the students as the contents of the advertisements are unpredictable and uncontrollable. Therefore, if students need to download videos to modify it or to be able to watch it offline, teachers need to think about this before advising students to use *KeepVid*. Probably the best way to avoid problems would be to ask the students the name and the URL of the video and to download it for them.

Once downloaded, users can find the file in the *Download* folder of their computer and play it using all types of media player.

KeepVid is a great tool to allow the viewing of videos offline and to make sure to avoid all the possible problems related to the Internet connection. Furthermore it allows the viewing of the selected video avoiding all the extra materials showed on *YouTube* and the other websites.

2.8 Screen video recording tools: *Ezvid*

Screencasting consists in recording a video of a device screen and save it in a video format. It is a more exciting and dynamic way to share something that is on a screen than using still photos and screenshots of it. Maybe unexpectedly, screen video recording tools can be very useful in language teaching, in many different ways. They can be used to record full lessons in class (*Live Screencasting*) with a computer-based visual aid, for instance *Prezi*, and then the video can be shared with the students to

help them review at home the topics seen in class. Furthermore teachers can record lessons or short videos and assign them as online learning modules or for long-distance learning. Moreover screencasting can be used to create tutorials when introducing new tools and, in the case on language learning, this can be a good opportunity for students to practice their listening skills if the tutorial itself has an audio recorded in the target language.

In this research it was chosen to use *Ezvid* (www.ezvid.com), which is both a free screen-recording tool that allows to record up to 45 minutes videos and a video editor tool. As stated on the website, *Ezvid* was released in 2012 and it includes, apart from screen capture, voice recording, facecam, voice synthesis, screen drawing, speed control and fast YouTube upload and it can record everything that happens on a desktop including apps, web browsers, games, etc. To use *Ezvid* users need to download it and install it. Once decided to start recording, the tool will start a countdown at the end of which the screencasting will start. *Ezvid* has a *Pause* button that allows users to pause and then resume the recording, a *Draw* button shows a palette with a number of tools users can use to draw on the desktop during the recording, for instance to underline important elements. To stop the recording users need to press the *Stop* button and, at this point, the recording will appear in *Ezvid* timeline and users will be able, if willing to do so, to modify it with the editing tools provided by the software. It is possible not only to add an audio to videos but users can also insert texts and any kinds of media (images or videos), which will be automatically optimized by *Ezvid* to adapt to the quality of the videos created by users. Once finished, users can share the videos through a series of options (on various social medias, on *YouTube* or through e-mail). The website provides very detailed instructions and tutorials on how to create, edit and save *Ezvid* videos.

From the students' perspective: students in general appreciate watching videos and, especially in the case of *Live Screencasting* appreciate the opportunity to review the whole lesson at home as they can fix their notes, control the contents of the lessons and check words pronunciation.

From the teachers' perspective: while some of the tools reachable through the Internet are actually quite hard to use and need a good amount of time to arrange, the tools to create screencasts need a short time and are very easy to use. Once they are

familiar with the tool, teachers only need the time of the lesson they want to record to create the video, which, in the case of *Live Screencasting*, coincides with the time of their lesson so no additional time is needed. Furthermore, being the product of screencasting a video, this can be a support to students both for reading and for listening. Teachers need to choose tools that are supported by their operating system, for instance *Ezvid* is not compatible with Macintosh devices.

2.9 Sound recording software: *Audacity*

Sound recording tools have been essential tools in language teaching and learning for decades. Nowadays the Internet offers a great amount of software and apps to record sound and most of them are free. They are commonly very used by students to record lessons but they can be taken advantage of in many different ways, for instance teachers can use them to record listening tasks, to create podcasts or to record students during oral exams so that they can review their performance in a second time. Students themselves can record their own voice to check their pronunciation. In this research it was decided to use *Audacity* (www.audacityteam.org), which is a “free, open source, cross-platform audio software for multi-track recording and editing” that requires a microphone (built-in ones are enough) and headphones to record. Once downloaded, installed and opened the software, users can start recording their voice simply by clicking on the *Record* button and they can click the *Stop* button when they are done. At this point users can listen to the file and edit it using the tools provided by the software. Probably one of the most useful options for languages is that with *Audacity* one teacher can record a whole dialogue and then can modify the pitch of the voice to make it sound like to different one so that it is perceived as more genuine by students. When satisfied with the recording, users can export it and save it in the file format they prefer among the options that are offered by the software, MP3 being the more recommended.

On the *Audacity* websites users can find a manual that explains in detail all the features of the software.

From the students' perspective: students find sound recording software helpful to record teachers' lessons as they allow them to review a great amount of contents at a later time and give them the opportunity to pause and listen to the recordings as much

as they want. Furthermore these programs are useful to students to check their own pronunciation without the stress caused by being heard and judged by others.

From the teachers' perspective: sound recording tools are quick and easy to use to create listening activities and tasks for students and it is difficult to find negative aspects related to this kind of tools.

2.10 Google Drive and Google Docs

It is difficult to find a definition for Google Drive as it is a platform that is made up of many different services with very specific purposes. According to Google's official blog *Google Drive* is "a place where you can create, share, collaborate, and keep all of your stuff. (...) you can upload and access all of your files, including videos, photos, Google Docs, PDFs and beyond". So, since 2012, thanks to *Google Drive* users can create documents and collaborate, archive files and access them from any Internet connected device, do researches through keywords and the use of filters. *Google Drive* can be used through the app or users can opt for the website which is very easy to use. The innovation brought by the website is that both the documents created and the applications used to create them are stored online and therefore are accessible from anywhere at anytime. The online storage service is free up to 5GB or it can be upgraded upon payment, it allows users to open and view a great variety of file formats and it eliminates the risk of data loss (Bavor, 2003; Pichai, 2012⁴).

Currently *Google Drive* includes different services that specifically relate to different file types:

- a. *Google Docs* is used to write and modify texts;
- b. *Google Sheets* is used to create and manage spreadsheets;
- c. *Google Slides* is used to design and organize presentations;
- d. *Google Forms* is used to create and analyze questionnaires and surveys;
- e. *Google Drawings* is used to build and work on charts, diagrams and concept maps;
- f. *Google My Maps* is used to save points on a world's map and to create and

⁴ Both Bavor's and Pichai's articles were published on Google's official blogs.

- draw customized maps;
- g. *Google Sites* is used to design and create web-sites.

In particular in this research it was decided to use *Google Docs* as it can be extremely useful in language teaching and learning, allowing teachers and students to create documents online and to share them with others in real time. The first person to create the document is considered to be the owner and can decide to keep it private or to share it, in particular each document can be saved as “public” or it can be shared with selected users via email. The sharing of a file with others can provide them with different levels of access. In fact the owner can give permission to directly modify the file, to write comments and suggestions or only to view it.

From the students’ perspective: Google Drive and in particular *Google Docs* can be very useful to students to easily collaborate on a common task. Some classes find very useful to take turns to take notes on Google Docs during the lessons, so that at the end of the course, every student has the same notes and can collaborate to add or modify information in real time.

From the teachers’ perspective: Google Drive can be a relevant supporting tool for cooperative learning among students. It also facilitates communication and file sharing between students and teacher. The only negative side is that, as all files are stored online, in case of Internet connection problems, they can become unreachable.

2.11 Authentic websites in the target language

As stated in the previous chapter, one of the Internet most valuable contributions to language learning is the great amount of authentic materials in the target language that it provides. In particular in the case study that will be presented in chapters 3 and 4, three authentic types of online resources in the target language (Italian) were used:

- a. *Newspaper websites*. Nowadays all the most important newspapers have a webpage that makes them accessible from all around the world. These provide students with a direct access to the target language, giving them both linguistic and cultural inputs;

- b. *Blogs*. Born as a specific type of websites, easier to create and normally managed by an individual or a small group, blogs can focus on a specific topic or contain texts on different themes, they can be enriched with images, audios or videos and are interactive, as followers are generally encouraged to leave comments or suggestions. In guided learning contexts they can be used in a variety of ways including teachers' blogs, classes' blogs or external blogs to introduce as authentic materials to read and analyze;
- c. *Shopping websites*. Often neglected, websites of supermarkets and other types of specific stores can be a great resource to introduce and revise vocabulary in a different and more interactive way. They can be used for a variety of activities, from cultural comparisons to online treasure hunts.

From the students' perspective: students often find the use of genuine materials in class exciting and stimulating. Unfortunately, activities that imply the use of real websites in the target language can also become demotivating if these are too difficult, while students can feel encouraged and more confident if the resources are calibrated on the students' level.

From the teachers' perspective: authentic websites in the target language are easy to find on the web but, as stated above, it is essential to carefully choose materials that are appropriate for the students' proficiency level. The variety of resources provided by the web make the research much easier than some years ago and gives teachers the possibility to choose among a great variety of materials and, therefore, of activities.

All the Internet tools presented in this chapter have been used in the case study analysed in this research. In the next chapter all the lessons will be described in detail clarifying the specific use that has been made of each Internet tool in class. As previously explained the main aim of this study is to focus on the influence that a consistent use of the Internet in class can have on students' and teachers' attitude and motivation towards learning or teaching the subject, which in this case was the study of Italian as a foreign language. The specific research questions of the research, as well as the tools used to collect the data, will be listed at the beginning of chapter 3.

The research for this dissertation has been conducted at a female college in Melbourne, Australia, where I personally worked as Italian Language Assistant for 8 months thanks to the CO.AS.IT. Language Assistants Program. In Australia, the term *college* is commonly used to refer to a high school with students between the age of 12 and 18. This dissertation presents the activities conducted with 3 classes of same age students and their Italian teachers.

This chapter will particularly focus on describing all the relevant details related to the participants, the duration of the project and the materials and activities for each single lesson of the project.

The research described in this chapter mostly focuses on analysing the role that can be played by the Internet in language teaching and learning in an educational context. It will consider the effects that an *internet-based* program can have on students and teachers in terms of motivation, enthusiasm, attitude towards the subject and other aspects.

3.1 The research questions

The study has been planned around some specific research questions regarding the influence that a consistent use of the Internet in class can have on students' and teachers' attitude and motivation towards the subject, which in this case was the study of Italian as a foreign language. In particular it was decided to focus on answering, in reference to this specific case study, the following questions:

- a. Do students and teachers appreciate the use of Internet tools and resources to support language learning?
- b. Can the use of the Internet in class influence students' attitude towards learning the subject? In which way?
- c. Can the use of the Internet in class influence teachers' attitude towards teaching the subject? In which way?
- d. What are the main implications in the development of a program that involves a consistent and constant use of Internet?

- e. What are the possible benefits related to the constant use of Internet in class?
- f. What are the possible risks related to the constant use of Internet in class?

As emerges from the list of questions above, the purpose of this study is not to track the students' progress in the language acquisition progress. No effort was made to track improvements in the use of the language as this is not the main focus of the research.

In this specific context, the increase in the students' proficiency in the target language is considered to be strictly connected to the answers to the questions above as a possible consequence of the effectiveness and appreciation (or not) of the methods used in class. The final goal of this study is, after presenting a series of Internet-based activities that can be conducted in class using the tools described in the previous chapter, to analyse the effects of this Internet-based program on students and teachers in terms of appreciation of the tools, motivation, attitude towards the subject, awareness of benefits, etc.

To conclude, the aim of this dissertation is not to find definite answers to these very complex questions but to offer the results of this specific case study to support the sorting out of the debate about the use of technologies and Internet in the classroom and to help to clarify ideas about these topics on a broader framework.

3.2 Participants and situation

As specified above, the study was conducted in a girls' high school in Australia. In particular, for this project, I worked with 3 different classes of Year 10 girls (15/16 years old girls) and their Italian teachers. In total 44 students and 3 teachers took part in the program.

The research lasted almost 2 months (the exact amount of days varies depending on the timetable of the 3 classes), from the end of July to the end of September. It is important to underline that I started working at the school in April so at the time to plan the activities and the materials I was well aware of the level of the students and during the whole preparation process I was supported by the teachers, therefore the level of the students and their final goal was always taken into high consideration in programming and presenting the activities.

All the students had been studying Italian for at least 3 years and their proficiency level before and right after the research was comparable to an A1 or A2 depending on the single student. All the girls at school use a touch-screen laptop provided by the school and they all have access to a Wi-Fi connection. They all have a student e-mail that they use on a daily basis to communicate with their teachers, to receive communications from the school and to access learning platforms and tools such as *Google Drive*, *Language Perfect*, *WordReference*, *Kahoot*, etc.

The three teachers involved in the study have a very high level of proficiency in Italian; they are confident in using the language in the classroom and outside. In relation to the use of technologies and the Internet, the teachers' situation is clearly very similar to that of the students'. The school supplies them with a laptop and they have access to a Wi-Fi connection anywhere on the school premises. They are used to communicating with students using e-mails and to using the devices and platforms mentioned above as teaching tools in class or as homework.

The classrooms are all equipped with an interactive whiteboard (IWB), which permits to project the computer's desktop on the board and to interact with it with a finger or a pen. The interactivity of the board wasn't used in this specific project as, with all the students having their own computer, it was considered more effective and convenient to cooperate on common activities (collaborative reading, collaborative writing, video commenting, etc.) using their laptop and websites specifically structured to facilitate cooperation.

The situation described above is quite common in Australia, while it would be difficult to find a similar situation in Italy. It is important to consider the fact that students were already using technologies and Internet tools in their everyday school life as a common tool for learning, before the beginning of the study. As a consequence, it is fundamental to consider that this specific case study analyses a situation in which using technologies and the Internet at school is common and it is not perceived as new by the students.

In the specific context of Italian lessons, before the beginning of the research, the three teachers followed exactly the same teaching program to try to keep the three classes at the same level, they used the Internet mainly for homework and for very short activities in class, while their main tool was the Italian textbook *Ecco! Due* (Sedunary, Posterino, 2008).

3.3 Data collection and analysis

As explained above, the aim of this research is to evaluate the influence that the use of a teaching program with a consistent use of the Internet and its tools can have on both students' and teachers' attitude towards a subject. Therefore it was decided to create a pre-test for the students and a different pre-test for the teachers to fill in before starting the practical teaching experience based on a consistent use of Internet tools to collect data on the participants' attitude towards the subject, the lessons and the use of the Internet in class and outside of class, in addition to collect data about the amount of time dedicated to the use of Internet tools while learning or teaching and to have some information related to the type of tools already used by the participants before starting the Internet-based teaching unit. Furthermore two post-test were created, one for the students and one for the teachers, to analyse possible differences with the attitude showed in the pre-test and to collect the opinions of all the participants on the lessons and on the use of the Internet for learning purposes.

The four tests were created using *Google Forms* which, as previously mentioned at point 2.10, is one of the services offered through the *Google Drive* platform. *Google Forms* is a specific tool designed to help users to create and analyze questionnaires and surveys.

To collect the data for this research it was decided to use five different types of questions depending on the kind of information required, the types of questions used include multiple-choice, check boxes, scale questions, grid types questions and open questions.

Furthermore, it is important to specify that, with the aim of keeping the students unaware of the specific aim of the research and therefore less partial in choosing their answers, some "distractors", that is questions that are not relevant for the purpose of this study and are aimed to distract the participants from understanding what the research focuses on. These special questions were used only in the students' tests as, being the research conducted in collaboration with the teachers of the school, they obviously were well aware of the study field.

In addition to creating questionnaires and surveys, *Google Forms* also offers users the option to automatically collect and examine the answers and provides them with an accurate analysis of the results. Therefore the answers to multiple-choice questions, check boxes questions, scale questions and grid types questions were analysed

calculating the percentages of the answers. Something similar has been done for the open question as well, analysing the words used by the participants and categorizing nouns and adjectives used in the answers to divide them in maxi-categories when possible. Some particularly interesting answers will be presented in the next chapter, while all the results and the answers of the tests can be found in the appendix at the end of this dissertation.

All the results of the students' pre-test and post-test will be presented in chapter 5, while the teacher's results will be listed in chapter 6.

The case study entailed a particular learning path that was discussed, designed and carried out in collaboration with the three teachers involved in the research.

The learning path was, as previously explained, preceded by the students' and teachers' pre-tests and followed by the two post-tests. It lasted about ten weeks and it was based on activities planned using the Internet on the topics of technology and the environment.

In chapter 4 the learning path is presented and all the lessons are meticulously described, explaining how the Internet tools introduced in chapter 2 were used in class as part of an Internet-based teaching program.

Chapter 4 A practical teaching experience: “Presenting an Italian teaching unit through a major use of Internet tools”

This chapter is aimed to describe the teaching experience in detail, therefore a description of the situation and the planning of the project is provided below. Moreover it was decided to meticulously describe all the lessons, specifying how and in which context the tools described in chapter 2 were used.

4.1 Main aspects of the case study teaching experience

The practical teaching experience presented in this dissertation has been conducted at a girls’ high school in Melbourne, where I personally worked as Italian Language Assistant. As Language Assistant I was asked to organize and teach lessons to different classes of students in co-presence with their teachers.

Particularly for this research, it was decided to plan an Italian teaching module using Internet tools for three classes of Year 10 students (15-16 years old girls). It was decided to research this topic because the school presents the perfect situation to do so in terms of equipment: every student uses a laptop in the classroom, a Wi-Fi connection is available anywhere on the school premises and all the classrooms are equipped with interactive whiteboard. Because of this specific situation it was decided, in agreement with the Italian teachers of the respective classes, to organize a whole teaching module, lasting about two months, employing technology as much as possible and, in particular, finding resources on the Internet. It was decided at the beginning of the term that all the materials chosen had to be related to the topics presented in the unit that the students would have studied during that term. The subjects we mainly focused on were therefore those of technology and environmental protection, in line with the Unit 6 of the Italian book *Ecco! Due* (Sedunary, Posterino, 2008).

All the students in the three classes, 44 girls in total, were involved in the study. Most of the girls have an Italian background but most of them do not speak Italian at home with their parents or grandparents. All the girls have been studying Italian for a minimum of three years before entering Year 10, as in the State of Victoria the study of a foreign language, Italian in their case, is compulsory until the end of Year 9, and

only after that, it becomes optional. The fact that the girls involved in the research are still studying Italian in Year 10 does not necessarily mean that all the students have voluntarily chosen to continue with the study of Italian, for some of them in fact, the subject has been imposed by parents and students have not proven to be particularly motivated in the study of the language. This is an important factor to take into consideration as a good amount of students do not seem to be motivated at all in studying the language, and show a negative attitude towards it during lessons.

Always in agreement with the teachers and with the aims of using as much as possible a variety of activities specifically linked to the use of the Internet and the technologic tools available to the girls (PC, mobile, interactive whiteboard, Wi-Fi), the following teaching micro-objectives were defined:

- a. To try to find and use authentic materials;
- b. To present the specific vocabulary related to the topics of technology and environmental protection starting with the one used in the students' book and expanding it;
- c. To introduce the imperative tense, both in the affirmative and the negative forms;
- d. To explain indirect object pronouns;
- e. To introduce the use of the imperative tense with direct and indirect object pronouns;
- f. To present the irregular Italian verbs *dare* and *bere* (*to give* and *to drink*);
- g. To encourage students to reflect on the presence of English words in the lexicon of the technology in Italian;
- h. To use some idiomatic expressions;
- i. To improve the students' speaking skills, especially on the theme of environmental protection, in order to sustain an oral exam on the subject at the end of the term.

4.2 The lessons

In this chapter a description of all the lesson plans and executions will be presented, as accurately as possible. Clearly it is important to take into consideration that three different classes, with different students, different classrooms and different teachers,

were involved in the activity. Therefore, as the effort to respect the lesson plans was enormous, there were small differences between one class and the other in the timing and the results of the different activities. For instance in two classes students seemed to pick up grammar or vocabulary more easily, in one class the Wi-Fi connection did not work very well during some lessons. This is to underline that there are many different variables that are impossible to control as we are studying and analysing a real situation, and it is important to consider them particularly when analysing the results.

4.2.1 Lesson 1: UQuiz

The first lesson began with the introduction of the topic of technology and the distribution of a sheet with the vocabulary list chosen by the teachers, that can be found in the final appendix. It was chosen to write next to each word of the list its explanation in Italian, without using the English translation (*i.e. Auricolari: strumento usato per ascoltare la musica*). Because of this reason we read the list together in class and, always in Italian, we helped to explain the meaning of the words that the students found to be more difficult.

After reading the list together, a link to a quiz on the Internet⁵ was sent to the students. The students could choose to access the quiz using their laptops, tablets or smartphones. The quiz used in this lesson is a personality test, specifically created to be used in this project. The subject of the quiz is technology and it includes all the lexicon previously introduced through the list handed out to the students.

The test title is *E tu? Quanto sei tecnologico?* (in English *What about you? How technological are you?*). The quiz consists of 10 different questions in Italian about the students' everyday use of technology. Once each student individually completed the test, according to the answers they chose, they discovered they belonged to one of four profile descriptions: *La macchina da scrivere*, *L'e-book*, *Il cellulare* or *Il robot* (in English *The typewriter*, *The e-book*, *The cell phone* or *The robot*). In each class there was at least one girl for each result, which allowed the teachers to ask 4 random students to read the description of their own profile, so all the four different profiles were read out loud and the lexicon was analysed.

⁵ The quiz can be found at the link <http://uquiz.com/mH1A4r>

Once the reading part was completed, the girls were asked if they thought the results of the quiz were correct and how important technology was in their daily lives. A short discussion started, and all the students were encouraged to express their habits and preferences with simple sentences in Italian. The girls liked the activity and, thanks to the support given by the written list of words and the texts explaining the test results, they really tried to speak Italian during the last part of the lesson, meeting the teachers best expectations.

4.2.2 Lesson 2: Language Perfect and Kahoot!

At the very beginning of the class, the topic of technology was resumed by asking the girls what they remembered of the previous lesson. Most of them remembered approximately half of the words introduced with list and the personality test during the preceding class. In one of the three classes the girls showed they remembered less words than the other two but, after reflecting on it, it was realised that this was probably caused by the fact that the previous lesson had been 4 days before, unlike the other two classes which had their previous Italian lesson only 2 days before. After this warm-up chat at the beginning of the class, the teachers handed out a sheet with a new list of words related to technology. The words were copied from the course textbook. This time the list was definitely more extensive and complex and included not only nouns but also some verbs divided into five semantic categories: television, photography, telephony, computing and audio. This time the teachers did not read the list of vocabulary, which was read out loud by the girls instead. They were asked to read one word each and then to try and translate the word in English with the help of the teacher and the collaboration of the rest of the class. The teachers decided among themselves to carry out the activity using this sort of collaborative translation.

After the reading of the whole list the girls were asked to take out their cell phones or to switch on their laptops and to connect to the website *www.kahoot.it*. As explained before *Kahoot!* is a free game-based learning platform whereby one can create quizzes to use in class. In this particular case a specific quiz including the vocabulary list introduced to the students was created in advance to be used in class. The questions were displayed using the interactive whiteboard and the students logged in, without the need to register or give any kind of personal details, to the specific quiz using a unique code. After logging in, it is possible for them to participate in the

competition using any kind of Internet connected device as a switch to answer the questions. The students normally enjoy using *Kahoot!*. Even if this was not the first time they used it they appeared to like it, mainly because it does not require a lot of effort, it is colorful and it is a type of activity that lets them to relax. Often, using *Kahoot!*, students focus on winning and their affective filter lowers, therefore Krashen's Rule of Forgetting helps them to acquire contents without consciously realizing it (Krashen, 1983). The winner of the *Kahoot!*'s competition got to choose five words from the list, for the whole class to use, to write five sentences in Italian during the last part of the lesson.

At the end of the lesson the teachers asked the students to use *Language Perfect* for their homework. All the students payed a little subscription fee at the beginning of the year to use this tool. As already explained, in the school involved in the research, *Language Perfect* is used mainly as a homework resource, primarily for vocabulary based homework. In this specific case the girls were asked to insert the vocabulary sheets of the two lessons (both the words and their definitions) and upload them on the platform so that they could refer to them for their future homework and exams.

4.2.3 Lesson 3: authentic Italian shopping websites

The students were asked to bring their laptops for this class, as they were required to browse the Internet for the whole lesson. In fact this lesson was based on an Internet search for products on authentic Italian websites.

The students were divided into four groups and each group was casually linked to the name of a real Italian electronics store specifically, the stores used for this activity were *Euronics*, *Trony*, *Unieuro* and *Mediaworld*). This activity was presented as a *Caccia al Tesoro Online* (in English *online treasure hunt*) by the teachers. A sheet with detailed instructions in Italian was given to each group. The instructions required that they seek the price of certain items on the website of the store the students were assigned to and to fill in a chart. They were asked, for example *Quanto costano le cuffie rosse più economiche nel vostro negozio?* (in English *How much are the cheapest red headphones in your shop?*), and each group had to find the cheapest red headphones on sale on the website of their specific shop and write the price on the sheet. The items to find were the same for each group.

As expected, the girls showed they were almost completely autonomous in this online search, especially because they were able to use the vocabulary lists previously supplied as support in the activity.

During this lesson, however, we came up against the first problems caused by the use of the Internet. In fact two classes out of three had problems with the Wi-Fi connection and this obviously slowed down the activity which, especially, had a negative effect on the students' mood and enthusiasm. Unfortunately there was very little we could do to fix the situation so the activity advanced slower than expected.

In spite of this unexpected accident, the girls appreciated the activity and tried their best to find the answers as fast as possible, showing they were really engaged in the lesson. At the end of the search for the objects, a chart with a column for each shop and a row for each item to find was drawn on the whiteboard and each team was asked to say the price of their objects out loud, answering to the questions in full Italian answers, for example: *Quanto costano le cuffie rosse più economiche nel vostro negozio? Le cuffie rosse più economiche nel nostro negozio costano 8 euro e 99 centesimi* (in English: *How much are the most expensive red headphones in you shop? The most expensive headphones in our shop are 8 euros and 99 cents*). At the end of the activity the results of each group were compared and the group who won in the majority of categories was announced the winner.

The students showed they were really excited by the competition and some of them explicitly said that they enjoyed browsing on real Italian websites.

4.2.4 Lesson 4: Italian website, Audacity, Lingro, Google Docs

Given the enthusiasm shown by the students in using an authentic Italian website during the previous lesson, it was decided to use an article, authentic as well, taken from an Italian technology website⁶ (www.iquii.com).

Being well aware that this would have been a very difficult text considering the students proficiency level, at the very beginning of the lesson it was explained to the girls that what they were about to read was in fact an original text from an Italian tech blog and that, because of its authenticity, it would have been challenging. The

⁶ The article can be found at the following link: <http://iquii.com/2014/01/13/statistiche-e-trend-su-internet-social-media-e-mobile-per-il-2014-in-italia-e-nel-mondo/>.

teachers also immediately reassured the classes saying that, after a first quick read, they would have analyzed the text together.

It was decided, prior to showing the blog using the interactive white board, to make the students listen to the text to practice their listening skills. An audio file was prepared in advance by me, being an Italian native speaker, using the software *Audacity*, which is a specific program for recording and editing sounds. The girls were asked to listen carefully to the recording and to write down the words they could understand.

After listening to the audio twice, the students were asked to share with the rest of the class the words they had recognized and the teachers wrote them as a list on the white board. Then they asked the students if they noticed anything in particular in the list of words. The girls immediately noticed that many of the words were, in English. At that point the whole text previously read was projected on the whiteboard and the girls were asked to stand up and to come and underline all the words in English that they could find in the text. This was aimed at helping students to elicit the fact that a great amount of English words are used in Italian when speaking about technology. After this activity, appreciated by the students who could stand up and move to come and highlight the words, the teachers focused on the fact that some English words had not been recognized by the girls during the listening activity because they weren't actually read with an English pronunciation but with an Italian one.

At this point it was decided with the teachers to read the document with the girls using *Lingro*. *Lingro* is an online translator tool that allows the reading of any webpage and translates any word of the page simply by clicking on it. It was decided to use this tool instead of *Wordreference* or other online dictionaries because it makes it easier to work on a translation with the whole group of students and, especially with a particularly challenging text like the one seen in class, it accelerates the translating process. Moreover, as many of the students were not accustomed to using paper dictionaries but tended to use mostly translating websites, it was noticed by the teachers that most of them showed they were unable to use a dictionary properly and especially to choose the right option amongst the possible translations offered for the word they looked up. *Lingro* provides an immediate translation of the words of the article, giving different possible translations and specifying the class of each word (noun, adjective, verb, etc.). Therefore it can help students to reflect on the word they

need to translate and to choose the right option amongst the ones suggested by the website.

The blog's article was read and translated together. A document with the link to the original blog and some comprehension questions was then shared with the class through Google Docs. The students were divided in small groups and each group had to answer one of the questions. They did so on the shared document so that the whole class could collaborate in real time in writing the answers in Italian and since they were using Google Docs, all the students were able to keep and use the answers developed together to write a short review on the article as homework. Before the end of the lesson, the answers were displayed with the interactive white board and they were read and corrected by the teachers and the students in a cooperative way.

4.2.5 Lesson 5: Photo Story 3, Kahoot!

As previously explained, one of the objectives of this teaching unit was to introduce the imperative tense, both in the affirmative and negative forms. It was decided to do so using *Photo Story 3*, a free tool that allows users to create customized stories using images, texts and audio files. In this case it was decided to recreate using this software, a short version of Cinderella story, already known by the students and therefore easy to understand, as the focus of the activity was to present a verbal tense and not to test the girls' comprehension skills. The story was presented without a narrator but only with direct speeches using the imperative form. No rules were explained to the students before the viewing of the story, so the verbal tense was introduced using an inductive approach and students were pushed to elicit the rules at the end of the cartoon. An inductive approach is characterised by the fact that the learners are more active, being the ones that, by analyzing examples, identify the general grammar rules (Nunan, 1999). This approach has been defined as more effective than the deductive one in terms of raising students' motivation and autonomy development, which are both essential characteristics of good language learners (Thornbury, 1999; Hinkel and Fotos, 2002; Prince and Felder, 2007).

It was decided to introduce the imperative tense in an inductive way mainly because it is not particularly difficult to understand and the rules are not excessively complex. Nevertheless it is important to consider that the imperative tense is often hard to use for Anglophones, not because it is perceived as difficult, but because they have a very

different conception of politeness and therefore, in the majority of cases, they would not use the imperative tense as an Italian speaker would (Balboni, Caon, 2015). Considering the classroom context as an example, in Italy it would be normal to hear a teacher addressing a student with a sentence like *Chiudi la porta!* (in English: *Close the door!*) while in Australia the teacher would probably address the student with a more polite sentence, like *Would you mind closing the door, please?* (in Italian: *Potresti chiudere la porta, per favore?*). Therefore, often when explaining this verbal tense to Anglophones, the hardest part is not the construction of the tense itself but to help students understand the difference in the social value and in its everyday use. The Cinderella story was projected twice using the IWB. The first time it was projected without pauses while the second time the cartoon was paused quite often to analyze the verbs and to get students to elicit the grammar rules to conjugate verbs in the imperative tense, in the affirmative and negative forms. The students then wrote the rules for the imperative tense on their laptops/notebooks and the conjugations of the verbs *mangiare*, *leggere* and *dormire* (each one representing one of the three classes of regular Italian verbs), to have a scheme to study and use for future exercises and together with the teachers, wrote a simple example for each verb conjugation. At the end of the lesson *Kahoot!* was used for a quick activity to review the rules that the students had just encountered during the lesson.

4.2.6 Lesson 6: online Italian newspaper, Google Docs, WordReference, Quizlet

At the very beginning of this lesson, the teachers told the students a made-up story in Italian. They told them that the day before they dropped their cell phones in the sink and that they had a crisis because they didn't know how to fix them. Then they told the students that they found a very easy solution on the web thanks to an article from an Italian magazine for teenagers called *Focus Junior*⁷. The article from the newspaper was shared with the students using *Google Docs* and projected in class on the whiteboard. It was chosen to use this article because, as it gives specific step-by-step instructions on how to save a phone that falls into water, it mainly uses verbs in

⁷ The article can be read at the link <http://www.focusjunior.it/scienza/cosa-fare-se-lo-smartphone-cade-in-acqua-come-cavarsela>.

the imperative form. Furthermore it uses a good amount of vocabulary linked to technology and therefore it was a good resource to revise some of the words seen in class and to introduce some new ones.

It was explained to the students that *Focus* is a very famous magazine in Italy and that this article was published on the online version of the magazine *Focus Junior*, which is the teenager version of the same magazine. This was specified to make the students aware that they were going to use, again, an authentic Italian article, commonly read by Italian peers of their age. The teachers and the students read the first part of the article together and then the girls orally translated it into English. At this point the topic of the article was clearly understood. During the reading the teachers had to stop and explain some of the most difficult expressions, such as *seniore di umidità* and *riparato in garanzia* (in English *humidity sensor* and *fixed under warranty*).

The girls were then divided into groups and they read and analyzed the rest of the article by themselves using *WordReference* as supporting tool to look up new words. Almost all the girls use *WordReference* quite often to translate words from or into Italian, but not all of them know how to properly use this tool and how to choose the right option among the ones suggested by the website. It was a good occasion for the teachers to quickly review how to use a dictionary (online or not).

At the end of the reading all the groups had understood which are the steps to follow to try to fix a cell phone after it falls into water.

Subsequently, the students were asked to find the verbs in the imperative form in the article, to highlight them and to copy them on their notebooks. After this, using the interactive white board, the students highlighted which ones of the verbs they found were combined with a direct object pronoun. A premade quiz on the imperative tense found on *Quizlet* was given to the students for homework.

4.2.7 Lesson 7: YouTube, KeepVid

During this lesson the teachers showed the students a video/cartoon about social networks. The video lasts around 4 minutes and is available on YouTube⁸. During the preparation of the activity it was decided to use the website *KeepVid*, which allows users to download and save videos from YouTube on their personal devices. In this

⁸ The video can be found at the link <https://www.youtube.com/watch?v=nYgXc8uOtkU> .

case, being the video quite long and having it a lot of new words, it was decided to download it and to insert subtitles in Italian to make it easier for the students to understand. Windows Movie Maker was used to write the video's subtitles for this activity, but there are many programs that can be used for the same purpose. Normally all computers have one of these programs automatically installed with the basic software package which changes depending on the operating system.

The video chosen to be showed in class focuses on the use of social networks and on the dangers that can result from an inappropriate use of these. The lesson started with a chat in Italian between teachers and students in which the teachers asked the students if they used social networks, which ones and if they liked them. Then they read the title of the video they were about to watch: *Social network: usa la testa!* (in English *Social networks: Use your head!*). The teachers explained the meaning of the expression in Italian and the students easily translated it in English.

After asking the students what they thought the clip would have been about, the teachers projected it for the first time, without subtitles and without any breaks. After the first viewing the girls had a clearer idea about the topic of the video but they clearly stated that there were still many parts of the audio that they could not understand.

The teachers showed the video a second time, this time asking the students to take notes. At the end of the second viewing and after putting together what the different students understood, the classes reached a good level of general comprehension. The video was then watched for the third time, this time with pauses to allow students to ask questions and teachers to help them better understand the vocabulary.

After the third viewing the teachers distributed the working sheets with a list of the idiomatic expressions used in the video and some comprehension questions. The list of words and idiomatic expressions used in the video was read together in class and explained. In particular the expression *strasimpatico* gave the teachers the opportunity to explain the absolute superlative in Italian slang, in which compound words with prefixes like *super*, *mega*, *stra*, *extra* and *iper* are commonly used by young speakers in informal contexts. After analyzing the list of words and expressions the teachers showed the video again, this time with subtitles and with pauses and helped the students to understand the whole text, often asking them to translate it in English.

At the end of the lesson the students were asked to do an exercise in groups. The exercise focused on the list of vocabulary presented in the video and it was corrected

in class. Hereafter this exercise, the students read the rest of the document together and then, individually or in small groups, answered writing the comprehension questions provided on the sheet.

4.2.8 Lesson 8: *Prezi, Ezvid, Google Docs, specific Italian learning websites*

This lesson was aimed to review direct object pronouns and to introduce indirect object pronouns. It was decided to prepare a presentation to help students firstly to identify the direct and the indirect objects in a sentence and secondly to understand how to substitute them using pronouns. The presentation⁹ was created using *Prezi*, a free website that allows private users to create presentations online. It is a very easy tool to use and the result is generally much more captivating and engaging than a normal Power Point presentation.

In the presentation the whole process, from identifying the object in a sentence to transforming it into a pronoun, was explained, giving examples both in Italian and in English. The presentation included the use of direct and indirect object pronouns with the imperative tense. During the presentation in class, the teachers used *Ezvid*, a tool used to record a computer's screen. In this case *Ezvid* was used to record the whole lesson so that the students could review the topic at home watching the video and listening again to the teacher's explanation.

After this theoretical explanation, the teachers shared through *Google Docs* the link to the *Prezi* presentation seen in class and a list of links to websites with various activities specifically create to learn Italian. In this case the links opened pages with explanations and exercises about the use of direct and indirect object pronouns¹⁰.

At this point the students had some time to choose the exercises they wanted to do and if they wanted to do them by themselves or in small groups. The teachers moved around the classroom to check if the girls needed help with the answers and to explain again some concepts to students who did not completely understand the explanation.

⁹ The presentation can be viewed at the link

http://prezi.com/69hjjf8hvfzr/?utm_campaign=share&utm_medium=copy .

¹⁰ <http://italiano-stranieri.blogspot.com.au/2011/04/lezione-i-pronomi-diretti.html>;

http://www.scudit.net/mdherme_ese.htm; <http://www.italianonline.it/pronomidiretti1.htm>;

<http://www.italianonline.it/pronomidiretti2.htm>;

<http://www.italianonline.it/pronomidiretti3.htm>.

In a second time the video recorded with *Ezvid* was shared with the students who could use it to fix their notes and to review the concepts seen in class.

4.2.9 Lesson 9: YouTube, ViewPure

Considering that the two previous classes were quite demanding for the students, it was decided for this lesson to watch a very short clip, lasting less than one minute, of an episode of the worldwide famous TV series *The Big Bang Theory*¹¹. It was decided, because of cyber safety reasons, not to watch the clip directly on YouTube even if the use of the website is not forbidden at the school involved in the research. When possible it is preferable to use safer channels to show videos in class, therefore the video was showed using the website *ViewPure.com*.

The TV series *The Big Bang Theory* is American, it is very famous and it was well known by all the students involved in the activity. It was chosen to show them this short passage in Italian, foreseeing that watching an American TV series dubbed in Italian would have been a hilarious experience for the classes. The students were in fact pleasantly surprised when they realized what they were about to watch and during the first viewing they were not focused at all on understanding the dialogue, because too busy giggling and emphasizing on how funny they found the voices of the characters in Italian. Therefore the video was projected again and this time the girls paid more attention to the dialogue and some of them showed a reasonable level of understanding in spite of the fact that the characters of this TV series speak really fast. At this point the teachers gave the students a sheet with the script and the video was projected for the third time. At the end of this third screen all the girls perfectly understood what happened in the clip.

Then the teachers asked the students to read out loud the transcript of the dialogue and asked them to highlight the verbs in the imperative form. The teachers warned the students and told them to search for the verbs carefully because in three out of five verbs, the verbs were linked to a direct object pronoun, for example *Non lo usare* (in English *Don't use it*) or *Stammi a sentire* (in English *Listen to me*).

Using the script of the dialogue from *The Big Bang Theory* as an example to follow, the girls were asked to work in pairs and to interview each other on the relationship

¹¹ The video can be watched at the link https://www.youtube.com/watch?v=PEn_ChBZb0Y.

between their parents and technology, asking each other questions like *Quali strumenti tecnologici usano i tuoi genitori?* (in English *What technological tools do your parents use?*) or *Tu sei più tecnologica dei tuoi genitori? Perché?* (in English *Are you more technological than your parents? Why?*).

Then the students shortly presented their partners' answers in first person, to start developing some oral skills using the vocabulary they saw during the previous lessons. An example of the short speeches is *Ciao, mi chiamo Julie. I miei genitori non sono tecnologici ma mi piace Facebook e amo i Social Network* (in English *Hi, my name is Julie. My parents are not technological but I like Facebook and I love Social Networks*).

4.2.10 Lesson 10: Ezvid, Cartoon Story Maker

It was decided with the teachers to use the program *Cartoon Story Maker* for the last lessons before the students' final oral exam. This program permits to create and elaborate simple images with fictional characters, to write sentences and create different slides in a style similar to the one of comic strips. This program also allows users to record their own voices and to upload them on the cartoon. Considering that the final oral exam would have required students to prepare a speech in Italian about environment protection using the imperative tense and the vocabulary about environment and technology studied in this unit, the program's voice recording tool was really useful.

A tutorial to explain in Italian how to use the program was prepared in advance using *Ezvid*, the screen-recording tool previously described. As expected, while watching the tutorial the girls didn't show to have any problem in understanding the various steps to follow in order to create an animation using the program *Cartoon Story Maker* because, even if they never used it before, they are accustomed to using programs like this one quite often. In fact, it would have been enough for the students to watch the tutorial only once to understand how to use the software but it was decided to show the video twice anyway to practice their listening. The second time a document with a list of English words was given to the students and they had to write the corresponding Italian words next to them, trying to understand them from the video.

The class was then divided casually in four groups by asking the students to pick a piece of paper with an image from a bag. The four groups were: *A casa*, *A scuola*, *Fuori casa e In città* (in English *At home*, *At school*, *Outside* and *In the city*).

At this point the students were told that they were going to create a project themselves using *Cartoon Story Maker*. Each group received a document with specific instructions about the project they were about to start. The instructions for each group included a list of 10-11 words to include in the cartoon (both verbs and nouns) and directions on grammar points to use (at least two imperatives, two imperatives in the negative form, 2 direct object pronouns e 2 indirect object pronouns) with examples.

4.2.11 Lesson 11, 12 and 13: *Cartoon Story Maker*, *Language Perfect*, *Google Docs*

The students were asked to download *Cartoon Story Maker* at home and get to class with the program already installed on their computer, to avoid possible unexpected problems due to the Wi-Fi, low batteries, etc. Following the instructions, all the groups arrived in class ready to start planning their cartoon. As at the end of the previous lesson, the students showed some slight confusion not about the software but about the writing of the script and the organisation of the cartoon itself, it was decided with the teachers to create an animation and to show it to the students to give them a general idea on how to proceed. Therefore a cartoon was created to provide students with a practical example of the options offered by the program and of the expectations of the teachers. Students found it particularly useful to understand how to structure the animation (with an introduction, a central body and a conclusion) and how to build the images, finding particularly hilarious to find out that they did not have to use just the characters and backgrounds provided by the program but they could upload real photographs as well. As an example of this function it was decided to use a photo of one of the teachers standing up next to an open tap at school and the main cartoon character arriving and telling her “*Pina, chiudi il rubinetto! L’acqua è importante*” (in English *Pina, close the tap! Water is important!*).

At this point the students were given time to start working in groups on their project. They started planning their cartoon, writing down the script on *Google Docs* so that the teachers could correct and comment the various sentences. In class teachers also helped the girls with their pronunciation as they were going to record the sentences as

well and insert the audio files in the animation. Thereafter the students started creating the project, choosing the backgrounds, the main characters and, in some groups, taking photos of themselves or of different parts of the school.

At the end of the whole preparation process, a lesson was dedicated to the presentation of the cartoons to the rest of the class. In total, the students needed three lessons to plan, structure, create and present the animation and in general they showed they enjoyed the activity. The most difficult part was the voice recording as, considering the particular situation of this research, students were not really used to being heard speaking Italian by their peers as, even during oral exams, they are normally by themselves with the teacher. At the end of the whole activity each group was asked to upload on *Language Perfect* the list of words they were given at the beginning of the activity and the sentence they used each word in, so that all the students would have had access to the whole list of vocabulary used by all groups.

In the next two chapters the results of the pre-tests and the post-tests will be presented. In particular, chapter 5 will focus on the results of the students' pre-test and post-test, while chapter 6 will presents the results of the teachers' tests.

As previously explained, during the research planning it was decided to ask students to fill out a pre-test before starting the lesson plan described in chapter 4 and a post-test at the end of the thirteen lessons, therefore the components of this study are three, in this order: the pre-test, the Internet-based lesson plan and the post-test.

It was decided to create and use two tests with the aim to analyze students' ideas and opinions about the themes considered in this research. The main aim of using a pre-test and a post-test was to be able to compare the results in order to highlight possible differences in the students' attitude towards the Internet and the Italian language. In particular, the main objective was to check if the Internet-based lesson plan described in chapter 4 would have influenced somehow the students' perception and opinion on both the subject and Internet. The two tests do not aim to evaluate the students' proficiency in Italian but to try to find an answer to some of the research questions listed at the beginning of chapter 3. Therefore, the tests' questions are mainly focused on aspects related to the students' attitude towards the Internet and Internet tools in their everyday lives and at school.

A total of forty-four students answered the questions of the two tests. The tests were created using *Google Forms* and shared with the students through *Google Docs*. The types of questions used in the tests are various and include multiple choice, check boxes, scale questions, grid types questions and open questions.

Both students' tests were filled with out-of-topic questions about their hobbies and their school in general. These questions were included in the list to try not to make too evident to the students what the specific topic of the research was, with the aim of keeping their answers as neutral as possible. The pre-test included twelve out-of-topic questions and the post-test included ten. The answers to these questions will not be included in this research, as they are not relevant to the purposes of this dissertation, but the questions will be included in the appendix.

All the answers and the results were compared, when possible, and analyzed and, while some of them did not present differences or data relevant to this specific study, some other gave interesting data to consider.

5.1 The pre-test

The pre-test is composed of twenty-six questions that analyse students' attitude towards the Internet and the study of Italian. The questions are divided in the seven categories presented below:

- a. Role of the Internet in students' routine out of school;
- b. Students' attitude towards the use of Internet;
- c. Students' perception of the Internet in their daily routine at school and as learning tool;
- d. Students' perception of Internet tools to learn languages and as part of the Italian lessons routine;
- e. Students' attitude towards learning Italian;
- f. Students awareness of their Italian learning process;
- g. The open questions: the students' advice and opinions.

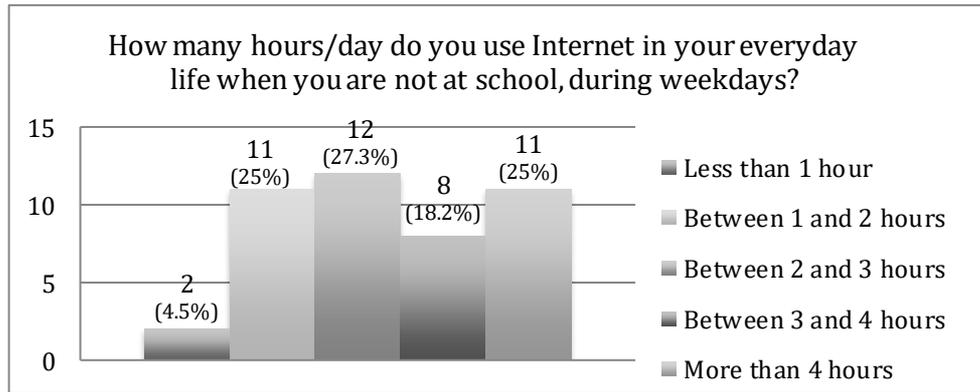
The answers to each question will be presented (in percentages, when possible) and analysed as it follows.

5.1.1 Role of the Internet in students' routine out of school

Being the research focused on the use of the Internet and on the participants' reactions to it, it was decided to consider firstly how and how much students use the Internet in their out-of-school everyday life, to better contextualize the research by taking into consideration the role of the Internet in the participants' routine in all its aspects. This section is only present in the pre-test and it was not repeated in the post-test as its aim is to better contextualize the research but it does not directly concern the main focus of this study.

The first question is *How many hours/day do you use Internet in your everyday life when you are not at school, during weekdays? (chat, social networks, watch videos, streaming, apps, games, e-mails...).*

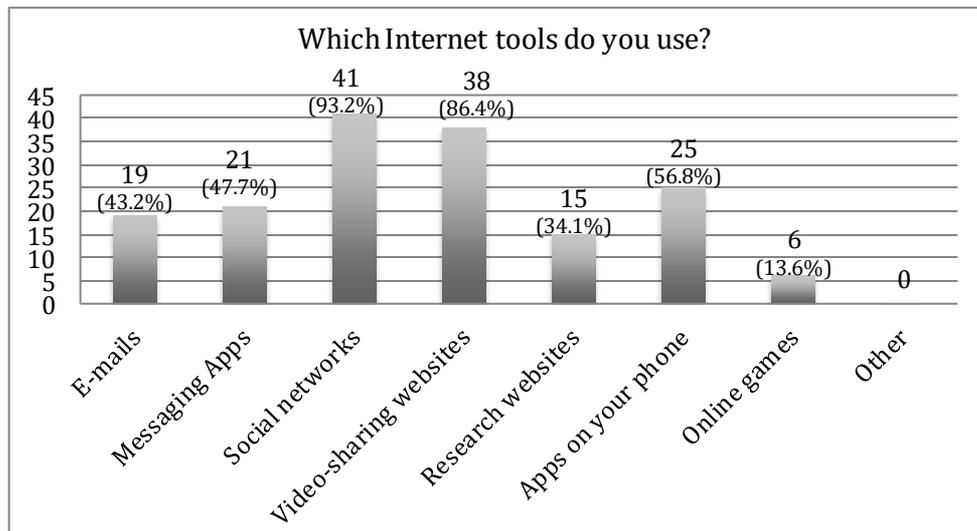
Chart 1.



The answers to this question can be summarized as illustrated in chart 1. From the analysis of the data, it emerges that only two students out of 44 (4.5%), use the Internet less than 1 hour a day. Approximately 50% uses it between 1 and 3 hours daily, 18.2% between 3 and 4 hours and 25% uses the Internet more than 4 hours a day.

The second and last question of this first section is aimed to understand which Internet tools students' use. While the previous one was a multiple-choice question and students could choose only one answer, to answer this question students could decide to check as many boxes as they wanted.

Chart 2.



As the graphic illustrates (chart 2), the tools that are more used by the group of students are *social networks*, *video-sharing websites* and *apps on their phones*. Particularly, a very high percentage (93.2%) of participants declared to use *social networks* (*Facebook, Twitter, Instagram, Pinterest, etc.*), 86.4% *video-sharing websites* (*YouTube, etc.*) and 56.8% *apps on their phones*. The rest of the tools are

used by less than half the students involved in the research and are *messaging apps* (WhatsApp, Viber, etc.) (47.7%), *e-mails* (43.2%), *research websites* (Wikipedia, etc.) (34.1%) and *online games* (13.6%).

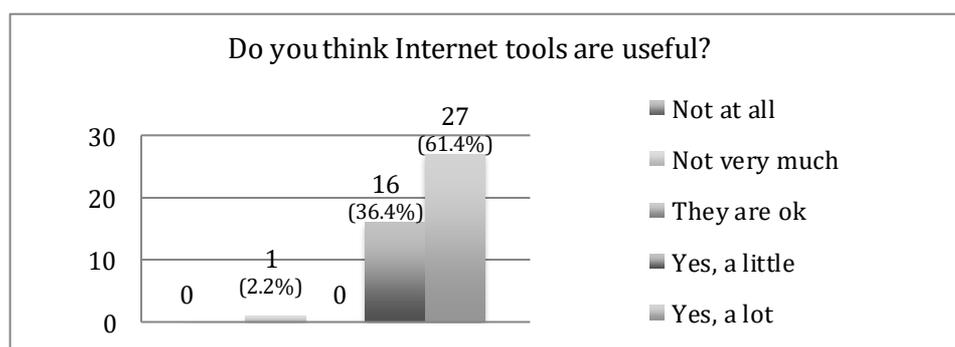
Overall, students showed to spend a good amount of time on the Internet and to use a wide variety of Internet resources during their free time.

5.1.2 Students' attitude towards the use of Internet

The questions belonging to this section focus on the consideration students have of Internet tools in general and they are all scale questions, meaning that students were required to choose an answer from 1 to 5, in which 1= *Not at all*, 2= *Not very much*, 3= *They are ok*, 4= *Yes, a little* and 5= *Yes, a lot*. As for the previous section, this group of questions is only included in the pre-test.

Firstly, students were asked if they thought Internet tools were useful.

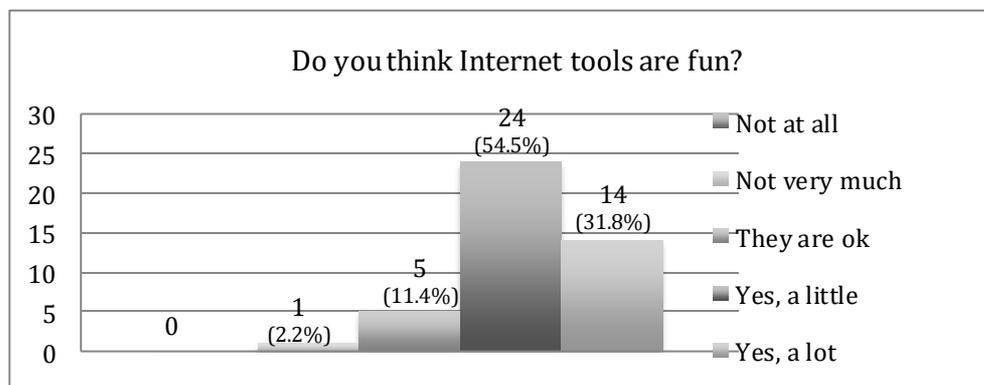
Chart 3.



More than half of the students (61.4%) answered *Yes, a lot*, almost all the rest of the students chose *Yes, a little* (36.4%) and only one participant stated *Not very much*. In general, all the students consider Internet tools to be useful.

The second question asks *Do you think Internet tools are fun?*

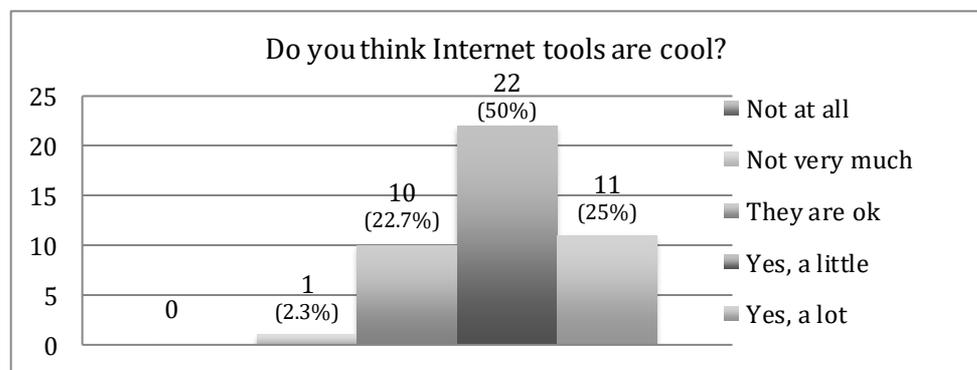
Chart 4.



In this case the majority of students (54.5%) answered *Yes, a little*. 31.8% of students chose the option *Yes, a lot* while the rest said *They are ok* (11.4%) and only one student chose *Not very much* (2.2%).

The third question of this section is *Do you think Internet tools are cool?*

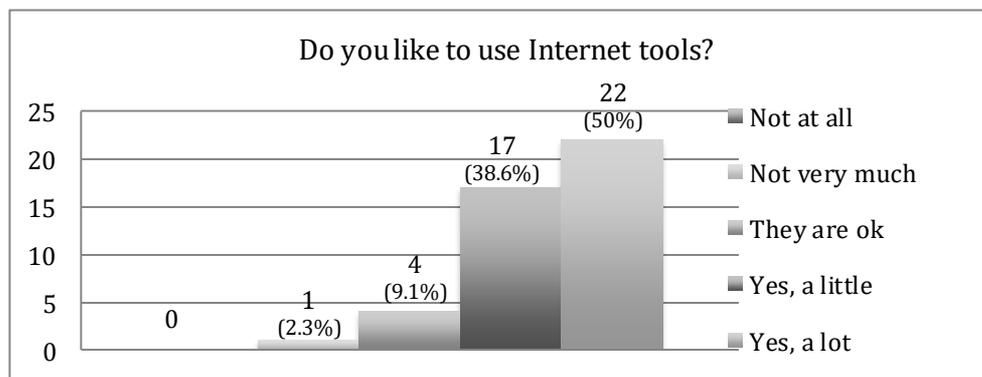
Chart 5.



As chart 5 illustrates, exactly half the students chose to answer *Yes, a little* and 25% *Yes, a lot*. Only one student indicated *Not very much*, the rest of the participants stayed neutral, stating *They are ok*. Again, only one student chose to give a negative answer to the question, while the majority of students showed a positive approach towards Internet tools.

In the last question of this section students were asked if they liked to use Internet tools.

Chart 6.



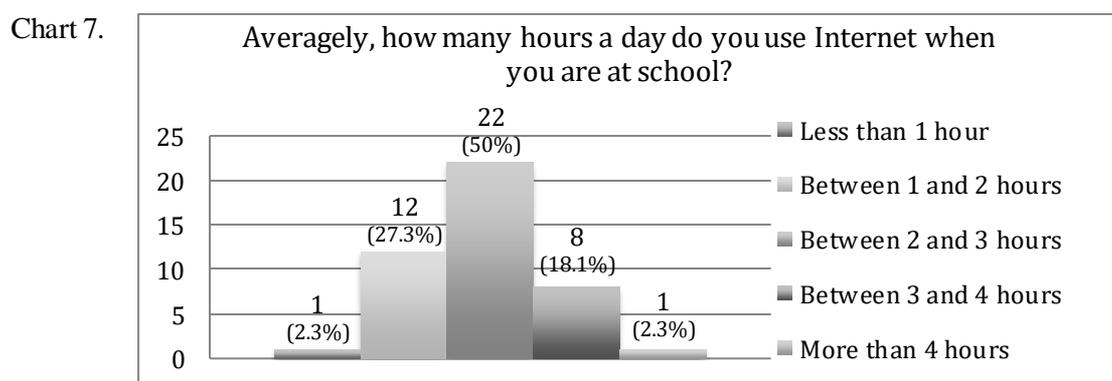
Exactly half the students said *Yes, a lot*, 38.6% chose *Yes, a little*, while four students answered *They are ok* (9.1%). Again, only one student stated not to appreciate particularly the use of Internet tools.

In general, from the students' answers in this section, it emerges that they generally appreciate the use of the Internet (88.6%) and that they find it useful (97.7%), fun (86.4%) and cool (88.6%).

5.1.3 Students' perception of the Internet in their daily routine at school and as learning tool

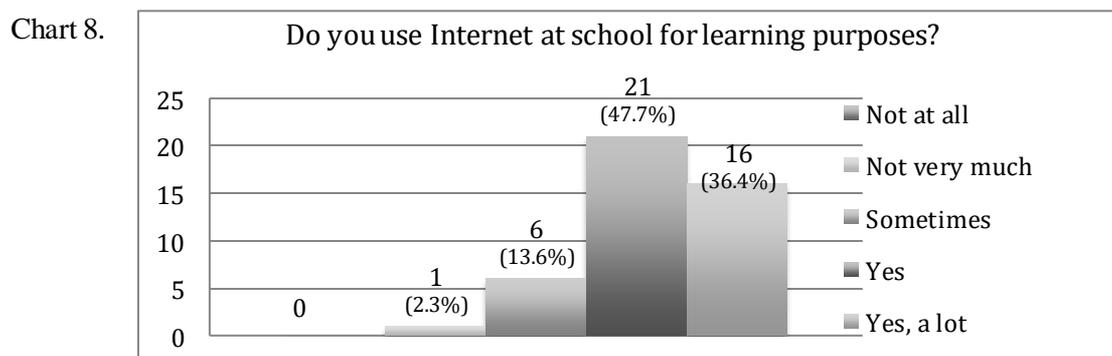
After a short overview on how students use the Internet during their free time and on the opinion they have about it, the research starts to focus on the students' Internet usage at school and as learning tool.

Firstly, it was decided to ask participants how many hours a day they normally use the Internet at school.



In reading the answers, it is important to consider that Australian students' school day normally lasts 7 hours. According to the data, half of the students uses the Internet between 2 and 3 hours a day. 27.3% uses it between 1 and 2 hours a day and 18.1% uses it more, normally between 3 and 4 hours a day. Only two participants chose one of the two extreme answers, stating to use the Internet respectively less than one hour or more than 4 hours a day.

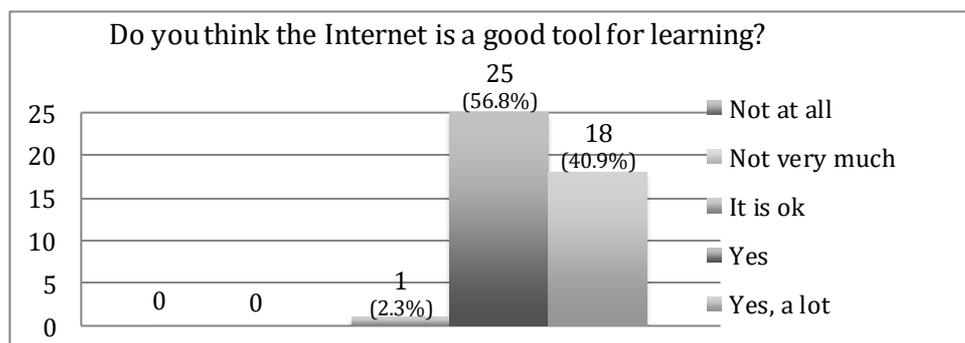
To the second question, *Do you use Internet at school for learning purposes?*, students had to give an answer on a scale from 1 to 5 in which 1=*Not at all*, 2=*Not very much*, 3=*Sometimes*, 4=*Yes* and 5=*Yes, a lot*.



As chart 8 shows, 84.1% of the participants indicated to use the Internet at school to learn better (47.7% ticked answer 4 and 36.4% chose answer 5). Only one person said not to use it very much, while the rest of the students said that they use it sometimes (13.6%). None of the students stated not to use at all the Internet as a tool to learn, at school.

The students' opinions about the Internet as a *tool for learning* become very clear and cohesive with the answers to the third question of this section, which asked *Do you think the Internet is a good tool for learning?*

Chart 9.



Apart from one student, all the other participants answered either *Yes* or *Yes, a lot* (respectively 56.8% and 40.9%), showing that in the students' opinion, Internet tools are highly valuable to improve the quality of learning.

In general, from this section it emerges that the great majority of students uses the Internet between 1 and 4 hours daily, during their free time. In particular, half of the students that took part in the study uses the Internet between 2 and 3 hours a day which means, considering that the school day lasts 7 hours in total, that they use the Internet for about 35% of the time they are at school. 84.1% of the students stated they used the Internet for learning purposes while at school and all of them, with the exception of only one student, consider it to be a precious tool for learning purposes in general.

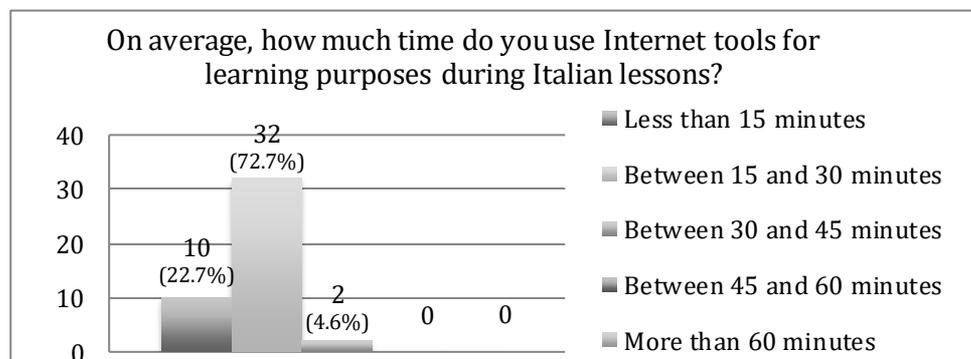
5.1.4 *Students' perception of Internet tools to learn languages and as part of the Italian lessons routine*

This section is more specifically focused on analysing the students' routine and ideas about using the Internet to learn languages and, particularly, to learn Italian.

To answer the first question, students had to indicate *the amount of time they dedicate to using the Internet for learning purposes during each Italian lesson*.

In the school involved in the research project, all the lessons last 75 minutes.

Chart 10.



The majority of participants (72.7%) stated that they used the Internet *between 15 and 30 minutes per lesson*. Two students said they used it *between 30 and 45 minutes per class* and the rest stated to use it *less than 15 minutes per lesson*. In general, the great majority of students indicated to use Internet tools 30 minutes or less during Italian lessons (not more than 40% of the lesson).

The second question of this section was *Which Internet tools did your teacher use during Italian lessons last term to present activities? How often?* It was aimed to identify the tools used by the teachers before the beginning of the Internet-based teaching unit planned for this research. Therefore, the students were asked to indicate the Internet tools used by their teachers during the previous term and how often they used them in class.

From a general analysis of the answers, as chart 11 illustrates, it emerges that students did not use social networks and Duolingo, that they never or very rarely used research websites (like Wikipedia for instance) or Internet documents to read in general (blogs, newspaper website, etc.), that they had used video-sharing websites generally between one and three times and Kahoot two or three times during the previous term, and that they had used very often, with a minimum of three times or more, translation websites and Language Perfect.

Chart 11.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks	40	2	0	1	1
Video-sharing websites (YouTube, etc.)	3	15	15	6	5
Research websites (Wikipedia, etc.)	23	12	7	2	0
Translation websites (Wordreference, etc.)	3	2	5	10	24
Language perfect	4	0	3	14	23
Internet documents to read in general (blogs, online newspapers, etc.)	17	13	12	0	2
Kahoot	0	6	27	6	5
Duolingo	34	5	1	3	1

It seems fair to consider that, as explained in chapter 2, *Language Perfect* is a website that requires a subscription and the payment of a yearly fee, therefore teachers decide at the very beginning of the year if they want to promote it with the students and their parents and, if so, they consider it an integrative tool to the text book. Once students pay their subscription, teachers try to use it as much as possible.

When, with the following question, the participants were asked to think of any other Internet tools that had been used by their teachers and had not been mentioned in the previous question, one student wrote *Google Docs*, another one *Conjuguemos*¹ and six participants wrote *Languages Online*².

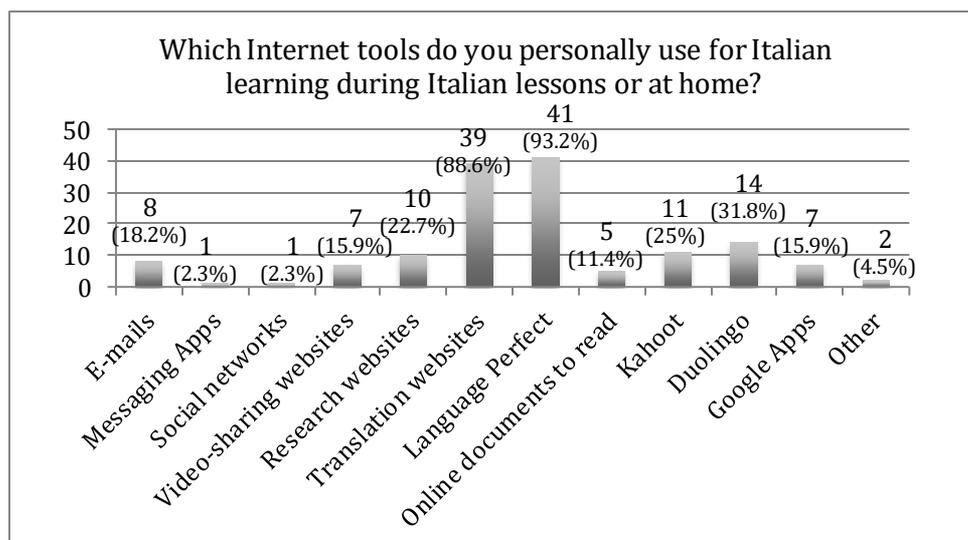
With the next question, students were asked to indicate which tools they personally use to learn Italian at school or at home.

The great majority of students declared to use mainly Language Perfect and Translation websites (respectively 93.2% and 88.6%).

¹ *Conjuguemos* (www.conjuguemos.com) is a website specifically designed to help students to learn verbs. It was created in 2000 by a Spanish teacher and it has about 3.5 million registered users.

² *Languages Online* (www.education.vic.gov.au/languagesonline) is a website already briefly presented in chapter 2. It is designed to provide language teachers and students with free resource including *Apps*, *Ready to play activities* and *Other useful resources* that allow users to make their own interactive tasks.

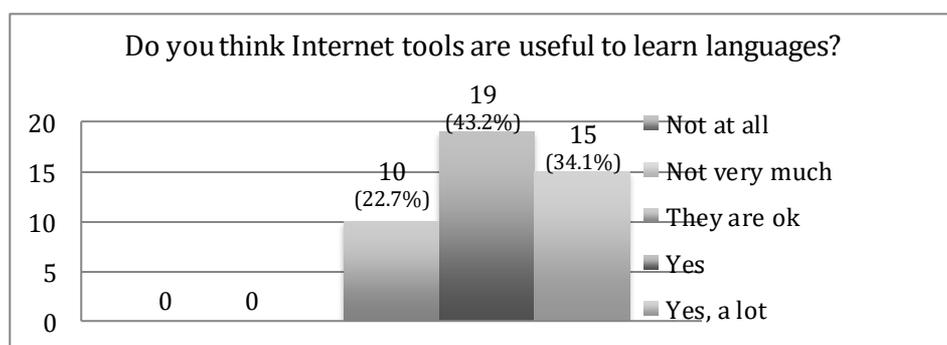
Chart 12.



According to the rest of the answers, the only other tools that are used by more than 20% of the students who took part in the research are *Duolingo*, *Kahoot* and *research websites in general* (31.8%, 25% and 22.7%).

The penultimate question of this section is aimed to analyse the students' general ideas about Internet as resource for language learning. The question is *Do you think Internet tools are useful to learn languages?* and, being it a scale question, it asks participants to answer by choosing a value from 1 to 5 in which 1= *Not at all*, 2= *Not very much*, 3= *They are ok*, 4= *Yes* and 5= *Yes, a lot*.

Chart 13.

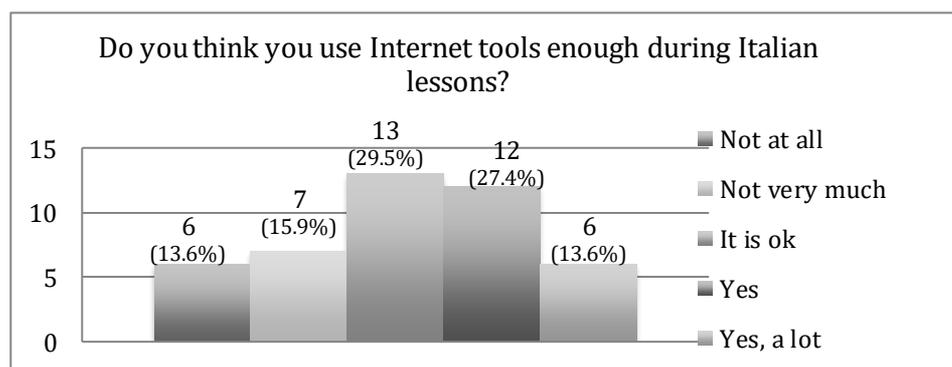


Nobody chose to answer with a 1 or a 2, while 22.7% of the students said *They are ok*, 43.2% chose *Yes* and 34.1% *Yes, a lot*, therefore the answers show that the majority of the students (77.3%) consider the Internet and its tools to be useful for language learning.

The last question of this section is specifically related to the students' experience in the classroom and it asks *Do you think you use Internet tools enough during Italian lessons?* This question is particularly important for the study. In fact, as this question

was asked before starting to present the whole Internet-based teaching unit previously described, the answers of the students refer to the period preceding the beginning of the Internet-based activities. Depending on their answers, it could have been possible to imagine if they would have appreciated an increase in the use of the Internet in class or, on the contrary, if they would have disliked it. The answers that students gave to this question are highly miscellaneous, as chart 14 illustrates.

Chart 14.



In particular, a total of 18 students out of 44 (40.9%) answered either *Yes* or *Yes, a lot*, indicating that, in their opinion, the Internet was in fact already used enough in class. Therefore, there could have been a possible discontent from these students, who thought that the amount of Internet was already sufficient, when highly increasing the use of it during the next lessons. 29.5% of the answers indicated that students thought that the Internet was not used enough in class and this last percentage could have lead students to particularly appreciate an increase in the use in Internet tools in class during the teaching unit planned for the research. The same amount of students (29.5%) chose to indicate that the amount of use of the Internet in class was actually *ok*. The comparison between students' answer to this question in the pre-test and in the post-test could lead to interesting results.

Generally, the answers in this section of the test indicate that the great majority of students (95.4%), use Internet tools 30 minutes or less during Italian lessons (not more than 40% of the lesson). The most used tools during Italian classes are translation websites (WordReference for instance) and *Language Perfect*, followed by *Kahoot* and *video-sharing websites*. Students have very heterogeneous opinions about how much they should or should not be using the Internet during Italian lessons, showing very different ideas in regards to the topic.

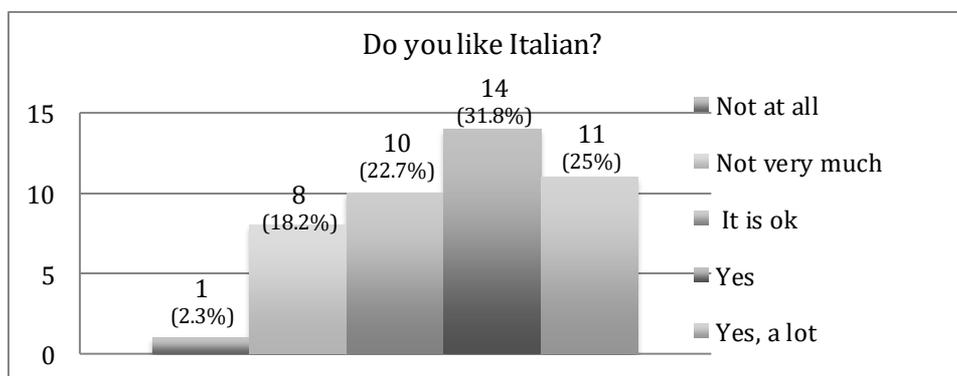
Apart from the use that students make of the Internet in class on suggestion of their teachers, a great amount of students stated to use autonomously *Language Perfect* and *Translation websites* to learn Italian at home or as a personal aid during lessons. Generally all the participants showed to consider Internet tools useful to learn languages.

5.1.5 Students' attitude towards learning Italian

This section is dedicated to check the students' attitude towards learning Italian and Italian classes in general. It was decided to insert the questions of this section both in the pre-test and in the post test, with the intention to compare the students answers and to determine possible changes in the students' attitude towards the subject and the lessons, after the Internet-based teaching unit described in chapter 3. All the questions in this section require students to choose an answer on a scale from 1 to 5 in which 1 means *Not at all* and 5 means *Yes, a lot*.

The first question is *Do you like Italian?*

Chart 15.

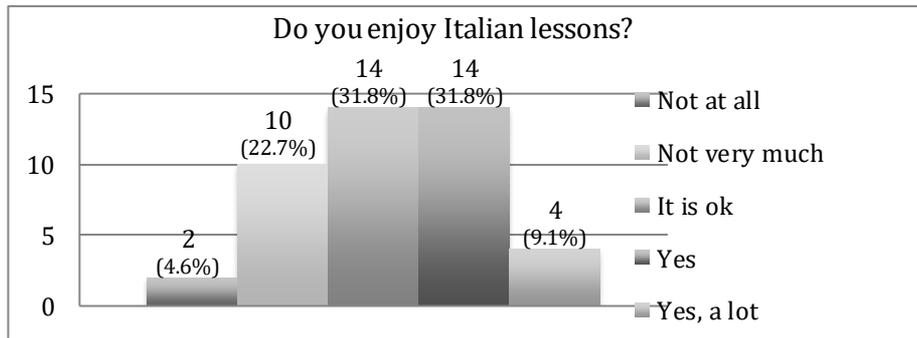


Only one student chose to answer *Not at all*, while the rest of the students are distributed among the other four possible answers, as it is possible to see in the chart on the side.

Despite of the fact that the two last columns, including the higher one, indicate students who stated to like Italian (56.8%), the number of students who chose to answer that Italian is ok (22.7%) and that they do not enjoy it (20.3%), is worthy of attention as well. In general, just a bit more than half of the participants (56.8%) stated that they like, or that they like a lot, to study Italian.

The second question is *Do you enjoy Italian lessons?*

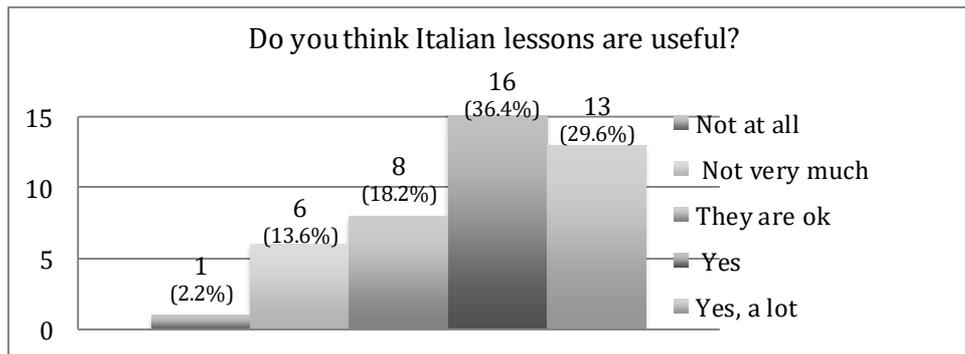
Chart 16.



The majority of the students did not choose the extreme answers (answer 1=*Not at all* and 5=*Yes, a lot*) but chose one of the central values. 22.7% chose *Not very much*, while 63.6% of students chose either *They are ok* or a simple *Yes* (equally distributed between the two, 31.8% each).

The third question of this section asked students if they thought that Italian lessons were *useful*.

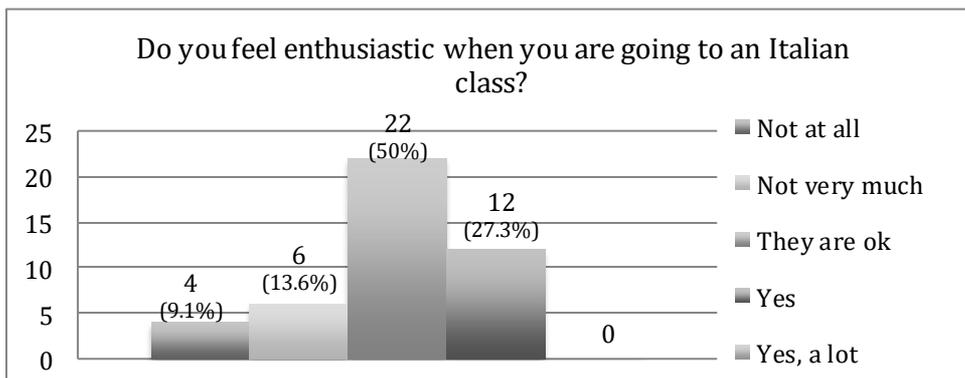
Chart 17.



In this case only seven students (15.8%) chose a negative answer and other eight participants (18.2%), simply answered that *They are ok*. As chart 17 shows, the majority of the students chose to answer either *Yes* or *Yes, a lot* (66%).

The next question asks students if they feel *enthusiastic* when they are going to an Italian class.

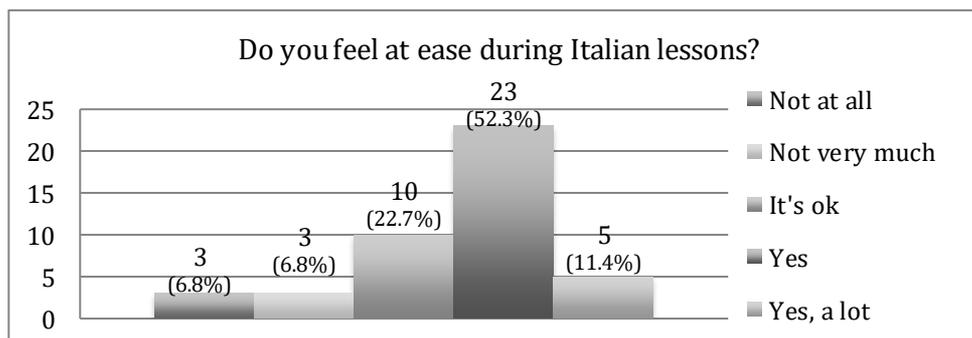
Chart 18.



Exactly half the students answered 3= *It is ok*, showing a neutral attitude towards the classes. Nobody answered *Yes, a lot*, while 27.3% said simply *Yes*, indicating to be enthusiastic to go to Italian classes. 22.7% of the participants answered either *Not at all* or *Not very much* (respectively 9.1% and 13.6% of participants).

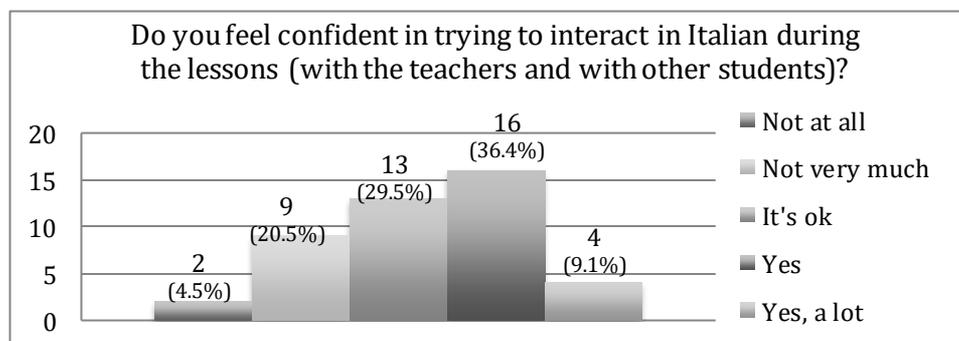
When with the next question students were asked if they felt *at ease* during Italian lessons, 63.7% of them said either *Yes* or *Yes, a lot*, while only 13.6% stated not to feel at ease during classes (6.8% chose *Not at all* and 6.8% *Not very much*).

Chart 19.



Another aspect that it was decided to consider in this research, is the *students' confidence in trying to interact in Italian during the lessons (with the teachers and with other students)*. It was decided to quickly investigate this aspect after noticing that students in general tend to avoid speaking Italian in class whenever possible.

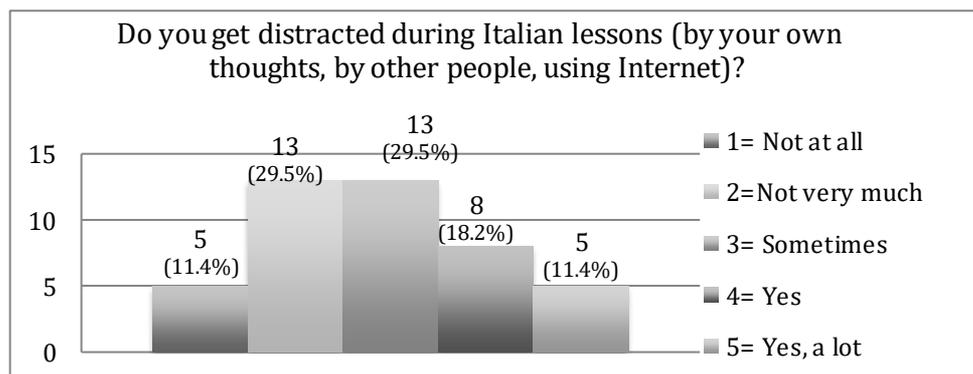
Chart 20.



Unexpectedly from the answers emerges that the majority of the students (45.5%) stated to feel confident in using Italian in class, while only 25% showed to have problems in using actively the language in the classroom. The rest of the students simply chose the neutral answer *It is ok*.

The following question was suggested by the teachers involved in the research and is aimed to check how often students *get distracted during Italian lessons (by their own thoughts, by other people, using the Internet, etc.)*.

Chart 21.



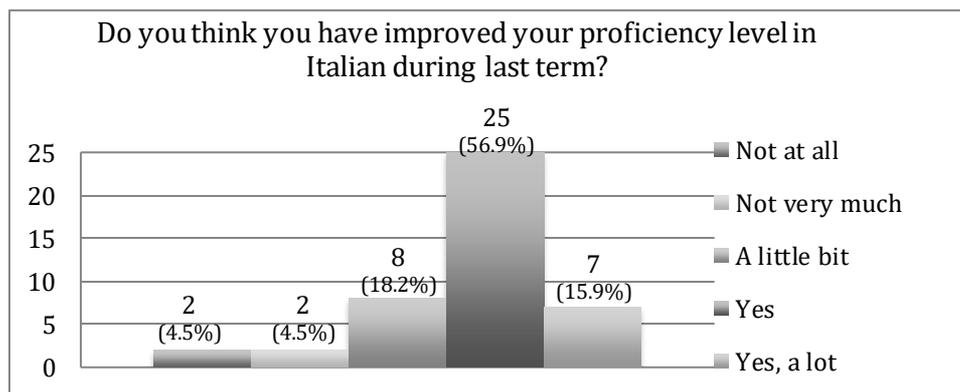
Teachers asked to include this question in the study to check if the students' level of distraction in class would have grown in parallel with the increase of Internet based activities. As it is possible to notice in the respective chart, some participants stated to get distracted often or a lot during Italian lessons (29.5%), some others stated to get distracted only *Sometimes* (again, 29.5%), while most students chose the answers *Not very much* or *Not at all* (in total, 40.9%).

Generally, from the answers presented in this section, it emerges that only the 56.8% of the students appreciate Italian as a subject. Students consider Italian lessons useful to improve and they feel at ease and confident enough to try to interact in Italian during the lessons with the teachers or with their peers. Students stated to moderately enjoy when they go to an Italian class. Furthermore, in their opinion, students do not get particularly distracted during the lessons by external factors or by their own thoughts.

5.1.6 Students' awareness of their Italian learning process

This section is composed of three questions. The next two questions are aimed to check the individual students' awareness of their own improvements in Italian and of what they think are the most difficult aspects of learning the target language. Particularly, the first question asks *Do you think you have improved your proficiency level in Italian during last term?*

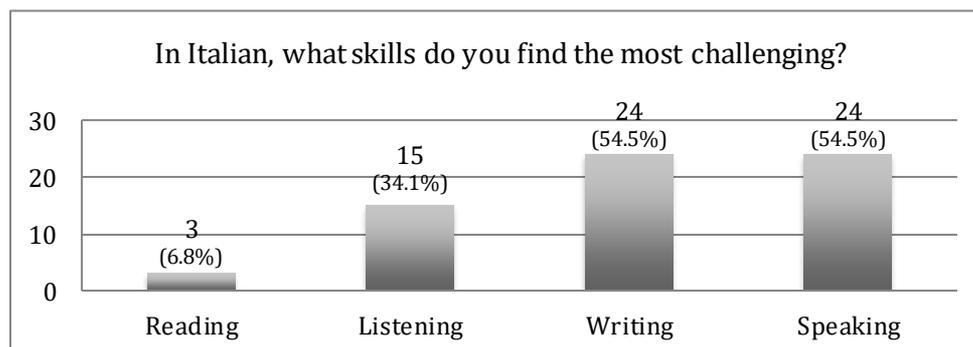
Chart 22.



As graphic 22 shows, twenty-five students (56.9%) answered *Yes* and seven (15.9%) answered *Yes, a lot*, showing that a total amount of 72.7% of the participants was well aware to have improved their level during the previous ten weeks of course. Only four students chose to answer either *Not at all* or *Not very much* (in total, 9%).

The second question of this section is *In Italian, what skills do you find to be the most challenging?*

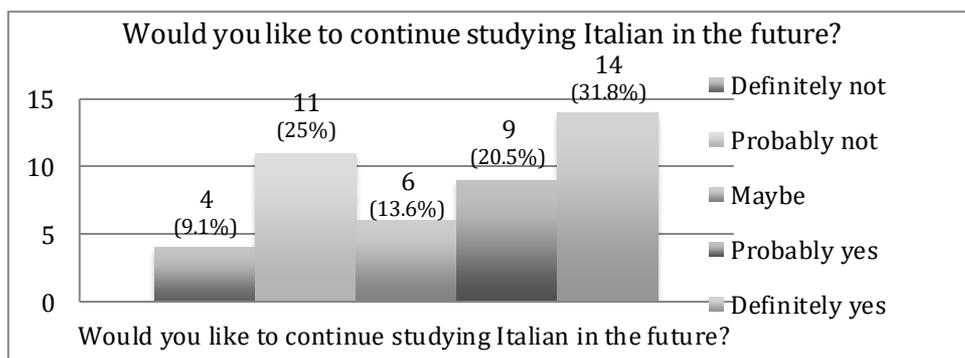
Chart 23.



In this case the question required students to tick as many boxes as they wanted. The data in the chart show that students indicated *Writing* and *Speaking* as being equally the most challenging abilities, in fact each one was chosen by 54.5% of the students. They are followed by *Listening*, chosen by 34.1% of the students. *Reading* is considered by students to be the easiest skill to develop, in fact it was chosen only by three students (6.8%).

The last question of this section was aimed to check the students' intentions about studying Italian in the future. In fact, in Australia students can choose to drop a subject during their course of study and change it with a different one. It is not uncommon for students to drop languages, even at an advanced level, as they are often considered too demanding.

Chart 24.



As chart 24 illustrates, the answers are quite heterogeneous. Only 52.3% of the students, a bit more than half of the totality, shows to be willing to continue to study Italian, while the rest of them is either unsure (13.6%) or have a propensity to stop (34.1%).

Generally, the great majority of students is well aware of the level of improvement they can reach during one term and they consider the production abilities to be the most demanding and the ones in which is more difficult to achieve good results. Only 52.3% of the students stated to be willing to continue to study Italian in the near or far future.

5.1.7 The open questions: the students' advice and opinions

It was decided to conclude the pre-test with three open questions with the aim of leaving some space to the students to freely express their ideas and eventual advice. The questions used are:

- a. *Why would/wouldn't you like to continue studying Italian?*
- b. *Do you have any advice that would help to improve your school?*
- c. *Do you have any advice that would help to improve Italian classes?*

While reading the three questions above, it becomes immediately clear that none of them makes a direct reference to the use of the Internet. It was decided to do so for two reasons: firstly because many detailed questions about the use of the Internet had already been asked to the students in the previous sections of the test and secondly to check if comments linked to the use of the Internet would have emerged anyway.

The first question is focused on analysing students' motivation to study or to stop studying Italian, with the aim to identify their main motivational factors and to

compare the answers of the pre-test and the post-test to notice possible changes in the answers given by the students.

The second and the third questions are very similar and aimed to collect students' opinions and advice to improve their school and, particularly, Italian lessons. It is important to underline that, even if it was decided not to mention the Internet and technologies in any of these two questions, the topic emerged anyway in some of the students' answers.

5.1.7.1 Students' motivation to study or stop studying Italian

In this section the answers to the question *Why would/wouldn't you like to continue studying Italian?* will be presented. The decision to ask students this question was driven by a desire to identify the students' main motivational factors to study Italian. In fact, motivation is an essential element in language learning as it can be considered as the fuel that allows the learning process to progress. The centrality of motivation has been reasoned by Krashen's studies (1981, 1985), which show how motivation is actually one of the elements that activate the affective filter, which permits learners to be, or not, psychologically receptive. In the fields of second and foreign language acquisition, motivation is considered to be a determinant factor, as a lack of motivation has a drastic negative impact on the learning process itself. Scholars identified a great variety of types of motivations throughout the years and it is not the aim of this specific study to analyse them as in this research it was decided to focus exclusively on the motivational factors identified by the students (for more detailed materials on motivation in language learning see Gardner, 1972,1985; Deci, Ryan, 1985; Schmidt, Boraie, Kassabgy, 1996; Schumann, 1978).

Particularly in this research, after analysing what the forty-four students wrote to justify their choice about studying Italian in the future, three couples of opposite motivational factors (to continue or to stop studying Italian), plus one extra motivational factor determined by the students' background, were identified and are listed below:

- a. Students *enjoy* or *do not enjoy* learning and studying the language;
- b. Students find the subject *easy* and *get good results* or they find it *difficult* and *do not get good results*;

- c. Students consider Italian, and language learning in general, *important* or *useful* for their future or they find Italian *useless*;
- d. Students consider having an *Italian background* motivating to study Italian.

Being this an open question, it was decided to analyze the answers by identifying key words that could be linked to the categories listed above.

The first factor is linked to the idea of *enjoyment*. Particularly in the pre-test eight students (18.2%) wrote that they enjoy learning Italian and going to Italian lessons and identified the pleasure of learning it as a decisive motivational factor. Differently, ten students (22.7%) identified their lack of enjoyment and interest as a factor that motivates them to drop the subject.

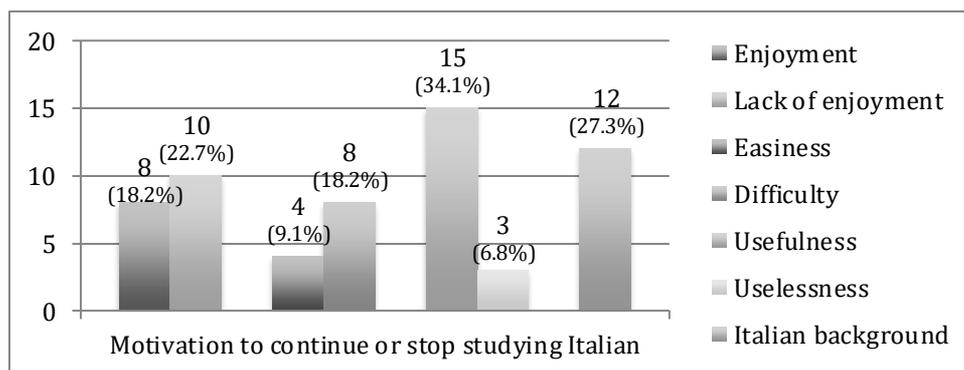
The second motivational factor identified by the students is given by getting good results or finding the subject easy. Four students out of forty-four (9.1%), underlined this as a good motivation to continue studying Italian, while eight students (18.2%) wrote that getting bad results and having to put too much effort to improve will probably stop them from studying Italian in the future.

The last factor is the one that counts more positive answers, in fact fifteen students (22.7%) wrote that they want to continue studying Italian because it is important and useful to learn a language (and Italian in particular). Also, here very few students used the same reason to justify their choice to drop Italian, writing that they do not consider it useful. Four participant (9.1%) wrote that they do not see themselves “using it in the future” or in their “everyday life”.

Another highly motivating factor that emerged from the students’ answer is having an Italian background. In the pre-test twelve students (27.3%) underlined how having an Italian family is important to them, either because they feel the desire of learning about their “family’s culture and language”, or because, as a student wrote “it would allow me to speak to my family more”. One student also highlighted the fact that, being her family Italian, they can often help her with the subject.

From the analysis of the data, the students’ answers can be summarized as shown in chart 25.

Chart 25.



Usefulness is clearly the main motivational factor for the group of students involved in the study, while in the first two categories, (enjoyment or no enjoyment and easiness or difficulty), the number of students who found the motivational factors important enough to continue with the subject is lower than the amount of students who stated that they might drop it for the same factors. The 27.3% of students indicated having an Italian background as decisive factor.

In general, *usefulness* and having an *Italian background* are the motivations that emerged as strongest among the students.

5.1.7.2 Students' advice to improve learning

The last two questions of the pre-test are *Do you have any advice that would help to improve your school?* and *Do you have any advice that would help to improve Italian classes?* The question *Do you have any advice that would help to improve your school?* was in fact requested by the school, and initially it was decided not to include it in the analysis of the results and to consider it an off-topic question, as it was not directly connected to the research. However, after revising the answers, it was decided to include it in the analysis of the data as some of the students' answer regards the topics of this research.

As previously explained it was decided not to include in the open questions any reference to technologies or the use of the Internet, in order to leave students free to write about their priorities and to check if the topic would have emerged anyway in the answers.

Considering all the answers to the two questions mentioned above, the topic of the use of the Internet was mentioned, in total, thirteen times. In particular, while the majority of the students stated that they would like to use the Internet more, two students wrote

that they would prefer to use it less. In particular, one participant wrote “for some subjects we use the Internet too much. Sometimes I prefer to copy down notes in my book instead of on Google Drive. However, it is also great using Google Drive at school” while the second one stated “don’t make textbooks online because it’s not convenient for everyone. Though we have entered a new generation with lots of technology, text books provide a more hands-on approach which is easier to learn from and is something you can keep for life”. These two answers are particularly interesting as they, unexpectedly, underline how some teenager students prefer to use more traditional tools and how, sometimes, students can consider counter-productive an excessive use of the Internet.

Another student, to answer the question *Do you have any advice that would help to improve your school?* wrote, simply “Better Internet!!” highlighting how, sometimes, a slow internet connection can make students feel frustrated and annoyed.

The rest of the answers show a positive attitude towards the use of the Internet at school. One student wrote, showing a conflicting idea from the last answers seen above, “use more online textbooks instead of books”. Another collision of totally opposing view regards the use of *Kahoot!*, in fact, three students ask explicitly to use it more, writing “more quizzes, such as Kahoot will enable us to not only interact with each other but learn and build on our vocabulary in Italian” and “more class competitions, like Kahoot. It drives us to learn the content in order to beat the others” and again, simply “more Kahoot!!”. On the contrary, one student specifically asks to use *Kahoot!* less, as she often finds herself “just looking at someone else’s computer screen without actually reading the question”.

Overall, students’ answers show enthusiasm and willing to use the Internet more at school but also underline the importance of consider the fact that not all students appreciate the same tools. Taking into consideration what stated above, it is important to always vary the activities and the materials in order to support properly the needs and expectations of different types of learners.

5.2 The post-test

The post-test includes questions that analyse students' attitude towards the Internet and the study of Italian. The questions are divided in the categories presented below, some of which are the same as the ones of the pre-test:

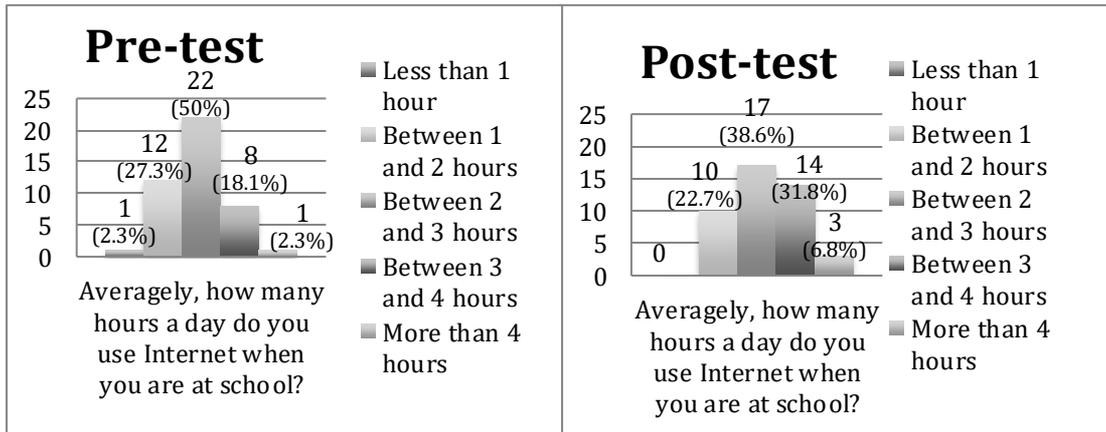
- a. Students' perception of the Internet in their daily routine at school and as learning tool;
- b. Students' perception of Internet tools to learn languages and as part of the Italian lessons routine;
- c. Students' attitude towards learning Italian;
- d. Students awareness of their Italian learning process;
- e. The open questions: the students' advice and opinions.

In the next paragraphs, the answer that students gave to the questions of the post-test will be presented. It was decided to include as well, for the questions included both in the pre-test and in the post-test, a comparison between the answers given by the students in the two tests. When possible, all the results will be presented in percentages and briefly analysed.

5.2.1 Students' perception of the Internet in their daily routine at school and as learning tool

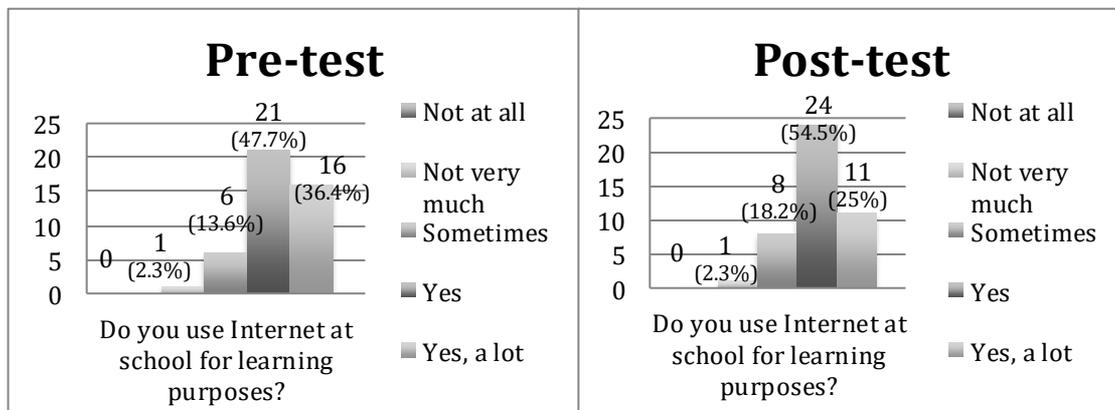
The questions in this section are exactly the same as the ones belonging to the homonym section in the pre-test. Firstly, it was decided to ask *how many hours a day students use the Internet at school*. As illustrated by charts 26 and 27 below, the students' answers show that their usage of the Internet at school in general, or at least their perception of it, slightly increased from the pre-test. This data does not exclusively refer to Italian classes, but to the whole school-day and it is not necessarily limited to using Internet tools in class, in fact students could include in this answer also the time spent using the Internet at school during the breaks. At the same time this question does not refer directly to the use of the Internet for learning purposes as students could include in this answer the time spent on the Internet for their own personal use, during classes or during breaks.

Charts 26 and 27.



Analysing the results of the post-test in particular, the answers show that seventeen students out of forty-four use the Internet for 3 or more hours (38.6% against the 20.5% of the pre-test), seventeen students use it between 2 and 3 hours a day (38.6% against 50% of the pre-test) and only ten students use it 2 or less hours (22.7% against the 29.6% of the pre-test). As specified above, it is important to underline that this data does not necessarily refer to the use of the Internet as learning tool, in fact while the data above present an increase in the use of Internet tools at school, the students' answers to the next question, which asks more specifically *Do you use Internet at school for learning purposes?* show a slight decrease in the use of the Internet as tool for learning in comparison to the pre-test, even if in both cases a very high percentage of students declared to use Internet at school as a tool to learn (84.1% in the pre-test and 79.5% in the post-test).

Charts 28 and 29.

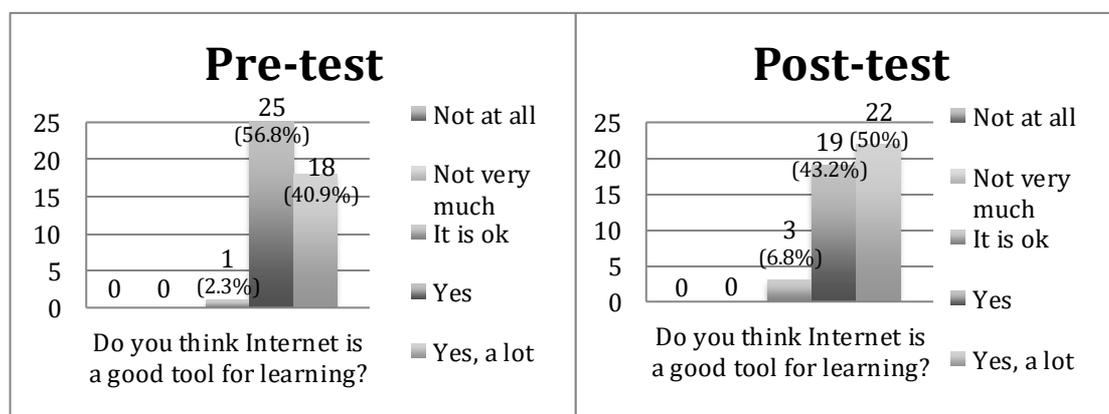


In both tests, none of the students chose to state not to use the Internet at all as a learning tool at school and only one student (2.3%) declared not to use it very much.

The comparison between the results of the pre-test and the post text is easily visible in charts 28 and 29 in the previous page.

The last question of this section is *Do you think Internet is a good tool for learning?* Comparing the results of the pre-test and the post-test it is easy to see a difference but it is complex to analyse it and to highlight a common direction in the students' perception of the Internet as learning tool. In fact, as the two charts below illustrate, the main difference concerns six of the participants who answered "Yes" in the pre-test (13.6%) and changed their answer in the post-test.

Charts 30 and 31.



In fact, while in the pre-test twenty-five participants (56.8%) answered *Yes*, in the post-test only nineteen students (43.2%) chose this answer, therefore the number of "Yes" answers decreased, passing from 56.8% to 43.2%. What makes it difficult to easily identify a common direction in the change of the students' perception of the Internet as learning tool, is the fact that while the number of students who answered *Yes* decreased, both the numbers of students who answered to the question *Do you think Internet is a good tool for learning?* stating *Is ok* or *Yes, a lot* slightly increased, showing in fact a slight change in the students' opinion that goes in two opposite directions.

From a comparison of the pre-test and post-test's answers to the questions belonging to this section of the test, it does not emerge a high increase in the quantity of the Internet used at school by the students. In fact, results show an increase in the use of the Internet at school in general but a slight decrease in the use of it at school for learning purposes. The situation is very similar in regards to the students' opinion about Internet as a *good tool for learning*, in fact only six answers of the post-test (13.6%) differ from the ones of the pre-test, two of them showing a decrease in the

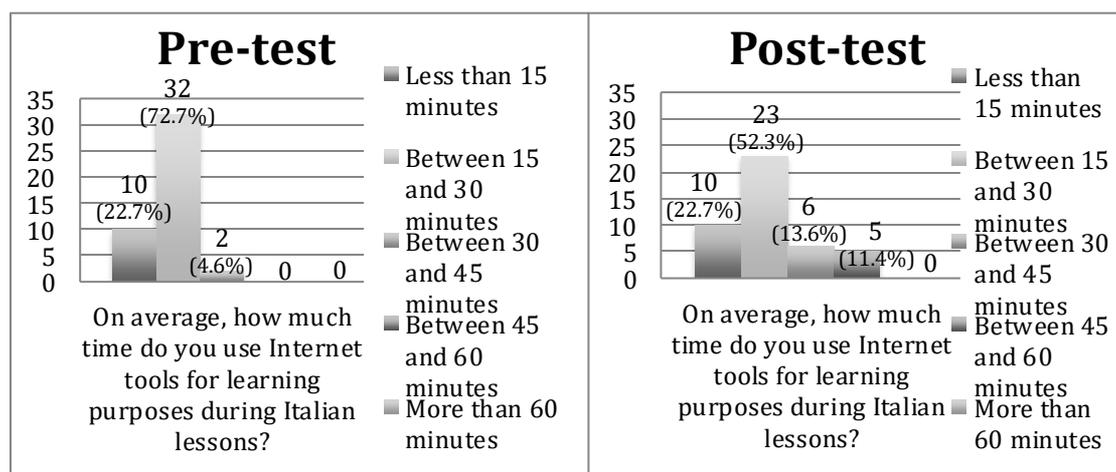
perception of the usefulness of the Internet to learn and four of them showing an increase. It is important to underline again that the results of this section of the test do not refer specifically to language learning and to Italian classes but to school in general, in fact these two aspects will be specifically examined in the next section.

5.2.2 Students' perception of Internet tools to learn languages and as part of the Italian lessons routine

This section was present in the pre-test as well and it focuses more specifically on analysing students' ideas about using the Internet to learn languages and, particularly, to learn Italian.

To answer the first question, students had to indicate *the amount of time they dedicate to using the Internet for learning purposes during each Italian lesson.*

Charts 32 and 33.



As previously explained, it is important to consider the fact that in this school all the lessons last 75 minutes. By comparing the students' answers in the pre-test and in the post-test it is possible to notice and increase in the amount of time students' dedicated to the use of Internet tools during Italian classes. The results are shown in charts 32 and 33.

The students' answers to this question in the post-test show that they noticed the actual increase in the use of Internet tools during the Italian lessons preceding the post-test, which is real, considering that the post-test was taken at the end of the Internet-based teaching unit. In particular, while the number of participants who stated to use the Internet *Less than 15 minutes* per lesson did not change (22.7%), the

number of students who declared to use the Internet *Between 15 and 30 minutes* per lesson decreased (from 72.7% to 52.3%), leading to a consequent increase in the number of students who stated to use Internet tools *30 minutes or more* during Italian classes (from 4.5% to 25%).

The second question of this section (*Which Internet tools did your teacher use during Italian lessons last term to present activities?*), in the pre-test was aimed to identify the tools used by teachers before the beginning of the unit planned for this research while in the post-test it was aimed to check if the students realised and remembered the Internet tools used in class during the Internet-based teaching unit preceding the test. In general, the answers coincide with the reality, showing that students remembered the tools used in class.

Chart 34.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks	31	4	8	1	0
Video-sharing websites (YouTube, etc.)	3	9	19	12	1
Research websites (Wikipedia, etc.)	18	15	7	3	1
Translation websites (WordReference, etc.)	0	2	9	13	20
Language Perfect	1	3	14	10	16
Internet documents to read in general (blogs, newspapers websites, etc.)	1	6	16	13	8
Kahoot	0	6	17	18	3
Duolingo	36	8	0	0	0

In particular, *Social networks* and *Duolingo* were not included in the Internet-based teaching unit and in fact the majority of the participants indicated to have never used them in class.

A particular situation regards the *Research websites* which, as well, were not included in the teaching unit. In this case 40.9% of participants stated that they *Never used it* while 34.1% of the students wrote to have used it once. Maybe this answer was influenced by the fact that, being *Research websites* a category that is wide and

difficult to define, some participants erroneously identified some of the websites used in the lessons, as belonging to this category.

In reference to the other Internet tools (*Video-sharing websites, Translation websites, Language Perfect, Kahoot and Internet documents to read in general, including blogs and newspapers websites*) the results show that the students' answers are coherent with the effective number of times these tools were used during the Italian lessons of the school term preceding the test.

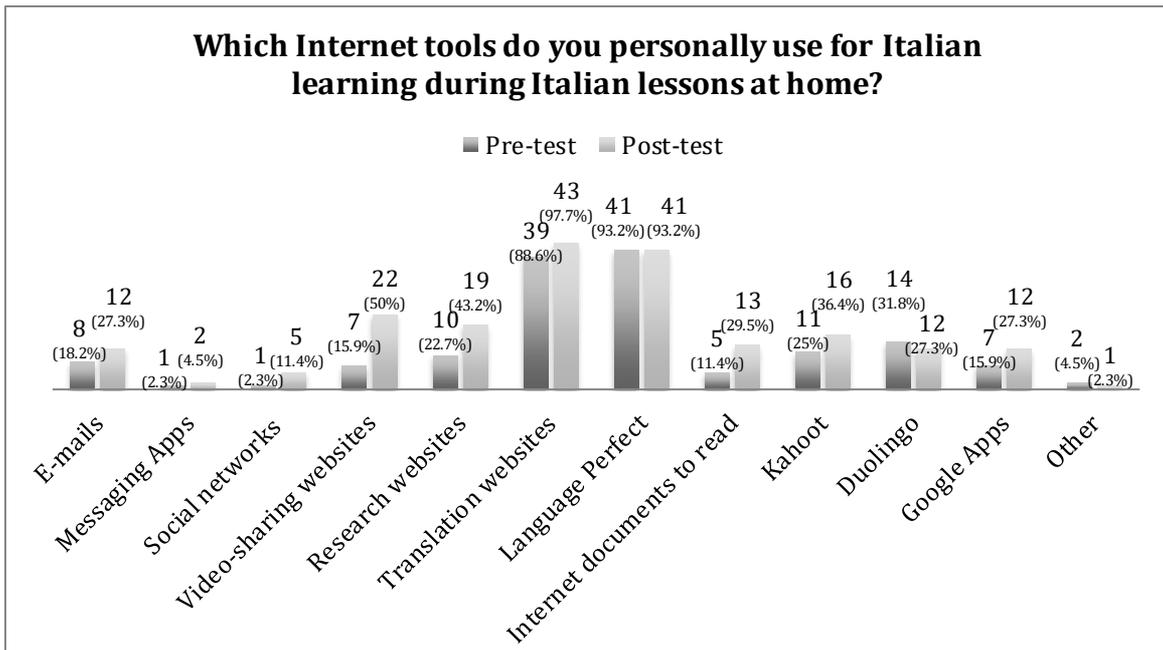
With the next question, it was decided to ask students, with the same question used in the pre-test (*Has your teacher used any other Internet tools that weren't mentioned in the question above?*), to think of any other Internet tools that had been used by their teachers and had not been mentioned in the previous question. In the twelve answers given to this question, *Google Docs* and *Cartoon Story Maker* were mentioned four times each and *Languages Online* was mentioned three times. Two students wrote *Conjuguemos*, even if it was not used during the term preceding the post-test. The *survey* and the *websites for shopping online* were mentioned once by two different students. Other answers included *Power Point* (maybe a reference to the *Prezi* presentation), *apps and programs* and *other websites* (in general, without specifying which ones) and *videos from other websites* (maybe a reference to the videos watched through the website *Purify*).

The next question of this section is *Which Internet tools do you personally use for Italian learning during Italian lessons or at home?* The question is a multiple choice and students had the possibility to select as many answers as they wanted.

The answers of the post-test show an increase in the use of the majority of tools, with the exclusion of only three of them which are *Language Perfect, Duolingo* and the option *Other*.

As graphic 35 illustrates, a very high percentage of students (93.2%) stated to use *Language Perfect* already in the pre-test and the percentage stayed stable in the post-test. In reference to *Duolingo* and to the use of other Internet tools the results of the post-test show a very slight decrease (from 31.8% to 27.3% for *Duolingo* and from 4.5% to 2.3% for other tools). The post-test results indicate an increase in the use of all the other Internet tools mentioned in the question.

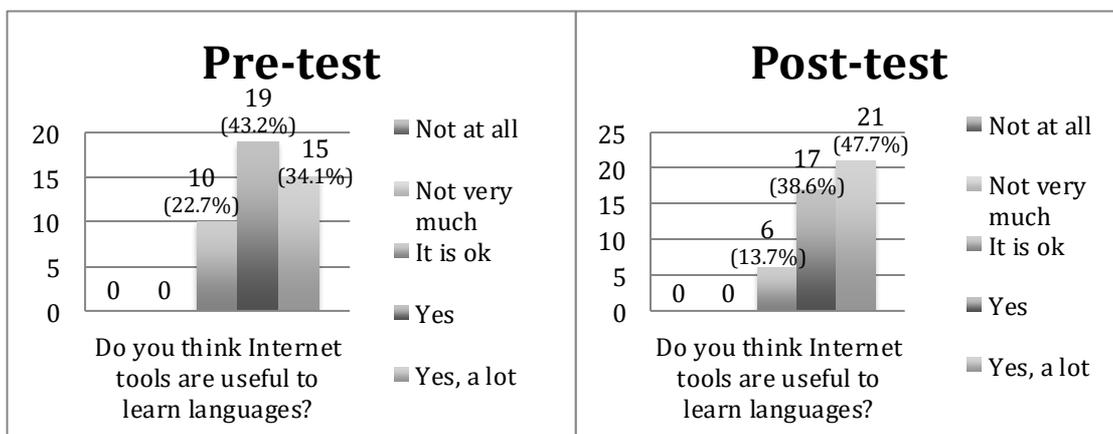
Chart 35.



Translation websites (WordReference, Google Translate, etc.) and *Language Perfect* are the most used tools by the students participating in this research. In the pre-test *Language Perfect* was the most used, while in the post-test students used *Translation websites* more. The type of tool in which the highest difference between the pre-test and the post-test was registered are the *Video-sharing websites* (from 15.9% to 50%). In general, it is evident from the results of the post-test that the students' answers underline a great increase in the use of Internet tools from the pre-test.

The next question focused more on the students' opinion about Internet tools' usefulness to learn languages and asked *Do you think Internet tools are useful to learn languages?*

Charts 36 and 37.

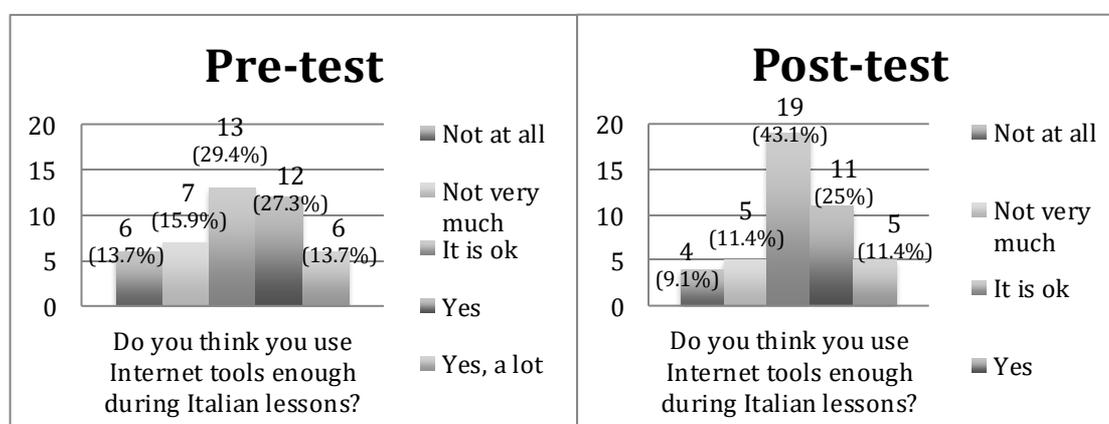


Comparing the answers of the pre-test with the ones of the post-test it is easy to notice that a higher number of students (13.6% more than in the pre-test) stated to consider Internet tools *very important* to learn languages.

Overall, students seem to have improved their opinion about the usefulness of the Internet for language learning during the term in which an Internet-based teaching unit was used during the Italian classes.

The next question of this section is specifically related to the students' experience in the classroom and it asks *Do you think you use Internet tools enough during Italian lessons?*

Charts 38 and 39.

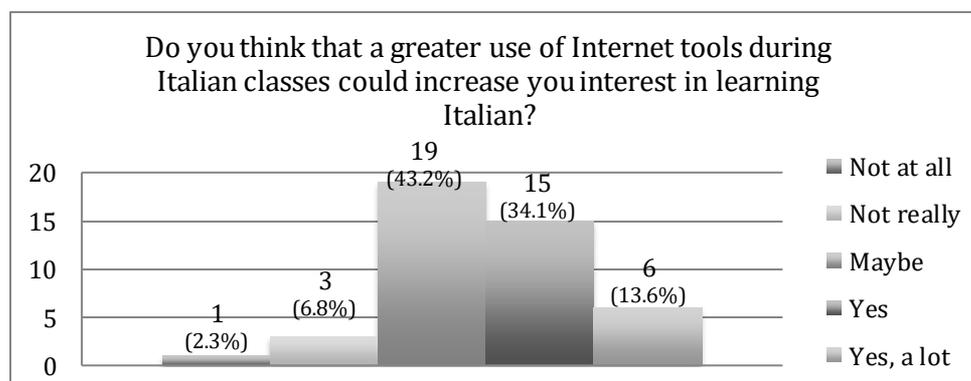


As the graphics above illustrate, in both cases the highest column is the one of the students who answered that the amount of Internet used in class *is ok*, but the number of students that chose this answer in the post-test is much higher than in the pre-test (29.5% in the pre-test and 43.2% in the post-test). In general, comparing the two charts above, it emerges that students seem to consider more adequate the amount of time dedicated to the Internet during the term preceding the post-test, that is the term in which the Internet-based program was used, than the amount of time that was dedicated to the use of Internet tools before it.

The last question of this section was not included in the pre-test and it is *Do you think that a greater use of Internet tools during Italian classes could increase you interest in learning Italian?* This question, which is very direct as it reflects one of the research questions of this study, was in fact inserted at the very end of the post-test with the aim of influencing as little as possible the participants. Students were

required to answer on a scale from 1 to 5, in which 1= *Not at all* and 5= *Yes, a lot* and their answers are represented in chart 40.

Chart 40.



Only 9.1% of the students indicate that a higher increase in the use of Internet tools would not increase their interest in learning Italian. On the contrary, 47.7% of the participants stated that a greater use of the Internet in class could help them being more interested in the subject. 43.2% of students chose to answer *Maybe*, showing not to have a clear opinion about how Internet could influence their interest in learning Italian.

In general, the results of this section of the post-test are very interesting as they show a noticeable difference with the answers of the pre-test. The data show that the students perceived the increase in the use of the Internet and of specific Internet tools during Italian classes and for homework, using in particular translation websites and *Language Perfect*. This increase in the use of Internet tools was generally perceived as positive and it lead students to be more aware of the usefulness of Internet tools to learn languages. Almost half of the students stated that a higher use of Internet tools in class could increase their interest in learning Italian.

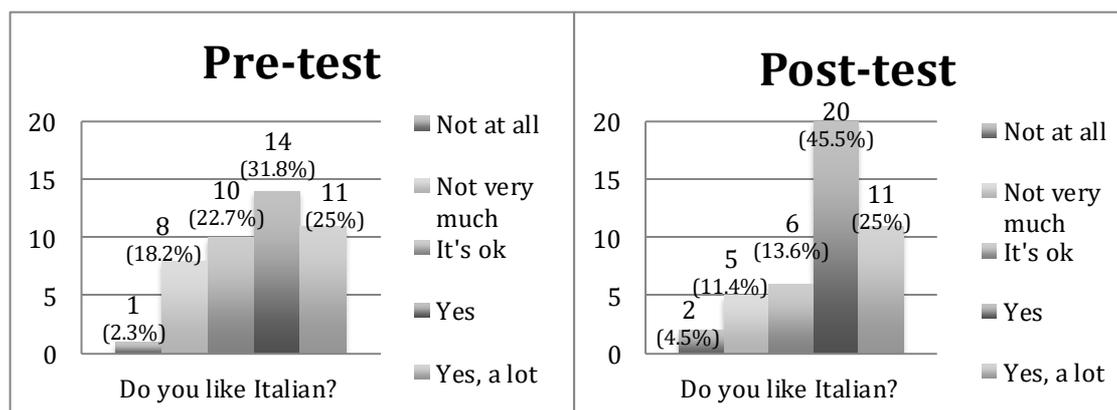
5.2.3 Students' attitude towards learning Italian

This section is dedicated to check the students' attitude towards learning Italian and Italian classes in general. As previously mentioned, it was decided to insert the seven questions of this section both in the pre-test and in the post test, with the intention to compare the data and to determine possible changes in the students' attitude towards the subject and the lessons, after using in class the Internet-based teaching unit described in chapter 3.

In this section, students were asked to choose an answer on a scale from 1 to 5 in which 1 means *Not at all* and 5 means *Yes, a lot*.

The first question of this section is *Do you like Italian?* and, as the charts below illustrate, students seem to appreciate more the language in the post-test than in the pre-test.

Charts 41 and 42.

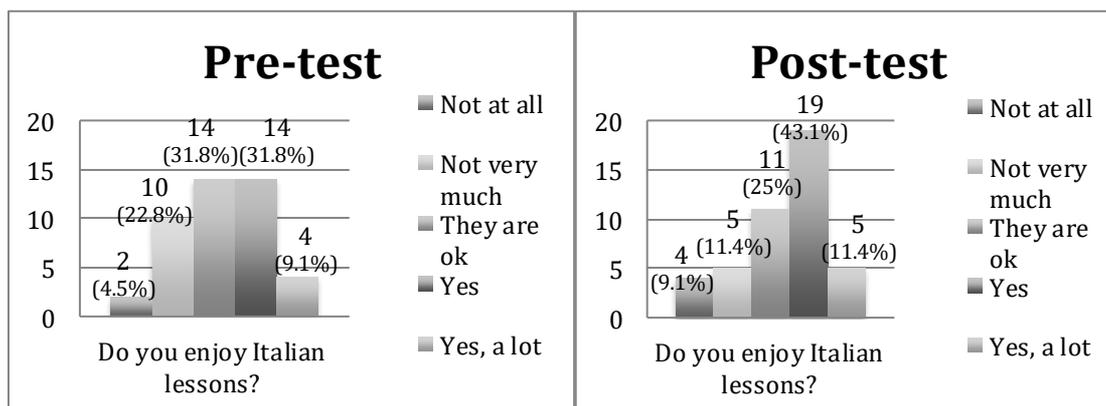


In particular, the number of students who chose to answer *Yes* to the question, increased from 31.8% to 45.5%.

Afterwards students were asked *Do you enjoy Italian lessons?*

From the data presented in charts 43 and 44 emerges again that the main difference in the data regards the answer *Yes*.

Charts 43 and 44.

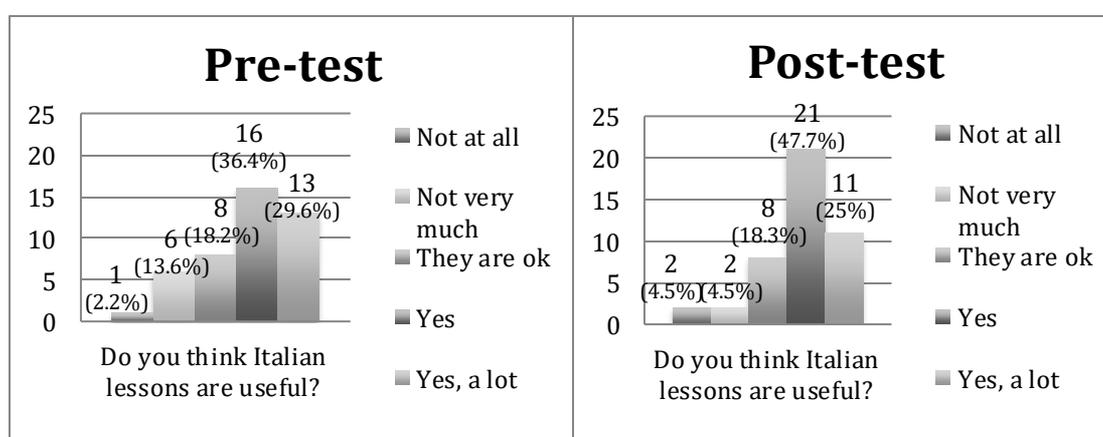


In fact, the number of students who chose to answer *Yes* to the question *Do you enjoy Italian lessons?* grew from 31.8% to 43.1%. In general, the percentage of students who chose a “positive” answer (either *Yes* or *Yes, a lot*) grew of 13.6% while the amount of students who chose a “negative” answer (either *Not at all* or *Not very*

much) diminished of 6.8%, the same happened the number of students who chose the answer *They are ok*. Therefore, in the post-test emerges that students enjoy Italian lessons more than in the pre-test. This could have been influenced by the drastic change in the tools used in class as, from the results presented above, students seemed to appreciate more the lessons preceding the post-test than the ones preceding the pre-test.

The third question asks students if they consider Italian lessons to be *useful*. The answers of the students can be summarized as in the charts below.

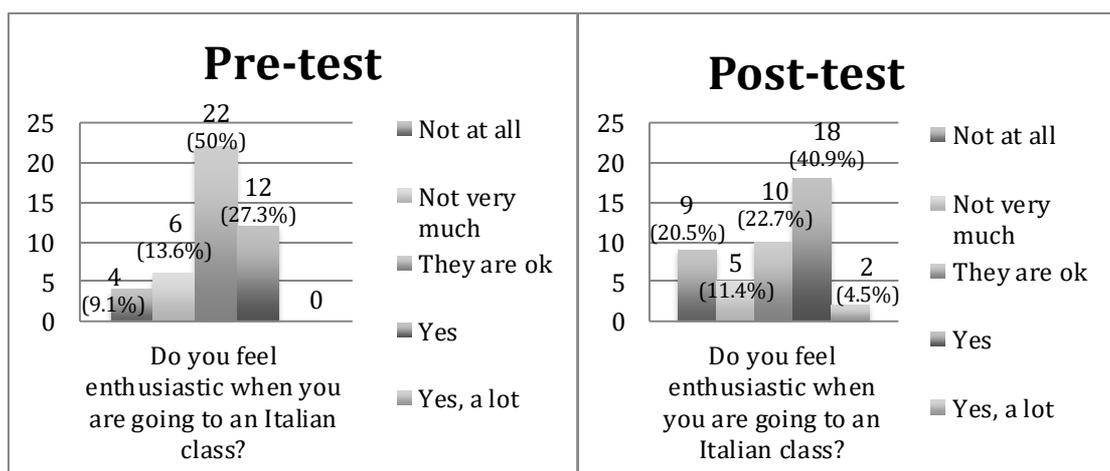
Charts 45 and 46.



One more time, the most evident change regards the column of the answer *Yes*, which increased and passed from 36.4% to 47.7%. The increase is influenced by a set of factors, in fact, as the graphics illustrate, the values are slightly different in the other columns as well, with the exclusion of the one referring to the “neutral” answer *They are ok*. This situation shows that some students (13.6%) changed their opinion about the Italian lessons’ usefulness, some for the better and some for the worse. In general, comparing the data, it is possible to state that the participants’ positive opinion about the usefulness of Italian lessons slightly increased.

The fourth question of this section is *Do you feel enthusiastic when you are going to an Italian class?*

Charts 47 and 48.

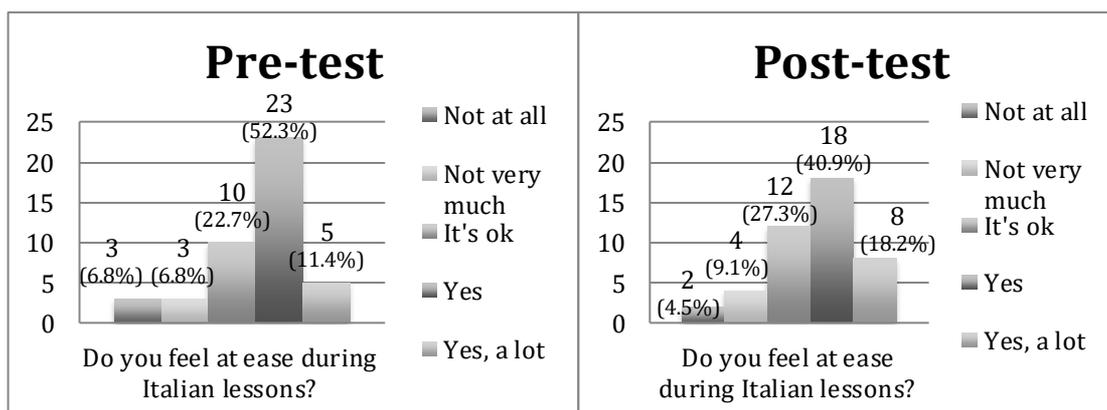


As the graphics show, the differences between the answers of the pre-test and the ones of the post-test are numerous, but they are also quite difficult to analyse as they do not seem to denote a common and evident change in the students' opinion about the topic. In particular, from the analysis of charts 47 and 48, it emerges that the main difference is in the central column that indicates the number of students who did not choose a "negative" or "positive" answer but decided to answer the question with the neutral answer *It's ok*. In fact while 22 participants (50%) chose this answer in the pre-test, only 10 (22.7%) chose it in the post-test, leading to a remarkable difference of 27.3% between the two tests. This big decrease in the participants who chose to stay "neutral" in the post-test, lead to an increase in both "negative" and "positive" answers. The number of students who chose to answer either *Not at all* or *Not very much* increased of 9.1% and the amount of students who answered *Yes* or *Yes, a lot*, increased of 18.2%. Therefore, while the highest increase in the answers regards the positive ones, it is important to keep into consideration also the fact that some students' enthusiasm seem to have lowered during the period of Internet-based activities.

In the next question students are asked if they feel *at ease* during Italian lessons. As graphics 49 and 50 show, the difference between the two tests is minimal.

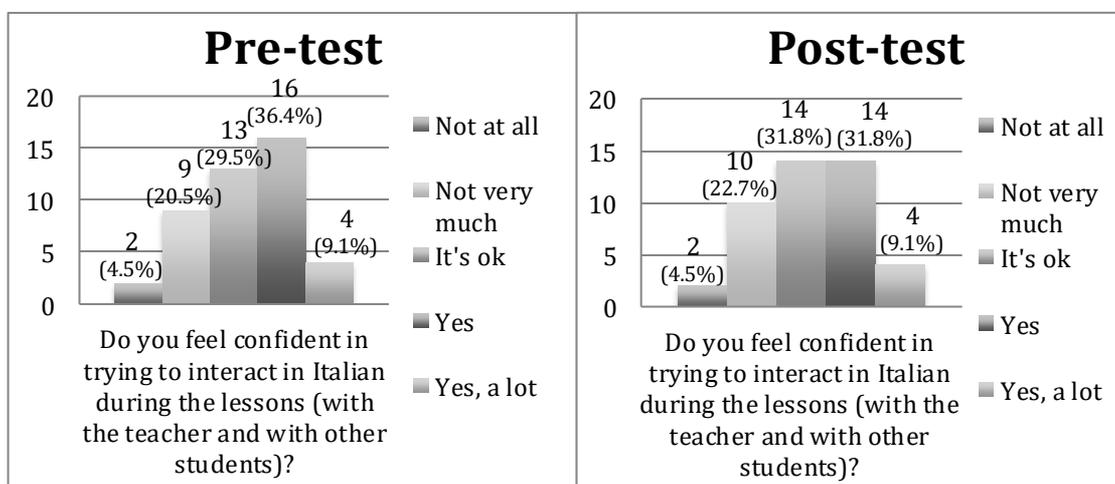
When considering the three main categories in which the answers to the questions can be grouped, which are the "negative" one (*Not at all* and *Not very much*), the "neutral" one (*It's ok*) and the "positive" one (*Yes* and *Yes, a lot*) the data show no remarkable changes in the percentage of any of them.

Charts 49 and 50.



In particular, the number of students who chose to answer either *Not at all* or *Not very much* stayed stable (13.6%), the amount of students who chose *It's ok* slightly increased passing from 22.7% to 27.3% (+4.6%) and the “positive” answers slightly decreased (-4.6%). In general, the changes in the answers in regards to the question *Do you feel at ease during Italian lessons?* do not seem to be remarkably important. The sixth question of this part of the test is *Do you feel confident in trying to interact in Italian during the lessons (with the teacher and with other students)?*

Charts 51 and 52.

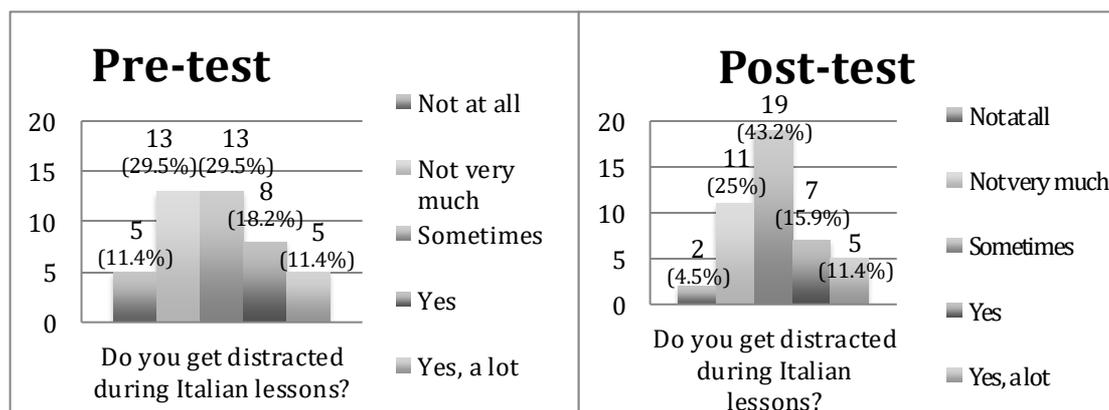


The graphics above underline that, as it happened for the previous question, the difference in the results of the two tests is minimal, showing a very slight decrease in the fourth column in favour of the second and third ones, respectively referring to the answers *Not very much* and *It's ok*. In total, only two participants out of forty-four students (4.5%) changed their answers, which does not seem to be substantially relevant to the purpose of this study.

The last question of this section was suggested by the teachers involved in the research and it asks students *Do you get distracted during Italian lessons (by your own thoughts, by other people, using Internet, etc.)?*

As previously explained, teachers asked to insert this question in the tests to check if an increase in the use of Internet tools during the lessons could have lead students to get distracted more often.

Charts 53 and 54.



As the graphics above illustrate, the teachers' scepticism finds at least a partial confirmation in the answers given by the participants.

In fact, while the number of students who answered either *Yes* or *Yes, a lot* remained basically unchanged, the amount of students who chose to answer either *Not at all* or *Not very much* decreased of 11.4% (from 40.9% in the pre-test to 29.5% in the post-test), indicating that the students tended to be slightly more distracted during the lessons preceding the post-test than in the ones preceding the whole study.

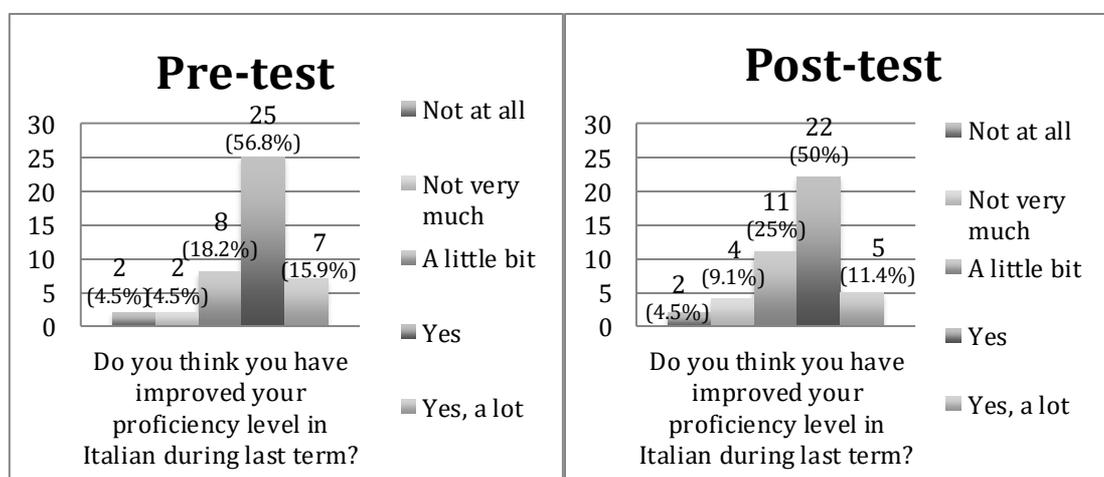
From the analysis of the results presented above it emerges that, in relation to the participants' attitude towards learning Italian, students' appreciation of the language seems to have increased after the Internet-based teaching unit. Furthermore, students stated to enjoy Italian lessons more in the post-test than in the pre-test and their opinion about the usefulness of Italian lessons slightly improved as well. Moreover, the data also show that students declared to get more distracted during Italian lessons in the post-test than in the pre-test, which confirms the teachers' worries that an increase in the use of the Internet would have caused a consequent decrease in the students' level of attention in class.

5.2.4 Students' awareness of their Italian learning process

This section was present in both tests and it is composed of three questions. Particularly, in the first two questions students were asked to reflect about their own improvements in Italian and to identify what they thought were the most difficult aspects of learning the target language.

The first question asks *Do you think you have improved your proficiency level in Italian during last term?* The answers to this question can be summarized as in charts 55 and 56 below.

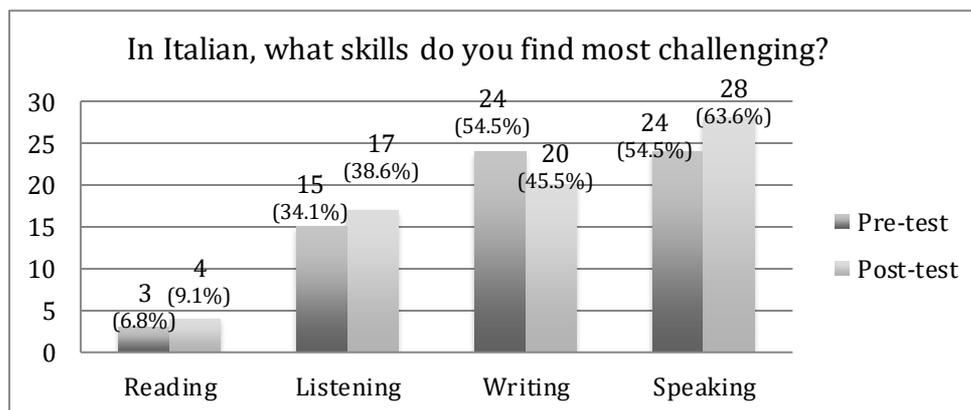
Charts 55 and 56.



The answers show that in the post-test two students more than in the pre-test answered *Not very much*, revealing a slight increase of 4.5% in the amount of students who thought to have not highly improved during the term in which the Internet-based teaching unit was used. The number of students who chose not to take side and to answer *it's ok*, increased of 6.8%. The totality of students who chose to state that their proficiency level in Italian had improved, answering either *Yes* or *Yes, a lot*, decreased of 11.4%. From a comparison of the two tests, a slight decrease emerges in the students' perception of their improvements.

The second question of this section is *In Italian, what skills do you find most challenging?*

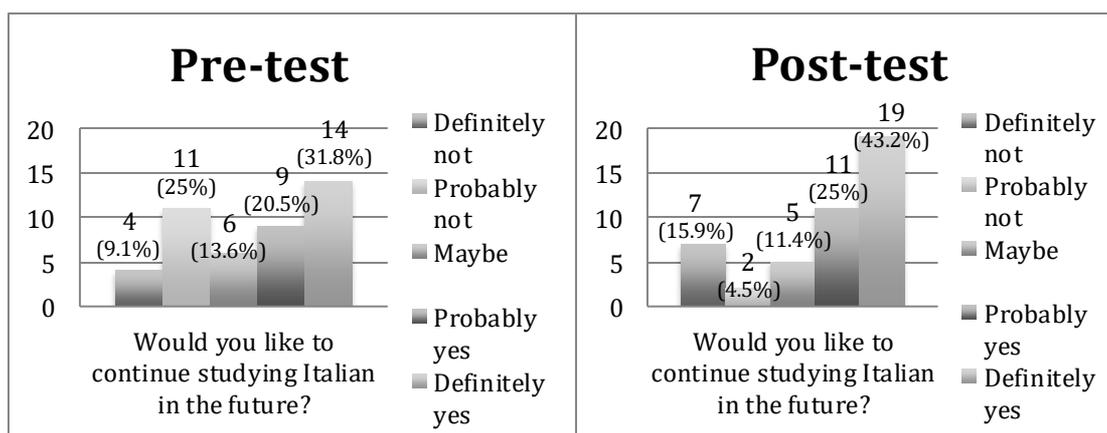
Chart 57.



Data are presented in chart 57, which underlines that the results regarding *reading* and *listening* skills present a minimum difference, making them remain anyway the less challenging skills for students in both tests. *Writing* is the only skill among the four, that shows a decrease in the level of difficulty (-9.1%), while, on the contrary, the level of difficulty perceived by the students in developing *speaking* skills is higher (+9.1%) in the post-test than in the pre-test. In the teachers' opinion, this last data could have been influenced by the fact that, as previously mentioned, students were asked to be evaluated on an oral test at the end of the term and their insecurity and fear for the test could have conditioned some students' answers.

The last question of this section asked students *Would you like to continue studying Italian in the future?*

Charts 58 and 59.



As previously explained, in the state of Victoria students can choose to drop a subject during their course and it is not uncommon for them to drop languages, even at an advanced level, as they are often considered too demanding. From the answers to this question emerges that in the post-test more students seem favourable to continue to study Italian than in the pre-test.

In particular, as charts 58 and 59 show, the number of students who stated to be willing to continue to study Italian, either answering *Probably Yes* and *Definitely Yes*, increased of 15.9% (from 52.3% in the pre-test to 68.2% in the post-test). On the other side the number of students who stated to be willing to drop Italian decreased (-13.6%), as did the number of students who chose to answer *Maybe* (-2.3%).

In general, the data presented in this section show that, at the end of the term in which the Internet-based teaching unit was used, students' perception of their improvements in Italian slightly decreased. In relation to which skills were perceived as most challenging, no particular differences were underlined between the pre-test and the post-test. During the period between the pre-test and the post-test, more students decided to continue studying Italian in the future, reducing the number of students who wanted to drop the subject or were insecure about it of 15.9%.

5.2.5 *The open questions: the students' advice and opinions*

As in the pre-test, it was decided to conclude the post-test as well with some open questions with the aim of leaving some space to the students to freely express their opinions and advice. The first three open questions used are the same of the pre-test, while the last two questions were added exclusively for the post-test.

- a. *Why would/wouldn't you like to continue studying Italian?*
- b. *Do you have any advice that would help to improve your school?*
- c. *Do you have any advice that would help to improve Italian classes?*
- d. *What was the activity you liked the most during Italian classes this year?*
- e. *What was the activity you liked the least during Italian classes this year?*

As previously explained, in these questions it was decided not to make a direct reference to the Internet for two reasons: firstly because many very detailed questions about the use of the Internet had already been asked to the students in the previous sections of the test and secondly to check if students would have mentioned the Internet anyway, on their own initiative.

The first question is focused on analysing students' motivation to study or to stop studying Italian, with the aim to compare the answers of the pre-test and the post-test

to notice possible changes and to identify the main motivational factors that push the students to study Italian.

The second and the third questions are aimed to collect students' opinions and advice to improve their school and, particularly, Italian lessons.

The last two questions were added to have some feedback about the activities conducted in class during the study period and before it.

5.2.5.1 Students' motivation to study or stop studying Italian

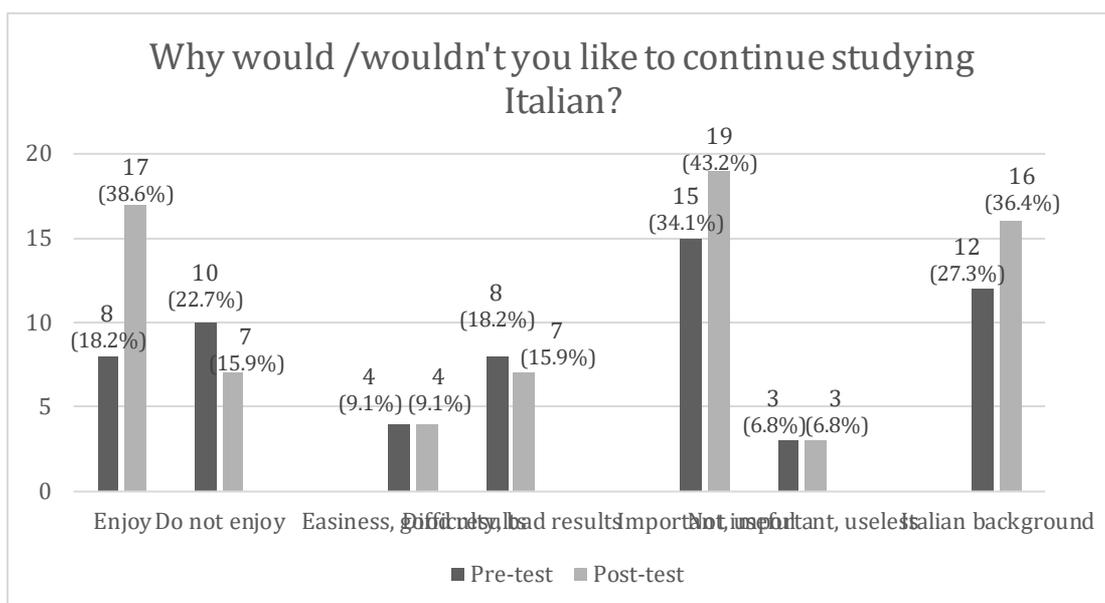
In this section the answers to the question, already used in the pre-test, *Why would/wouldn't you like to continue studying Italian?* will be presented. As already explained while analysing the results of the pre-test, three couples of opposite motivational factors (to continue or to stop studying Italian), plus an extra factor linked to the students' background, were identified among the students' answers and are listed below:

- a. Students *enjoy* or *do not enjoy* learning and studying the language;
- b. Students find the subject *easy* and *get good results* or they find it *difficult* and *do not get good results*;
- c. Students consider Italian, and language learning in general, *important* or *useful* for their future or they find Italian *useless*;
- d. Students consider having an *Italian background* motivating to study Italian.

Being this an open question, it was decided to analyze the answers by identifying key words that could be linked to the categories listed above. As the graphic shows, the answers given by the students in the two tests are quite different.

In particular, it is important to notice that, in terms of motivation towards studying the subject, all the columns referring to aspects that motivate positively the students did not change or grew higher in the post-test while, on the contrary, the columns representing motivations that could lead students to drop the subject stayed the same or became smaller in the post-test.

Chart 60.



This means that students' perception of their own motivations to continue studying Italian were more clear to them when they were taking the post-test than when they were taking the pre-test.

Among the aspects that emerged from the answers to this question, the one that is more relevant to this research is the one that refers to the students' level of enjoyment. This was one of the central aspects of this research and it was aim of this question to compare the students' level of enjoyment before and after the use of the Internet-based teaching unit described in chapter 3. In fact, while the other motivational factors were not really expected to be influenced by the change in the type of activities used in class, this was the only one in which it would have been possible to record a difference in better or in worse. As the graphic above illustrates, in the post-test the number of students who made reference to *enjoyment* and to the *likeability* of learning Italian doubled, passing from eight to seventeen students (+20.4% of the total number of participants). This confirms the results presented at point 5.2.3 in which, from comparing the students' answers to the question *Do you enjoy Italian lessons?*, it was underlined a growth in the students' level of enjoyment.

5.2.5.2 Students' advice to improve learning

The two questions included in this section of the post-test were not part of the pre-test. The questions are:

- a. *Do you have any advice that would help to improve your school?*
- b. *Do you have any advice that would help to improve Italian classes?*

As previously explained it was decided not to include in the open questions any reference to technologies or the use of the Internet, in order to leave students free to write about their priorities and to check if the topic would have emerged anyway in the answers.

In total, considering all the answers to the two questions mentioned above, the topic of the use of the Internet was mentioned ten times in the post-test. In the pre-test, Internet tools were mentioned by students thirteen times to answer to these two open questions and, while the majority of students wrote that they would like to use more Internet tools or to have a faster Internet connection, two participants wrote the opposite, stating that they would like to use Internet less. Despite the fact that in the post-test, having the students filled it in at the end of the Internet-based teaching unit, it would have been legit to expect even a higher amount of complaints about the excessive use of the Internet in class, no students commented negatively on the amount of Internet tools used in class. In fact, among the ten students who mentioned the Internet in their answers, two of them asked for “better Internet”, highlighting again how a slow connection can be frustrating for the users, and eight of them required a higher use of Internet tools, in particular *Language Perfect* (“use more Language Perfect and set homework tasks to improve vocabulary and sentence structures”), *Duolingo* (I would start doing Duolingo as well as Language Perfect, because when I used to do it at home it helped me a lot in class but now I get so busy that I can’t find the motivation to do it, so it would be awesome to do it as part of class, maybe 5 minutes every lesson) and *Kahoot* (Once a lesson, we could do a Kahoot to reinforce our learning. It is also a fun way to revise).

In general, a low percentage of students autonomously mentioned the Internet in their answers, possibly showing that it is not an aspect that needs to be improved and that the amount of Internet used at school is sufficient to them, while some students show to particularly appreciate Internet tools and advice a higher use of them in class.

5.2.5.3 Opinion about the activities used to teach Italian

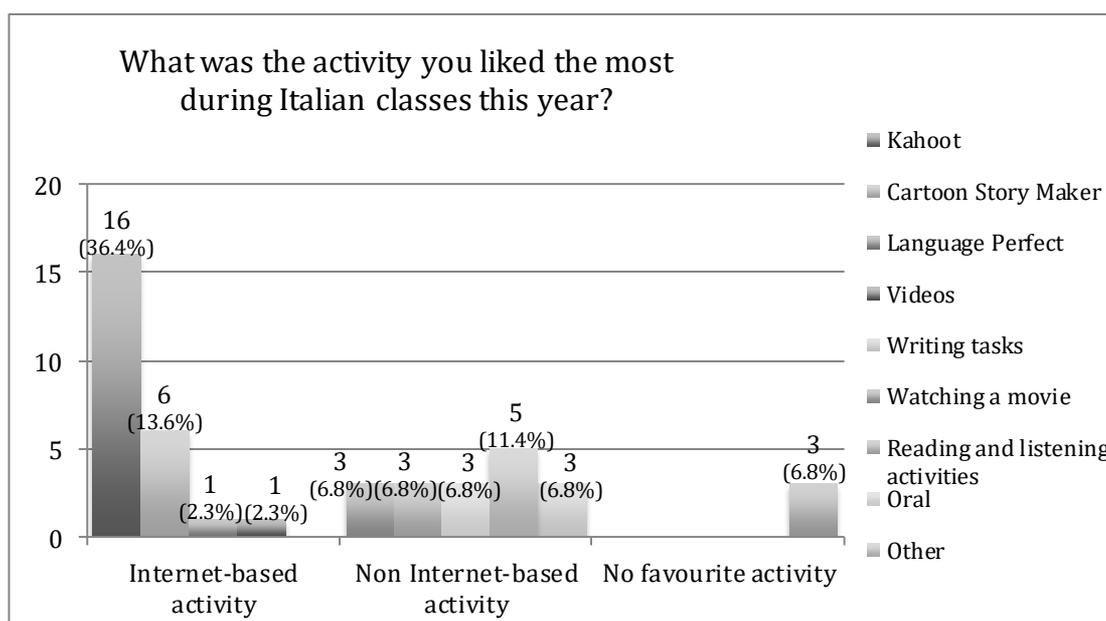
This section is composed of two open questions that were not included in the pre-test. The questions are:

- What was the activity you liked the most during Italian classes this year?
- What was the activity you liked the least during Italian classes this year?

It was decided to ask these two questions in the post-test to calculate how many students chose to indicate an Internet-based activity as their favourite or least favourite one. The post-test was taken in September and October, therefore in their answers students evaluated the activities done in class during the previous eight months of course.

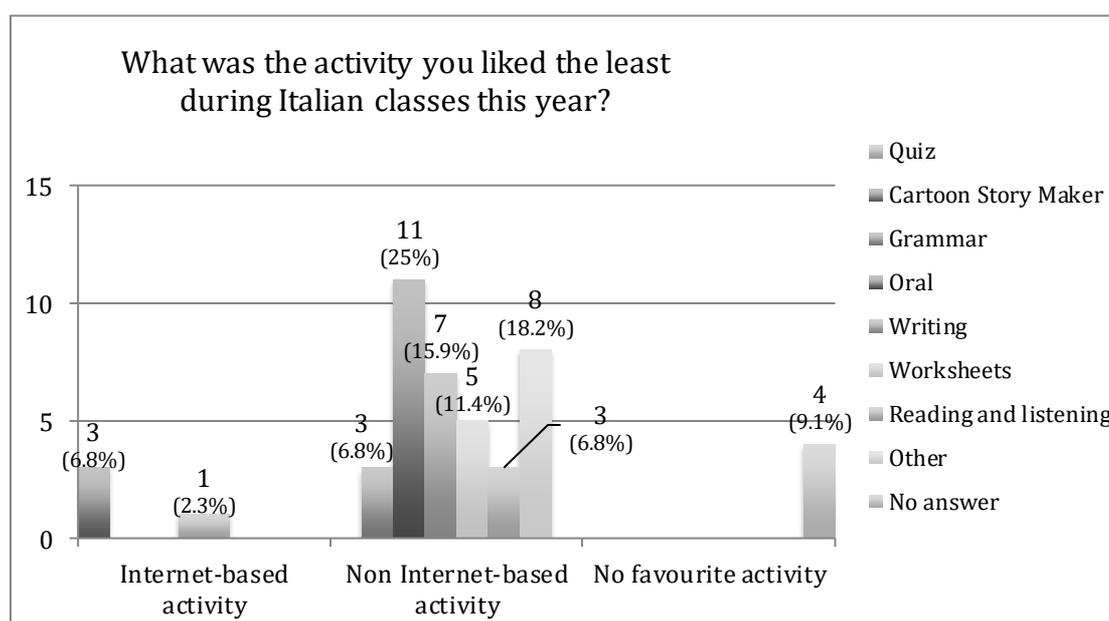
In answering to the first question, 3 students (6.8%) stated not to have a favourite activity, 17 participants (38.6%) chose as their favourite an activity not related to the use of Internet tools and 25 students out of 44 (56.8%) mentioned an Internet-based activity as their favourite. Therefore, the majority of students indicated as their favourite activity an Internet-based one and, in particular, as graphic 59 illustrates, a very high percentage of students (36.4%) indicated *Kahoot* quizzes as their favourite activity.

Chart 61.



In answering the second question of this section, which asked participants to indicate their least favourite activity of the year, 4 students chose not to answer (9.1%), only four students (9.1%) wrote that their least favourite activity of the year was an Internet based one (three students chose the cartoon story and one a quiz, without specifying the type, therefore it was presumed to be an Internet-based one as the teacher could not recall any other type) and other types of various not Internet-based activities were mentioned in total 37 times. In particular, students showed not to have like oral tests.

Chart 62.



It is important to consider that the post-test was distributed to the students only a couple of days after they finished the Cartoon Story Maker activity and after their oral exam, therefore it could be possible that these two activities were mentioned more only because they were more recent memories for the students.

Again, the variables to be considered are many and the considerations mentioned above are simply meant to clarify the situation and to help describing the research as precisely as possible.

In general, from these two last questions, it emerges that students highly preferred Internet-based activities among the range of activities proposed by the teachers during the eight months of Italian course, while they did not like oral activities.

At the moment of planning the study it was decided to actively involve the teachers as well in the research. Particularly, teachers were included as much as possible in planning the activities and in considering students' safety when choosing which Internet tools to use. Furthermore, it was decided to ask the three Italian teachers of the three specific classes of students involved in the research, to take both a pre-test and a post-test.

The main aim of using a pre-test and a post-test was to be able to compare the results of the two and to check if the Internet-based lesson plan described in chapter 3 would have influenced somehow the teachers' perception and opinion on the teaching of the Italian language through the use of Internet tools to learn and to teach and on the positive and negative effects that the use of an Internet-based program could cause.

Furthermore, it was decided, when possible, to compare the students' answers to some questions, with the teachers' answers. For instance, students were asked *What was the activity you liked the most during Italian classes this year?* and teachers were asked *in your opinion, what was the activity that your students liked the most during Italian classes this year?* The aim of this comparison is simply to try to check the teachers' perception of the students' reality, always in relation to the Internet-based program used in class.

Clearly, being the teachers well aware of the research field, there was no need to include in the tests out-of-topic questions. It is important to mention that the fact that teachers were aware of the topic of the dissertation and that they knew the person conducting the research might have somehow influenced their answers. Considering that the situation in which the study took place required the involvement of the Italian teachers, it would have been impossible to keep them totally neutral anyway.

Three teachers answered the questions of the two tests, which were created using *Google Forms* and distributed by e-mail. The types of questions used in the tests are the same as the ones used for the students' tests and include multiple choice questions, check boxes questions, scale questions, grid types questions and open questions.

Teachers were asked to fill-in the pre-test before the beginning of the Internet-based activities described in chapter 3 and the post-test at the end of the cycle of Internet-

based lessons so, approximately, they took the two tests in a sixty days span of time. At the beginning of the two tests it was specified which questions were referring exclusively to the three classes of students involved in the research.

In this chapter the analysis of the answers will be presented. Differently from chapter 5, due to the fact that only three teachers were involved in the research, it was decided not to use percentages to present the answers. All the teachers' answers are available to be consulted in the final appendix.

6.1 The pre-test

The teachers' pre-test is composed of forty compulsory questions and seven optional questions (to add comments or to explain specific answers). As in the students' tests, the questions are divided in the categories presented below:

- a. Role of the Internet in teachers' daily routine out of school;
- b. Teachers' attitude towards the use of Internet;
- c. Teachers' perception of the Internet in their daily routine at school and as teaching and learning tool;
- d. Teachers' perception of Internet tools to teach and learn languages and as part of the Italian lessons routine;
- e. Teachers' perception of students' attitude towards learning Italian;
- f. Teachers' perception of students' Italian learning process;
- g. Teachers' perception of students' motivation to study or stop studying Italian;
- h. Teachers' attitude towards teaching Italian;
- i. Teachers' attitude towards finding new teaching materials;
- j. Teachers' advices and opinions.

The answers to each question of the pre-test will be presented and analysed in this chapter.

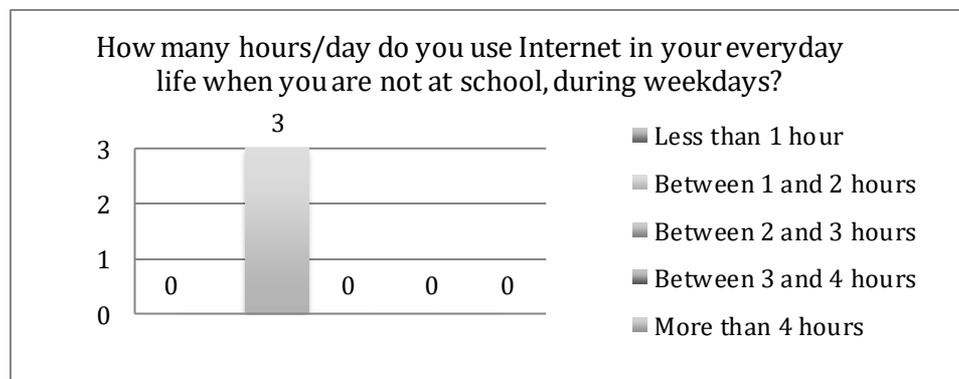
6.1.1 Role of the Internet in teachers' daily routine out of school

As already explained when describing the students' pre-test, being the research focused on the use of the Internet in class and on the participants' reactions to it, it

was decided to firstly consider how much and in which way teachers use the Internet in their out-of-school everyday life, to better contextualize the research by taking into consideration its role in the participants' routine in all its aspects. This section is only present in the pre-test and it was not repeated in the post-test as its only aim is to better contextualize the research but it does not directly concern the main focus of this study.

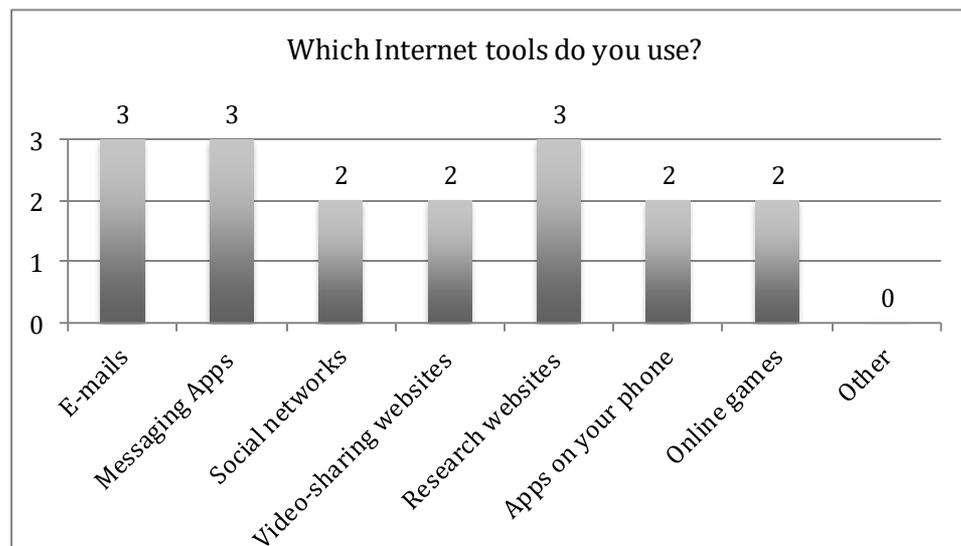
The first question is *How many hours/day do you use Internet in your everyday life when you are not at school, during weekdays? (chat, social networks, watch videos, streaming, apps, games, e-mails...).*

Chart 62.



All the three teachers who took part in the survey answered that they use the Internet *between 1 and 2 hours* in their free time, during weekdays.

Chart 63.



When, with the second question of this section, teachers were asked to specify which Internet tools they normally use, all of them stated to use *E-mails*, *Messaging Apps* (*WhatsApp*, *Viber*, *etc*) and *Research websites* (*Wikipedia*, *etc.*). Two out of three

teachers indicate to use *Social Networks (Facebook, Twitter, Instagram, Pinterest, etc.)*, *Video-sharing websites (YouTube, etc.)*, *Apps on their phone* and *Online Games*. From the data collected in this section emerges that all the teachers involved in the study use the Internet between 1 and 2 hours a day, during weekdays, when they are not at school. They all use *E-mails*, *Messaging Apps* and *Research websites*, while two out of three teachers also use *Social networks*, *Video-sharing websites*, *Apps on their phones* and *Online games*.

6.1.2 Teachers' attitude towards the use of Internet

In this section it was decided to investigate the teachers' attitude towards the Internet in general, without focusing on the educative aspect. This section is composed of four scale questions that are not included in the post-test. Teachers had to choose a value from 1 to 5, in which 1= *Not at all*, 2= *Not very much*, 3= *They are ok*, 4= *Yes, a little* and 5= *Yes, a lot*.

Chart 64.

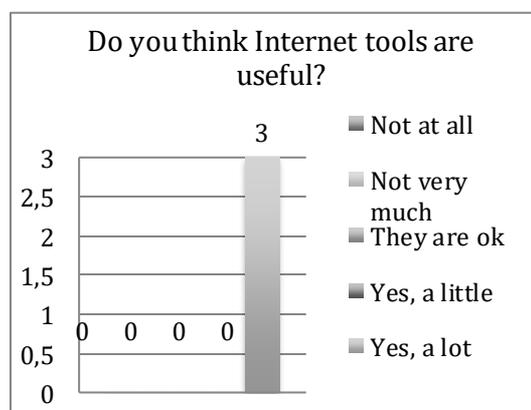
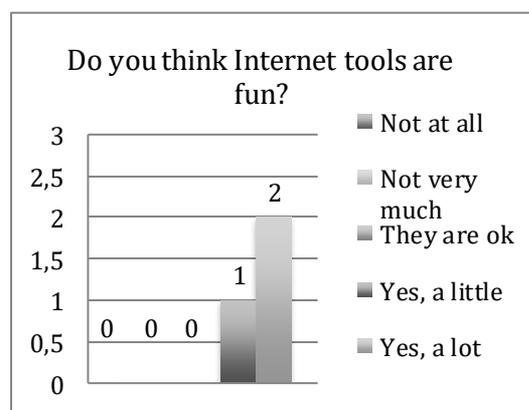


Chart 65.



With the first question teachers had to express their opinion about the *usefulness* of the Internet. The data in chart 64 show that all the three teachers answered *Yes, a lot*, indicating that they consider Internet to be a highly useful tool.

For the second questions, they were asked *Do you think Internet tools are fun?* Two teachers answered again *Yes, a lot*, while one teacher chose to answer *Yes, a little*. This shows that one of the three participants thinks that the Internet is more *useful* than *fun*. The third question of this section is *Do you think Internet tools are cool?* In this case, only one teacher chose to answer *Yes, a lot*, while two of them answered *Yes, a little*.

Chart 66.

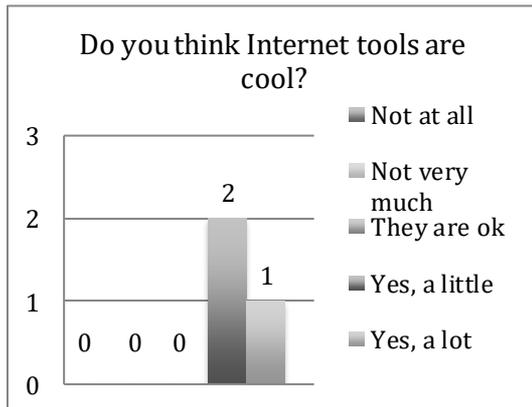
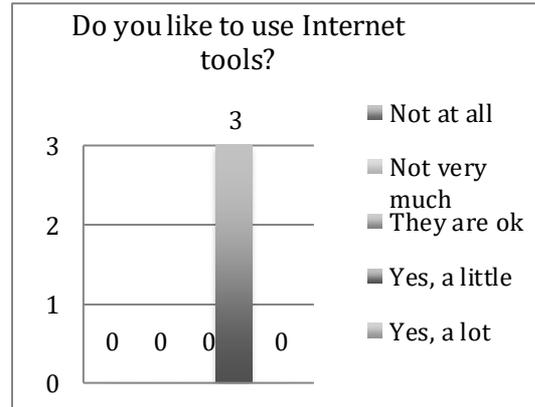


Chart 67.



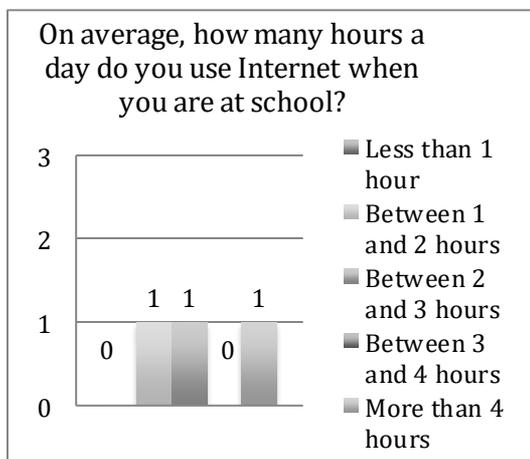
All the teachers chose to answer *Yes, a little* to the question *Do you like to use Internet tools?*

In general, all the three teachers taking part in the study stated that Internet tools are *very useful*, that they are *fun* and *cool* and that they like to use them *a little*.

6.1.3 Teachers' perception of the Internet in their daily routine at school and as teaching and learning tool

This is the first section of the pre-test that is present in the post-test as well. It includes three questions about the teachers' perception of the Internet at school, without focusing exclusively on the Italian lessons. This section was included in the test to have a better overview on the teachers' usage of the Internet at work in general, so the questions refer to the time spent both in class (for different subjects, not exclusively Italian) and outside the class.

Chart 68.



Firstly, it was decided to ask participants how many hours a day they normally use the Internet at school. It is important to take into consideration the fact that, differently from the students, the teachers' working hours are variable but normally teachers work 8 hours every day. The data in chart 68 show that the teachers' answers are heterogeneous. One teacher stated to use Internet between 1

and 2 hours daily, another between 2 and 3 hours and the last one more than 4 hours a day. The difference in the answers is quite high, in fact the data show that, depending on the specific participant who answers the question, teachers can pass from using the Internet 1 hour a day to spending more than 4 hours (more than 50% of their working day) using Internet tools.

Chart 69.

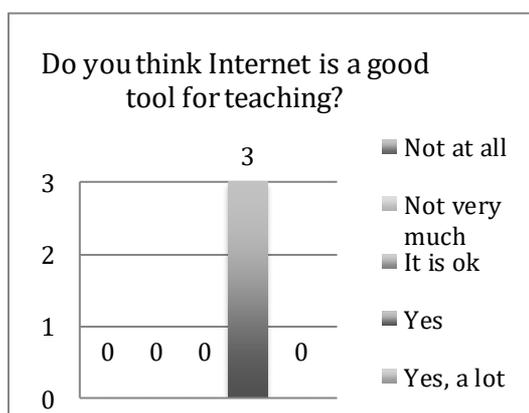
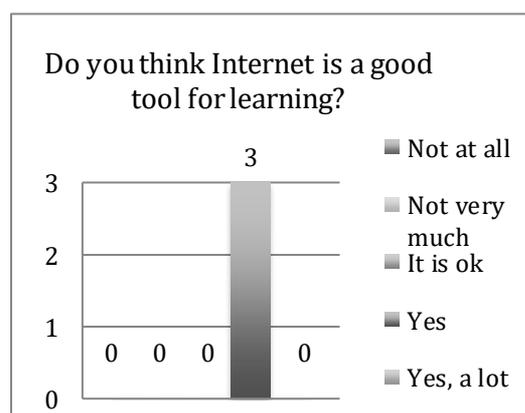


Chart 70.



The second question is *Do you think Internet is a good tool for teaching?* As showed in the chart, the three teachers chose to answer *Yes*.

The data show that they all chose exactly the same answer for the complementary question *Do you think Internet is a good tool for learning?*, to which they answered again *Yes*.

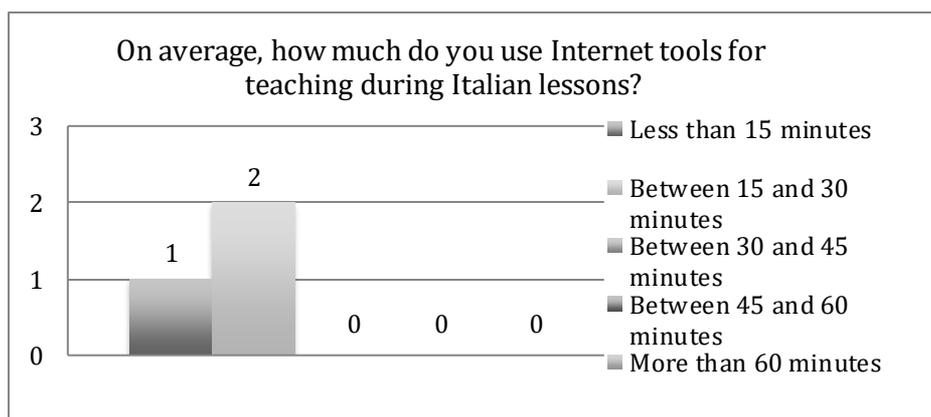
In general, teachers showed to spend very different quantities of time using the Internet at work and to consider the Internet to be a good tool both for teaching and for learning.

6.1.4 Teachers' perception of Internet tools to teach and learn languages and as part of the Italian lessons routine

This section is more focused than the previous ones on the topics of language teaching and learning and in particular on the Italian lessons routine in relation to the use of Internet tools.

Firstly, teachers were asked to indicate how much they normally use the Internet in with Italian classes involved in the study.

Chart 71.



According to the answers, one teacher uses the Internet less than 15 minutes per lesson (less than 20% of the lesson) and two teachers use it between 15 and 30 minutes per lesson (between 20 and 40% of the lesson).

Secondly, the participants were asked to indicate which Internet tools they used during Italian lessons in the ten weeks preceding the beginning of the research.

Chart 72.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks (Facebook, etc.)	3	0	0	0	0
Video-sharing websites (YouTube, etc.)	0	0	2	0	1
Research websites (Wikipedia, etc.)	1	1	1	0	0
Translation websites (WordReference, etc.)	0	0	0	1	2
Language Perfect	0	0	0	1	2
Internet documents to read (blogs, online newspapers, etc.)	1	0	1	1	0
Kahoot	0	1	0	2	0
Duolingo	3	0	0	0	0

All the teachers agreed on having *never used* both *Social Networks* and *Duolingo* in the classes involved in the study. In reference to the other tools, the three participants gave different answers.

The chart above shows that two teachers used *Video-sharing websites (YouTube, etc.) two or three times* during the term preceding the Internet-based activities, while one teacher used them *five or more times*.

In reference to *Research websites (Wikipedia, etc.)*, one teacher *never used* them in class, one used them only *once* and another teacher used it *two or more times*.

Translation websites (WordReference, etc.) and *Language Perfect* are the most used tools. Two teachers stated to have used them *three or four times* in the ten weeks preceding the beginning of the research and one teacher used them *five or more times*.

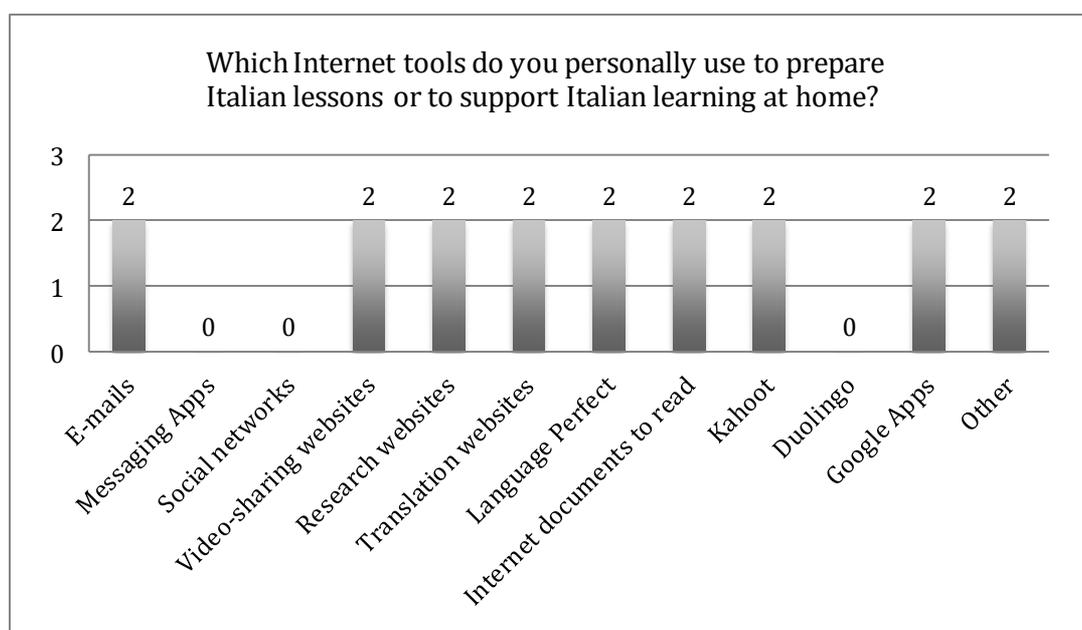
With regard to *Internet documents to read in general (blogs, newspaper websites, etc.)*, one participant stated to have *never used* them, one to have used them *two or three times* and one to have used them *three or four times*.

Kahoot was used only *once* by one teacher and *three or four times* by two teachers.

When they were asked *Have you used any other Internet tools that were not mentioned in the question above?*, teachers wrote to have used *Quizlet, Yabla, Conjuguemos* and *Languages Online (UK and Victorian versions)*.

The next question of this section was *Which Internet tools do you personally use to prepare Italian lessons or to support Italian learning at home?*. The answers are shown in chart 73.

Chart 73.

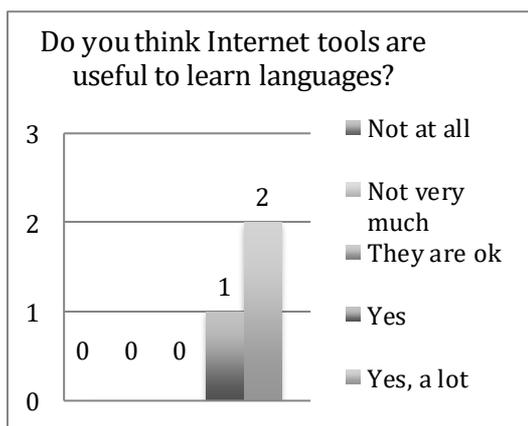


The data show that none of the teachers used *Messaging Apps, Social networks* and *Duolingo*, while the rest of the Internet tools were used by two teachers. These tools

are: *e-mails, Video-sharing websites (YouTube, etc.), Research websites (Wikipedia, etc.), Translation websites (WordReference, etc.), Language Perfect, Internet documents to read in general (blogs, newspaper websites, etc.), Kahoot, Google Apps and other tools.*

The next question aims to observe the teachers' opinion about Internet tools to learn languages and it is *Do you think Internet tools are useful to learn languages?*

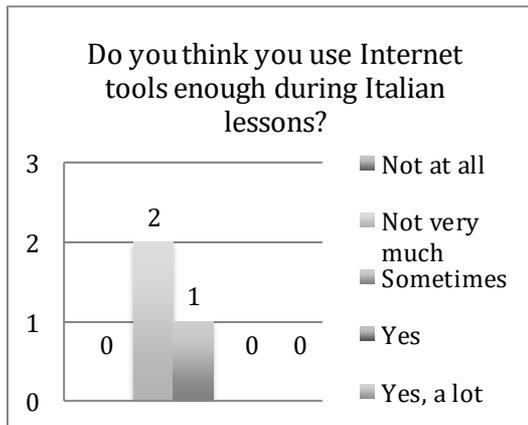
Chart 74.



One teacher answered *Yes* and two answered *Yes, a lot*, showing to have a good opinion on the usefulness of Internet tools to facilitate language learning.

The next group of questions in this section focuses more on the Italian lessons. After the multiple choice questions, depending on their answers, the participants were asked to explain their choices.

Chart 75.



To the question *Do you think you use Internet tools enough during Italian lessons?*, two teachers answered *Not very much* and one teacher answered *Sometimes*. Teachers that answered *Not very much* had to explain their answer and wrote *Not having a lot of time to find relevant materials. Language Perfect and*

other online language grammar practice tools can also be used at home by students and Not always relevant to the lesson, I may not be familiar with the tools.

The next question is *Do you consider Internet tools difficult to use to prepare Italian lessons?*. Two of the teachers answered *Not very much*. Instead, one teacher answered *Sometimes*, specifying to have chosen this answer because she *has not had much training.*

Chart 76.

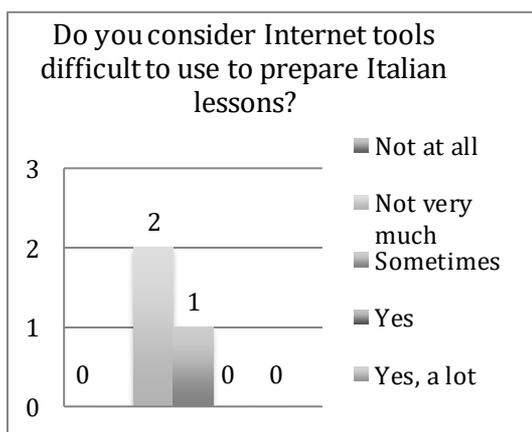
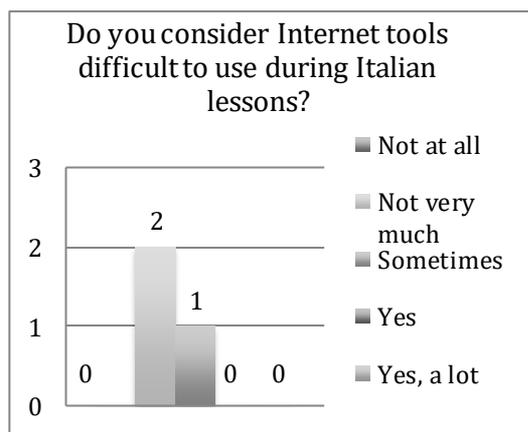
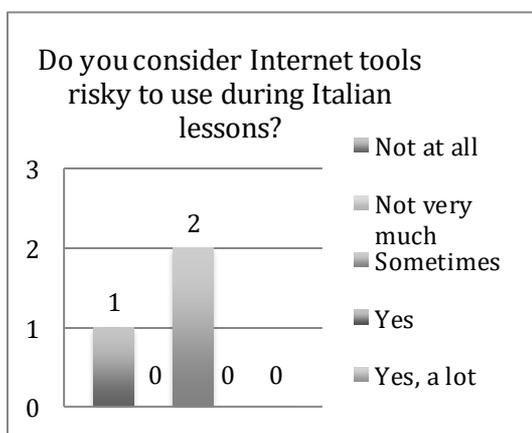


Chart 77.



The next question is very similar to the previous one but it asks teachers if they find *Internet tools difficult to use during Italian lessons* (while the one before was focused on using the Internet to prepare the lessons, this one focuses on the use of them in class). As the charts above show (charts 76 and 77), the participant's answers are exactly the same as the ones they gave to the previous question, including the explanation of the teacher who chose to answer *Sometimes*, because she *has not had much training*.

Chart 78.

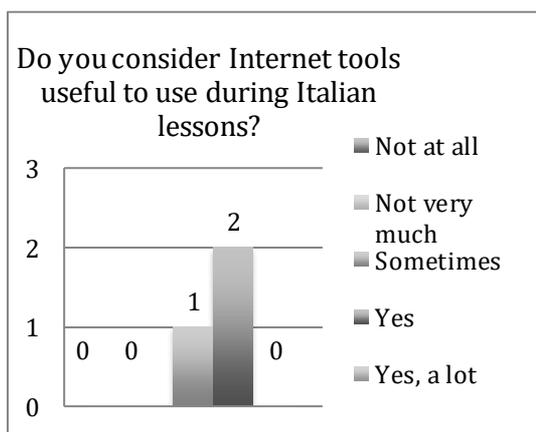


When they were asked if they considered Internet tools *risky to use during Italian lessons*, one participant chose to answer *Not at all* while two answered *Sometimes*. In explaining their answer, the two teachers who chose *Sometimes*, wrote *They may be risky only if materials has not been checked carefully and If students*

are using Internet tools you have to be very vigilant so that they don't access other social media, etc... Also, if they misspell words, sometimes they can access inappropriate sights without intending to. The answers show that teachers can be slightly concerned about the risks connected to the use of Internet with the students and that they realize that the use of Internet resources require an effort from them as they need to control their access to the materials very carefully.

The last question of this section is *Do you consider Internet tools useful to use during Italian lessons?*

Chart 79.



One participant answered *Sometimes* and two answered *Yes*. All the teachers were asked to expand and explain their answers. One teacher wrote *They (the Internet tools) are good for drilling grammatical concepts in a fast and entertaining way. They also provide immediate feedback to the students. They can be used effectively for revision*

and are useful for those students who may be curious about grammar/vocab that they haven't learned yet - they can teach/extend themselves. They are also good to increase cultural awareness. Another teacher wrote that Internet tools such as youtube clips, quiz games help engage students. Tools such as Language Perfect allow students to work at their own pace. Students enjoy this. Internet tools can provide relevant, authentic and up to date materials. The last participant explained that Internet tools Sometimes can offer further explanation. Can add another dimension to learning. Can promote independent learning.

Overall, from this section it emerges that the teachers involved in the research used Internet tools 30 minutes per Italian lesson or less before the beginning of the project. They never used *Social networks* and *Duolingo* in class or at home to prepare lessons. In class they all used *Video-sharing websites (YouTube, etc.)*, *Translation websites (WordReference, etc.)*, *Language Perfect*, *Kahoot*, *Google Apps* and *other tools. Research websites (Wikipedia, etc.)* Two teachers out of three also used *Research websites (Wikipedia, etc.)*, *Internet documents to read in general (blogs, newspaper websites, etc)* and *Language Online (UK and Victorian versions)*. One teacher also stated to have used *Quizlet*, another one *Yabla* and the last one *Conjuguemos*.

In reference to the tools used to prepare the lessons or to support learning at home, two of the teachers wrote to have used *e-mails*, *Video-sharing websites (YouTube, etc.)*, *Research websites (Wikipedia, etc.)*, *Translation websites (WordReference, etc.)*, *Language Perfect*, *Internet documents to read in general (blogs, newspaper websites, etc.)*, *Kahoot*, *Google Apps* and *other tools*.

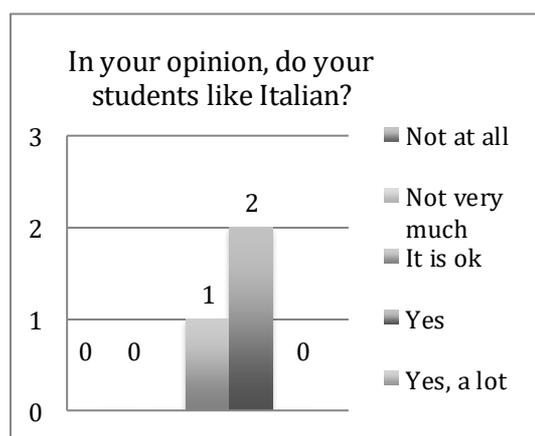
Teachers have stated to consider Internet tools useful to support the language learning process in general.

In reference to the Italian lessons, some teachers expressed concern about the difficulty of using Italian tools in class, because of the little familiarity with the tools, because some tools can be used at home by the students and because Internet can be risky and therefore requires extra effort from the teachers in order to check the materials and the students while they are surfing the web. When teachers were asked if they consider Internet tools useful to use during Italian lessons they did not show a highly valuable level of enthusiasm but they underlined anyway a series of positive aspects that could derive from the use of Internet tools during Italian classes.

6.1.5 Teachers' perception of students' attitude towards learning Italian

This section is present in the post-test as well and it is focused on examining the teachers' perception of their students' attitude towards the Italian language and Italian as a subject. All the scale questions that compose this section are present in the students' tests as well, referring to their personal experience with Italian lessons. It was decided to use similar questions in the teachers' tests to check if the teachers' perception of their students' opinion and attitude was coherent with the students' answers.

Chart 80.



The first question of this section is *In your opinion, do your students like Italian?*

One teacher answered *It's ok*, while two teachers chose the positive answer *Yes*.

When they were asked if, in their opinion, *students enjoy Italian lessons*, two teachers answered *They are ok* and only one said *Yes*.

The next question is *In your opinion, do your students think that Italian lessons are useful?* (chart 81), one teacher answered *They are ok* and the other two answered *Yes*.

Chart 81.

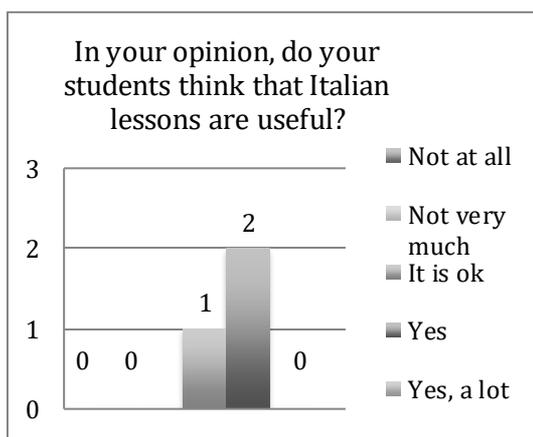
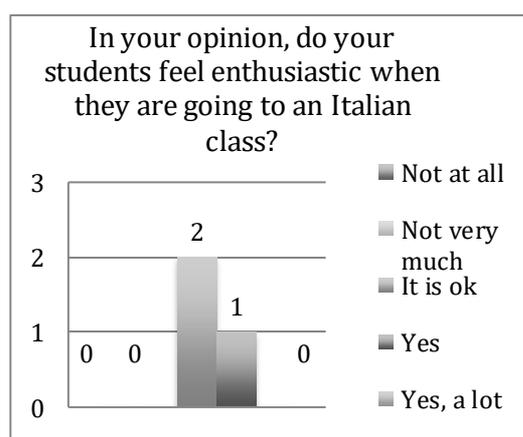


Chart 82.



Furthermore, in reference to the students' level of enthusiasm (chart 82), only one teacher wrote that students normally feel *enthusiastic* when they are going to an Italian lesson, while the other two teachers stated that, in their opinion, students are just *ok*.

All the three teachers agreed in stating that, in their opinion, their students feel *at ease* during Italian lessons (chart 83), in fact they all answered *Yes* to the question *In your opinion, do your students feel at ease during Italian lessons?*

Chart 83.

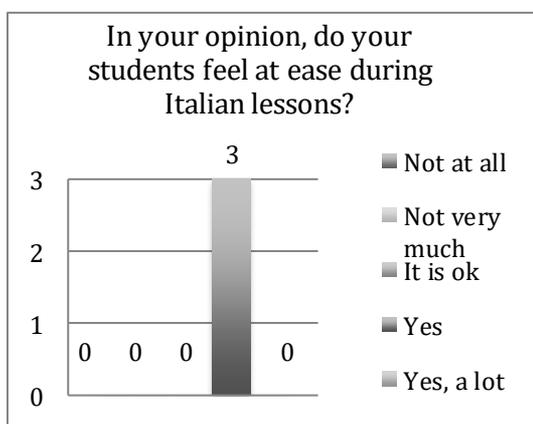
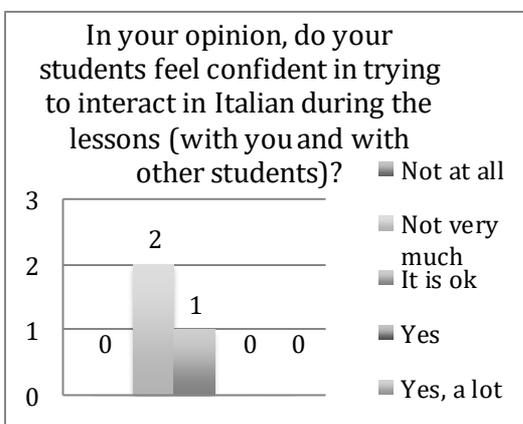


Chart 84.



The next question refers to the students' level of confidence in interacting using the target language in class. From the analysis of the answers in chart 84, it seems that none teachers think that their students feel confident in trying to interact in Italian during the lessons, in fact one participant answered *It is ok* while two chose to answer *Not very much*.

To conclude, the last question of this section is *Do your students get distracted during Italian lessons (by their own thoughts, by other people, using the Internet,*

etc.)? All the participants chose to answer *Sometimes*.

In general, after analyzing the teachers' answers in this section, it seems that the teachers' perception of the students' attitude towards the subject and the course is ok, without being extremely positive or negative in any specific aspect.

6.1.6 Teachers' perception of students' Italian learning process

This section as well was included in both the teachers' and the students' tests. In the students' tests participants had to answer referring to their own experience, while in the teachers' tests they had to answer referring to the students' learning process.

The first question is *Do you think your students have improved their proficiency level in Italian during last term?*

As chart 85 illustrates, one teacher answered *A little bit* and two teachers answered *Yes*.

Chart 85.

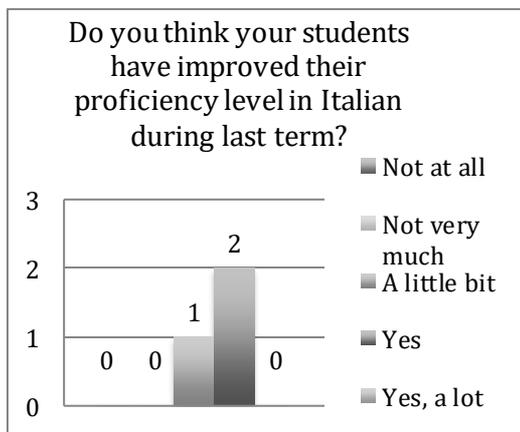
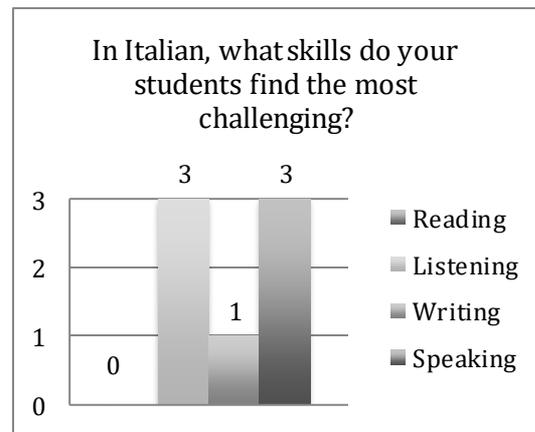


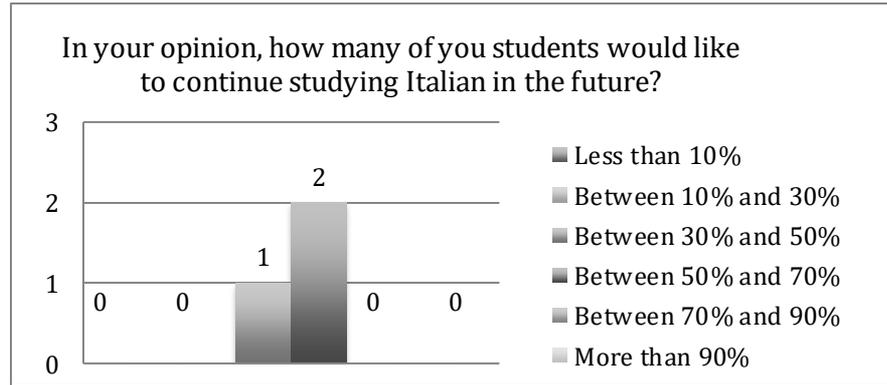
Chart 86.



With the next question the teachers were asked to identify the abilities that, in their opinion, are more challenging for their students. As the chart above shows (chart 86), in the teachers' opinion, the two oral abilities, *Listening* and *Speaking*, are the ones that students find more difficult. One teacher indicated *Writing* as challenging as well. None of the teachers chose to answer *Reading*, which is in their opinion, the easiest one.

The last question is *In your opinion, how many of you students would like to continue studying Italian in the future?* The teachers' answers are shown in chart 87.

Chart 87.



One teacher stated that, in her opinion, Between 30% and 50% of her students would have continued to study Italian in the future. The other two participants answered Between 50% and 70%.

Overall, teachers think that their students improved their proficiency level in Italian during the term preceding the pre-test, that the two most challenging skills for their students are *Listening* and *Speaking* and that between 30% and 70% of the students of the three classes involved will continue studying Italian in the future.

6.1.7 Teachers' perception of students' motivation to study or stop studying Italian

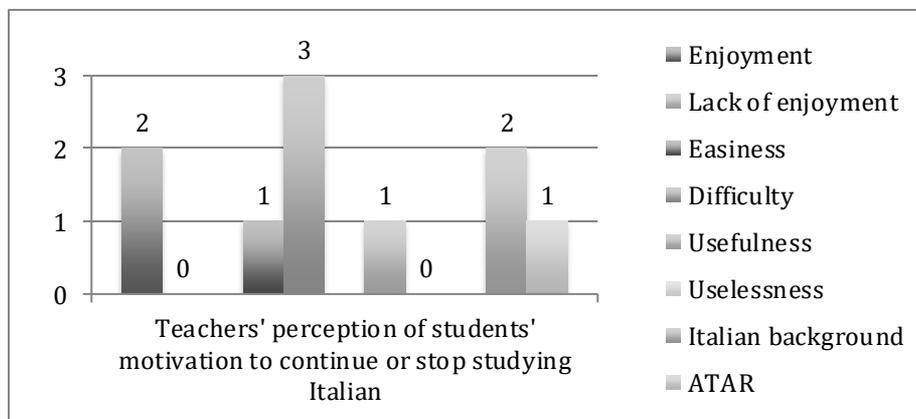
This section contains only the open questions *Why do you think the students would/wouldn't like to continue studying Italian? Can you identify the main reasons?* As for the previous sections, these questions were included with the aim of comparing the teachers' and the students' answers to identify similarities and discrepancies in the motivations given by the students and the teachers.

As explained in Chapter 4, after analysing the students' answers to the question *Why would/wouldn't you like to continue studying Italian?* by identifying key words that could be linked to some main categories of motivations, three couples of opposite motivational factors (to continue or to stop studying Italian), plus one extra motivational factor determined by the students' background, were identified and are listed below:

- a. Students *enjoy* or *do not enjoy* learning and studying the language;
- b. Students find the subject *easy* and *get good results* or they find it *difficult* and *do not get good results*;

- c. Students consider Italian, and language learning in general, *important* or *useful* for their future or they find Italian *useless*;
- d. Students consider having an *Italian background* motivating to study Italian.

Chart 88.



From a comparison between the students' and the teachers' answers, emerges that the teachers identified all the positive motivations to continue to study Italian listed by the students, which are the *usefulness*, the *enjoyment*, the *easiness* and *achievement of good results* and the *Italian background*. One teacher also included in her list a new motivation, that is linked to the *usefulness* but it is strictly limited to the academic field, writing that *Some students will continue because there are bonus points to be gained in their ATAR¹ results in Yr 12*. Language students in fact, are given extra points at the high school final exam, because foreign languages are considered a challenging subject and this can be a motivation to continue to study languages until the end of high school.

On the other side, in reference to motivations to stop studying Italian, all the three teachers identified only one factor, which is the *difficulty* as sometimes the challenge offered by studying foreign languages is, a participant wrote, *too great*. None of the teachers mentioned as aspects that could stop students from studying Italian in the future the *uselessness* of studying a foreign language and the students' *lack of enjoyment*, which were both mentioned in the students' answers.

¹ ATAR is the acronym of Australian Tertiary Admission Rank, which is the main criterion for admission to Australian universities. It is calculated following specific rules and depending on the marks that high school students get at their high school final exams.

6.1.8 Teachers' attitude towards teaching Italian

This section is composed of three scale questions aimed to check the teachers' attitude towards teaching Italian in the classes involved in the study. The aim of this section is to compare the answers given by the participants in the pre-test and in the post-test in order to underline possible differences caused by the change of tools and approach in class. The first question is *How much do you feel enthusiastic at the idea of teaching an Italian lesson?*

Chart 89.

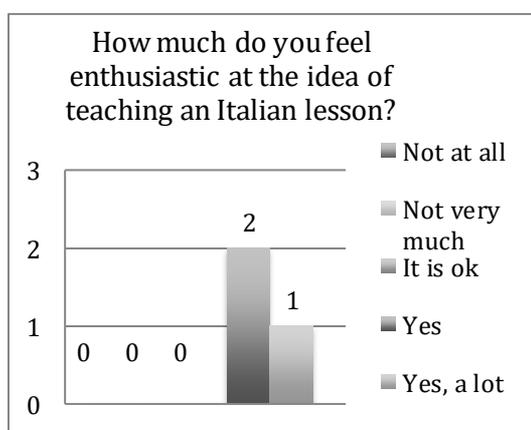
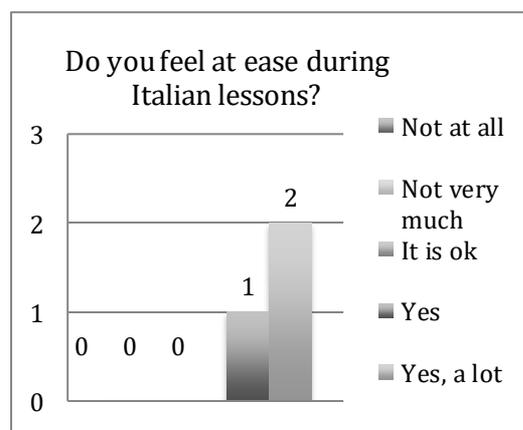


Chart 90.

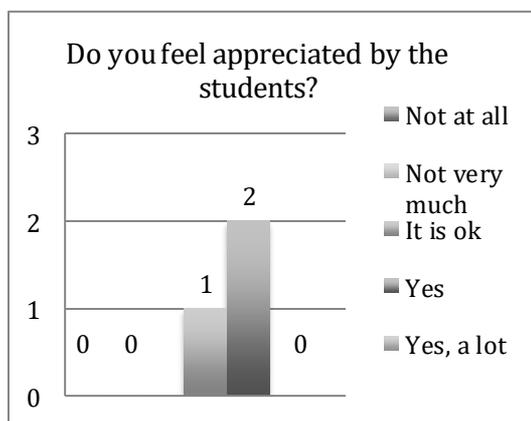


As the data in chart 89 show, all the teachers stated to feel enthusiastic, in fact, as the chart shows, two of them answered *Yes* and one answered *Yes, a lot*.

The second question of this section is *Do you feel at ease during Italian lessons?*

One more time, as chart 90 shows, the teachers' answers are positive. One participant answered *Yes* and two answered *Yes, a lot*, showing that all of them feel comfortable in teaching to the groups of students involved in the research.

Chart 91.



The last question was aimed to check if the three teachers *feel appreciated* by their students. Two of the participant answered *Yes*, while one of them chose to answer *It is ok*, showing not to feel particularly appreciated.

Overall from the data emerges that the teachers involved in the research show to

have a positive attitude towards teaching Italian in the classes involved in the study.

6.1.9 Teachers' attitude towards finding new teaching materials

This section includes two scale questions and it was included in both tests, as the previous one, to check possible differences in the teachers' answers.

The first question is *Do you feel the need of looking for new teaching materials for Italian lessons?* All the three participants answered *Yes*, underlining a necessity they feel to find new resources to use with their students.

Chart 92.

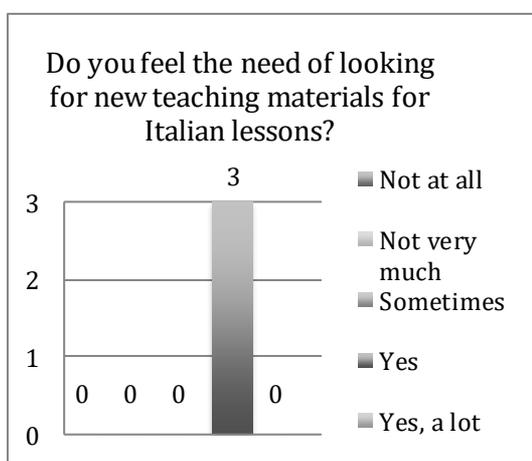
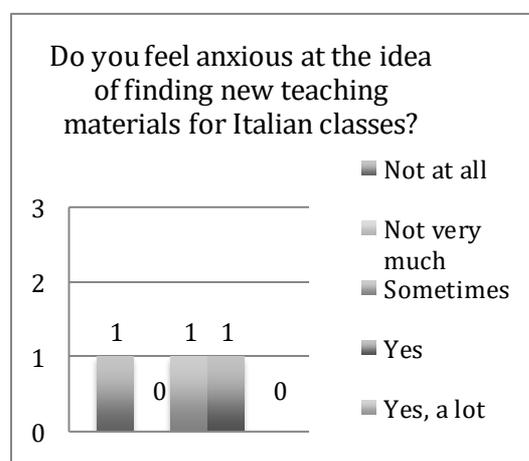


Chart 93.



The second and last question of this section was aimed to check the teachers' level of anxiety in finding new materials. In this case the teachers' answers are very heterogeneous. One teacher stated *not to feel anxious at all*, another one to feel anxious only *sometimes* and the last one instead answered *Yes*.

6.1.10 Teachers' advice and opinions

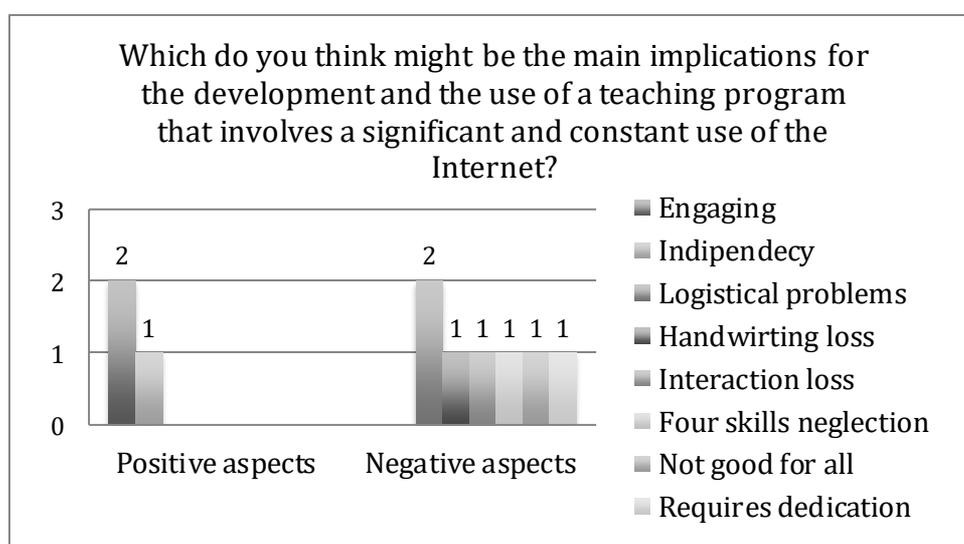
This is the last section of the pre-test and it is composed of two open questions and a space for additional comments.

The two questions are listed below:

- a. Which do you think might be the main implications for the development and the use of a teaching program that involves a significant and constant use of the Internet?
- b. Do you have any ideas/suggestions that would help improving Italian classes?

The first question refers directly to the type of study that has been conducted in this research. As the teachers were well aware of being about to start using a high amount of Internet resources and tools in class, it was decided to ask them to express their opinion about the lesson plan they were about to use with their students.

Chart 94.



From the teachers' answers, emerges a variety of opinions and attitudes towards the use of an Internet-based teaching program. In particular, one teacher only underlined positive aspects, another one only negative ones and the last teacher indicated both positive and negative factors related to a heavily Internet based approach.

Two positive aspects were underlined by the participants, the first one is the concept, expressed by two teachers, that students could be *more engaged* and the second one is that this approach could help them to be *more independent*.

On the other side, five negative aspects emerge from the teachers' answers. Firstly, two teachers underlined the possible *logistical problems* linked to the use of technology, like the fact that *Batteries die quickly* and that *Sometimes the technology, the system does not work*.

One teacher in particular listed a series of concerns, writing that *Students may forget their laptops at home. Batteries die quickly. I wonder what will happen to their handwriting? Final exams are still required to be done by hand. Will students still*

interact with one another? Will they be able to develop all of the required skills in listening, reading, writing and speaking?, underlining the fact that a wide range of possible problems caused by this kind of approach could emerge. In particular, apart from the *logistical problems* already mentioned, this teacher shows concern for the *students' handwriting*, for their level of *interaction* and for the *development of the four language skills*.

The last two negative aspects identified by the teachers are the fact that this kind of approach *will require a dedicated commitment by the teacher and the students*, therefore teacher will need to work more and that this constant and significant use of the Internet *may not suit all students*.

To answer the second question, teachers were invited to give suggestions to improve Italian classes (*Do you have any ideas/suggestions that would help improving Italian classes?*). In contrast with their answers to the previous questions all the teachers' answers included a reference to resources that can be easily found on the web. One teacher expressed the desire to have more *aural resources* at her disposal and another one stated that she would appreciate to have some *visual resources*, she wrote *I would really like access to visual resources (ie movies/tv programs) that do not require subtitles for students to understand them. Yabla is ok but some of the programs are quite silly or not interesting for the students*. The last teacher stated that she would like to use more *Kahoot quizzes as students really enjoy this*.

Two out of three teachers also suggested a higher and more regular *use of the target language*.

When they were asked if they had any additional comments, only one teacher wrote *How will the textbook and workbook be incorporated with this heavily based internet approach?* showing to be skeptical when it comes to use an Internet-based approach in class.

In general, from the teachers' answers to the questions belonging to this section, emerges that they would like to have more audio-visual resources to use in class, that they realize that a higher use of Internet tools may be engaging to the students but they show to have various concerns about using a teaching program that involves a significant and constant use of the Internet with the students.

6.2 The post-test

The teachers' post-test is composed of forty obligatory questions and seven optional questions (to add comments or to clarify specific answers). In the same way as all the tests analysed up to now, the questions are divided in the categories presented below:

- a. Teachers' perception of the Internet in their daily routine at school and as teaching and learning tool;
- b. Teachers' perception of Internet tools to teach and learn languages and as part of the Italian lessons routine;
- c. Teachers' perception of students' attitude towards learning Italian;
- d. Teachers' perception of students' Italian learning process;
- e. Teachers' perception of students' motivation to study or stop studying Italian;
- f. Teachers' attitude towards teaching Italian;
- g. Teachers' attitude towards finding new teaching materials;
- h. Teachers' opinions about the Internet tools used in class;
- i. Teachers' opinions about the activities done in class;
- j. Teachers' advice and opinions.

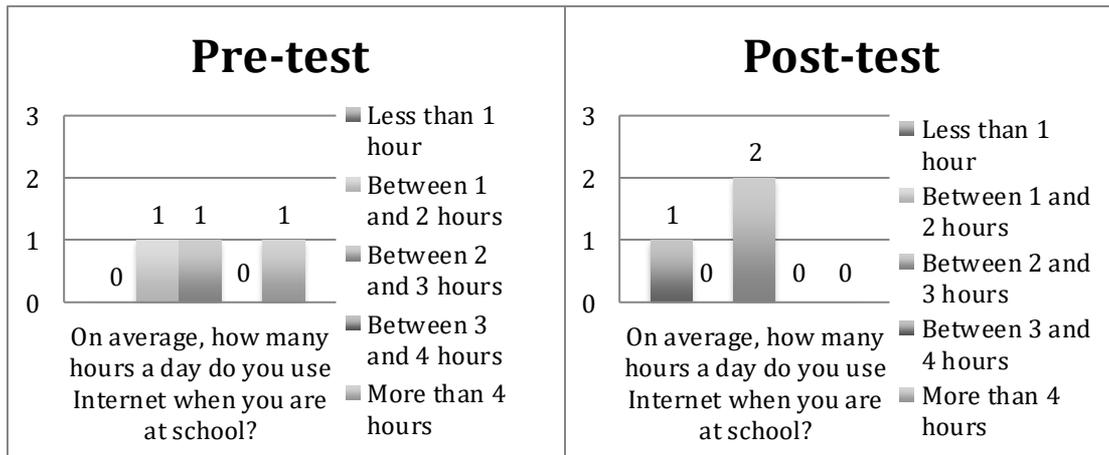
In this chapter all the answers to the questions in the post-test will be presented and analysed. In the case of questions included in both the teachers' pre-test and post-test, a comparison between the two will be presented.

6.2.1 Teachers' perception of the Internet in their daily routine at school and as teaching and learning tool

This section is present both in the teachers' pre-test and post-test, therefore a comparison between the teachers' answers to the two tests will be provided.

The first question is *On average, how many hours a day do you use Internet when you are at school?* In the post-test (chart 96), one teacher declared to spend *less than one hour a day* using Internet at school while two teachers stated to use it *between 2 and 3 hours a day*.

Charts 95 and 96.

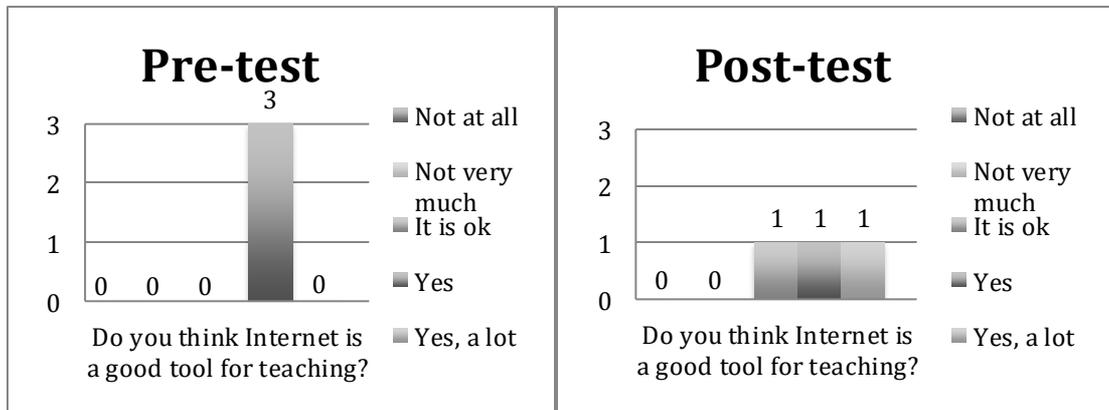


It is interesting to notice that, based on the teachers’ perception, they stated to use Internet less in the post-test than in the pre-test. It is important to consider though, that this question refers to the use of Internet in general during the teachers’ working day and does not focus on any specific subject or context of use.

The next two questions are more focused on the teachers’ opinion on the Internet as a tool for teaching and learning in general.

Firstly, teachers were asked *Do you think Internet is a good tool for teaching?*

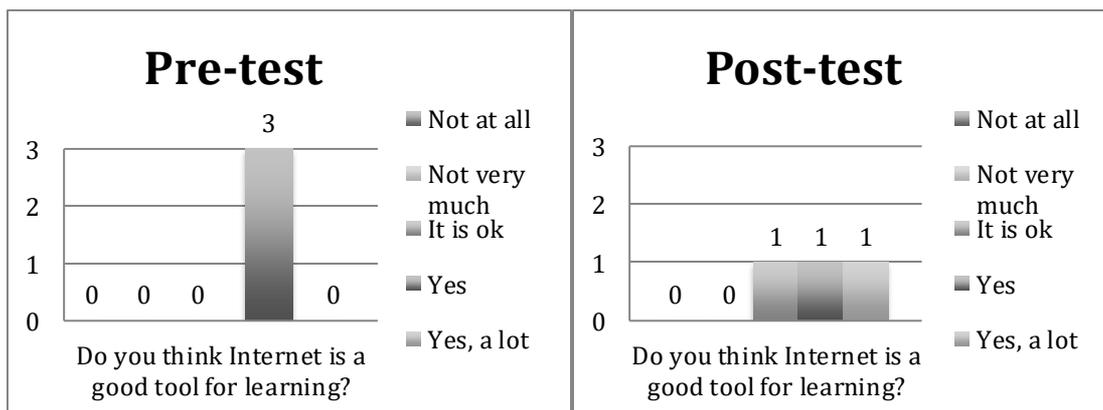
Charts 97 and 98.



While in the pre-test all the three teachers answered *Yes*, in the post test two out of three changed their answers, one in better (*Yes, a lot*) and one in worse (*It’s ok*).

The last question of the section is *Do you think Internet is a good tool for learning?* As charts 99 and 100 show, the situation is exactly the same as for the previous question.

Charts 99 and 100.



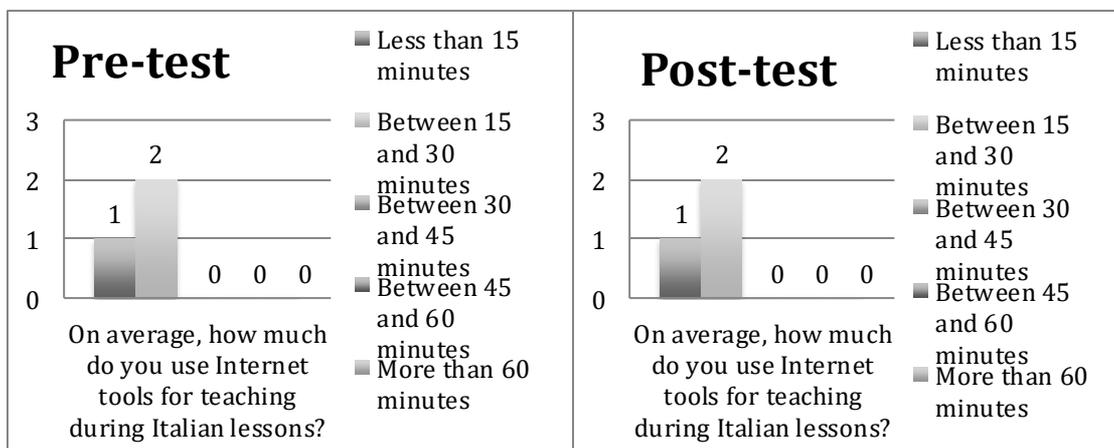
Overall the teachers' answers in this section do not show a common perception of the usefulness of Internet as a tool for teaching and learning in general, in fact each teacher shows to have a different opinion on the topic.

6.2.2 Teachers' perception of Internet tools to teach and learn languages and as part of the Italian lessons routine

This section was present in the pre-test as well but its aim is not exclusively the one of comparing the teachers' answers in the pre-test and the post-test. In fact, for some questions, the main aim is to analyse the teachers' perception of the tools used in class and check if it is true.

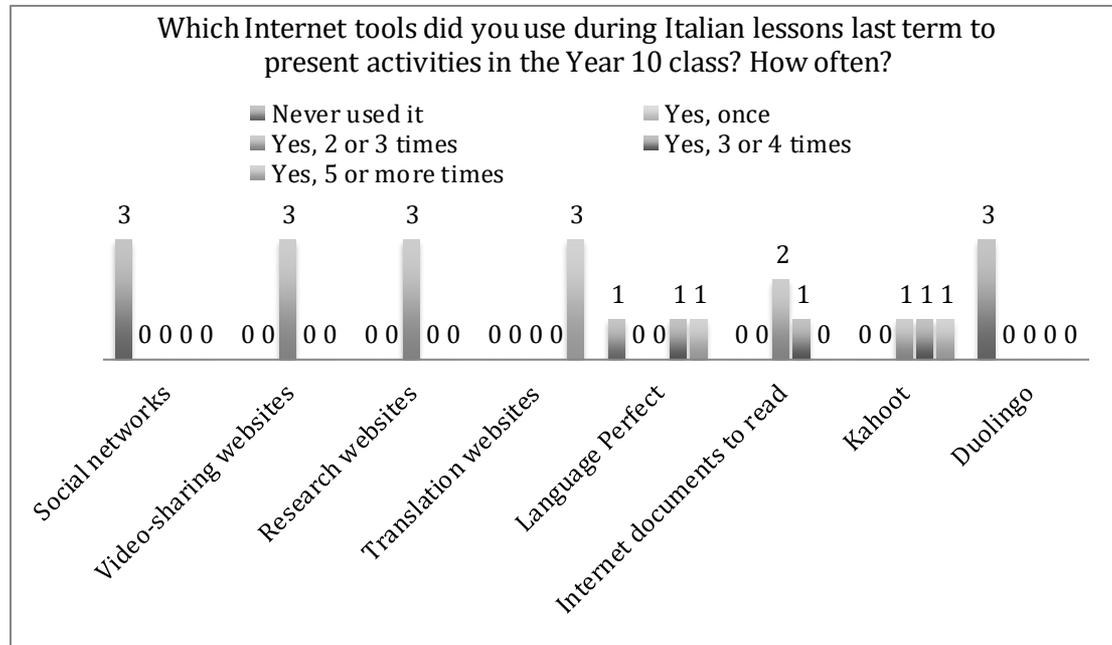
As charts 101 and 102 show, the participants' answers to the first question (*On average, how much do you use Internet tools for teaching during Italian lessons?*) are identical in the pre-test and in the post-test, showing that the teacher did not perceive an increase in the use of Internet during the lessons.

Charts 101 and 102.



The following question is a grid question in which the teachers were asked to indicate the Internet tools they used in the 10 weeks preceding the test, therefore the answers to the post-test's questions refer to the Internet-based teaching program.

Chart 103.



Comparing the teachers' answers with the lesson plan described in chapter 3 it emerges that the teachers' perception of the tools used in class was not always precise. Firstly, it is true that both *Duolingo* and *Social networks*, were never used in class so the teachers' indications are correct. Teachers were also very accurate in affirming that *video-sharing websites* were used two or more times in the term preceding the post-test. All the teachers agreed on having used *research websites* 2 or three times, which could be true if they consider shopping websites and didactic websites (with online grammar exercises) as belonging to this category. A similar situation regards *Internet document to read* which were used twice in the term preceding the post-test, but teachers might have perceived the *Prezi* presentation as a document to read as well.

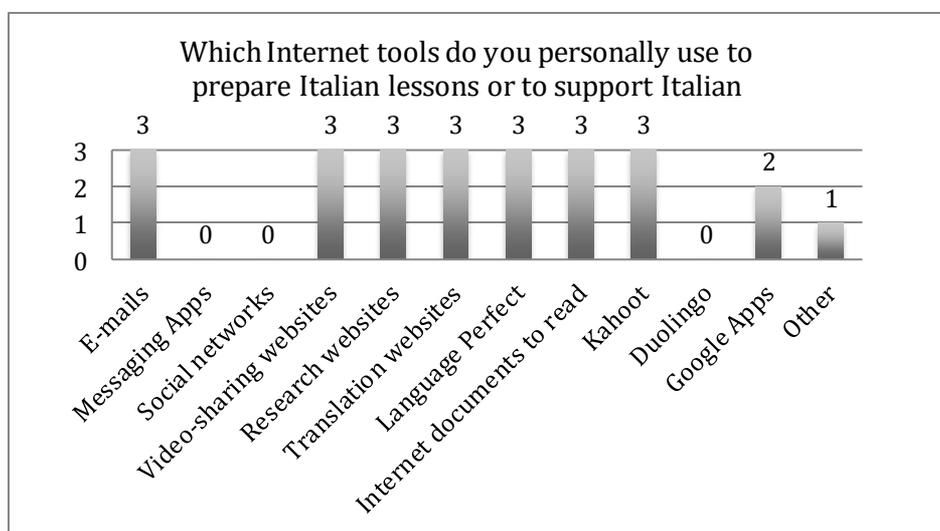
Teachers perceived to have used *translation websites* five or more times to present activities in class during the Internet-based teaching program, which is incorrect. It is possible anyway that they confused the use of these tools to prepare the lessons with the actual use of them in class with the students.

A peculiar situation regards the use of *Language Perfect* and of *Kahoot*. In fact, while the three participants, at least partially, agreed about the other tools, they all gave different answers in regards to these two tools, showing to be confused about the number of times they were used.

In particular, one teacher showed to be confused as well in the next question, which asked the teachers to indicate if they used other tools in the term preceding the term. She answered *Languages online (Victorian and UK)*, *Conjuguemos TES connect*, *Yabla*. Actually, *Languages online* was used to download the program *Cartoon Story Maker*, but the other tools were not used at all. The other two teachers stated that they only used the tools listed above during the Internet-based program, but nobody mentioned *Google Docs* which instead was used four times.

The next question refers to the tools used by the teachers to prepare the lessons. Before presenting the results, it is important to underline that the three teachers were involved not only in the presentation of the activities in class, but very often they were involved in the preparation as well. In fact, once decided, among a series of suggestions, which activities to prepare, the tools to use were presented and explained to the teachers.

Chart 104.

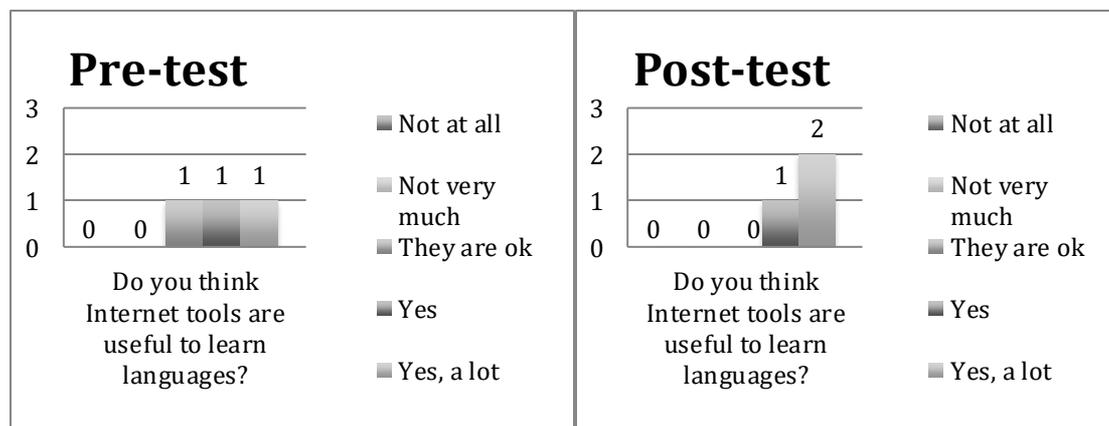


Like in the pre-test, none of the teachers stated to have used *Social network*, *Messaging Apps* or *Duolingo*, which coincides with the truth. All the teachers declared to have used all the tools listed in the question, with the exclusion of *Google Apps* which, apparently, were used only by two teachers and *other tools*, which were used only by one teacher. Again, the teachers' perception of the tools used is mainly, but still only partially, correct. For instance, none of the teachers mentioned *uQuiz*,

Audacity, Photo Story 3, Quizlet or Ezvid, which were the new tools, the ones they had never used before. This situation could be caused by a variety of motivations and it can be an interesting cause for reflection.

The next question is *Do you think Internet tools are useful to learn languages?*

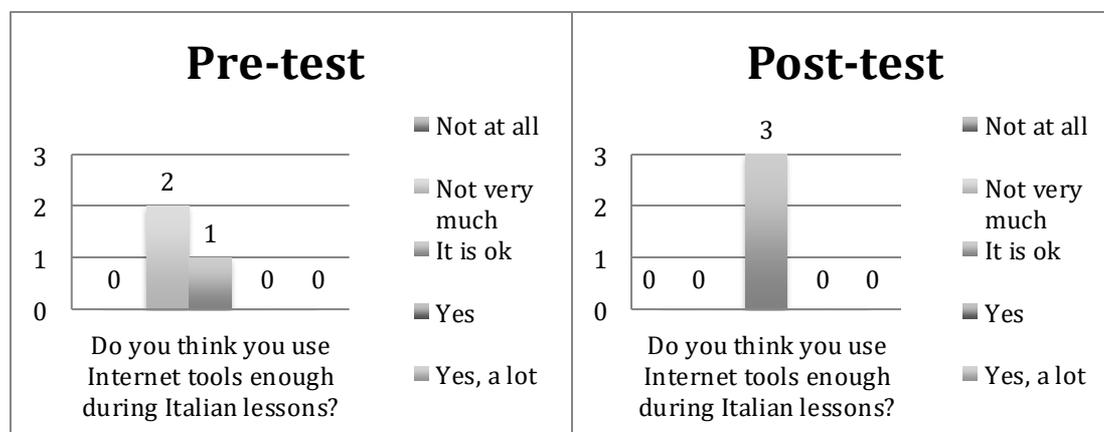
Charts 105 and 106.



The data show that the difference between the pre-test and the post-test is minimal, but it is interesting to notice that, while in the pre-test two teachers chose a positive answer (*Yes* or *Yes, a lot*) and one of the participants chose to answer that Internet tools are *ok* to learn languages, in the post-test all the answers are positive and therefore all the teachers agree in considering Internet tools useful to facilitate language learning.

The next question refers to the use of Internet in class. The question is *Do you think you use Internet tools enough during Italian lessons?*

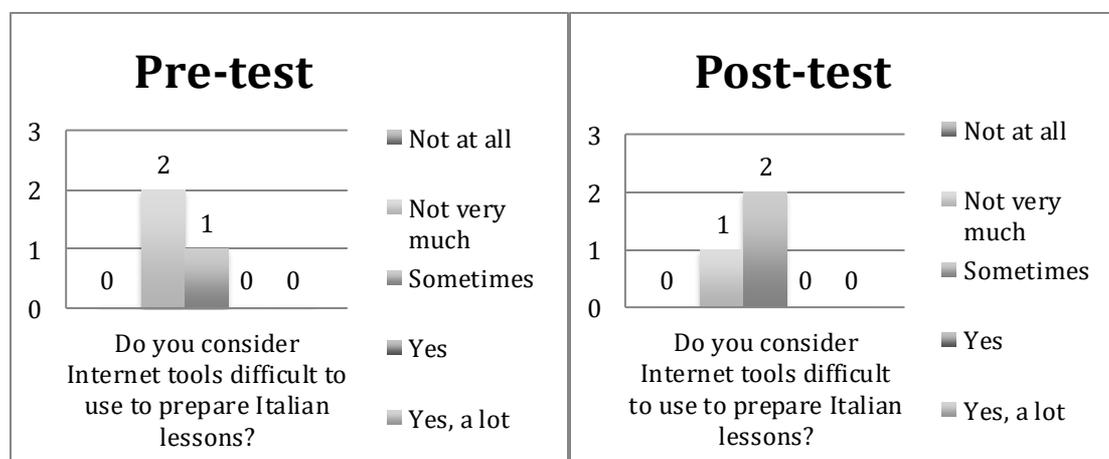
Charts 107 and 108.



It is interesting to notice that, even if the teachers were not able to quantify the increase in the amount of time dedicated to the use of Internet in class (as showed by their answers to the question *On average, how much do you use Internet tools for teaching during Italian lessons?* which showed that, in their perception, they used Internet tools exactly in the same amount of time before and during the study), in answering this question they underline a change in the perception of the amount of time dedicated to use the Internet in class.

The next question is *Do you consider Internet tools difficult to use to prepare Italian lessons?*. The answers are visible in the two charts below.

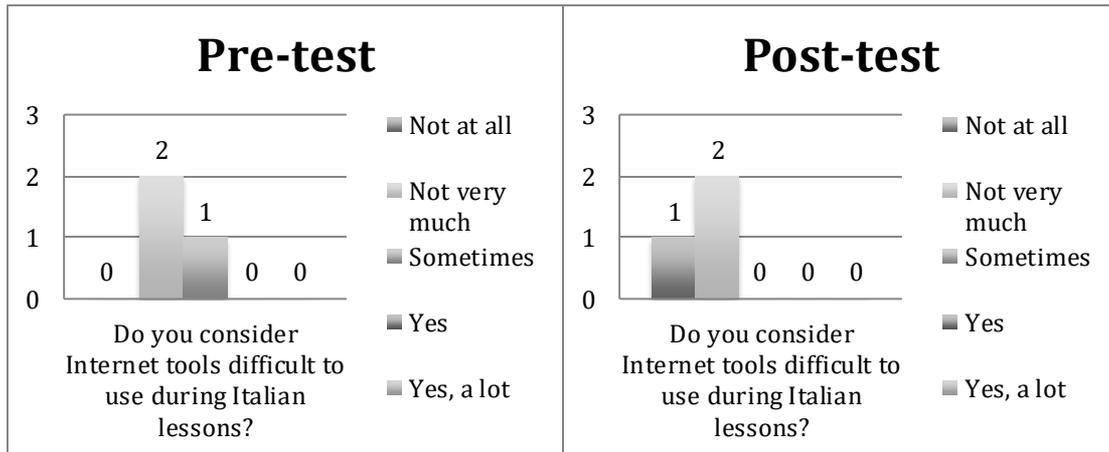
Charts 109 and 110.



The difference between the two tests is minimal, only one teacher seems to have slightly changed her idea and to be considering Internet tools more difficult to use in the post-test than in the pre-test. The teachers who chose *Sometimes* were asked to explain their answer. They explained that *they are not difficult to use but finding appropriate resources is challenging at times* and that *sometimes the material/content can be too complex for the students at this level. Modifying material can be quite time consuming.*

The next question is very similar to the previous one but it asks teachers if they find *Internet tools difficult to use during Italian lessons* (while the one before was focused on using the Internet to prepare the lessons).

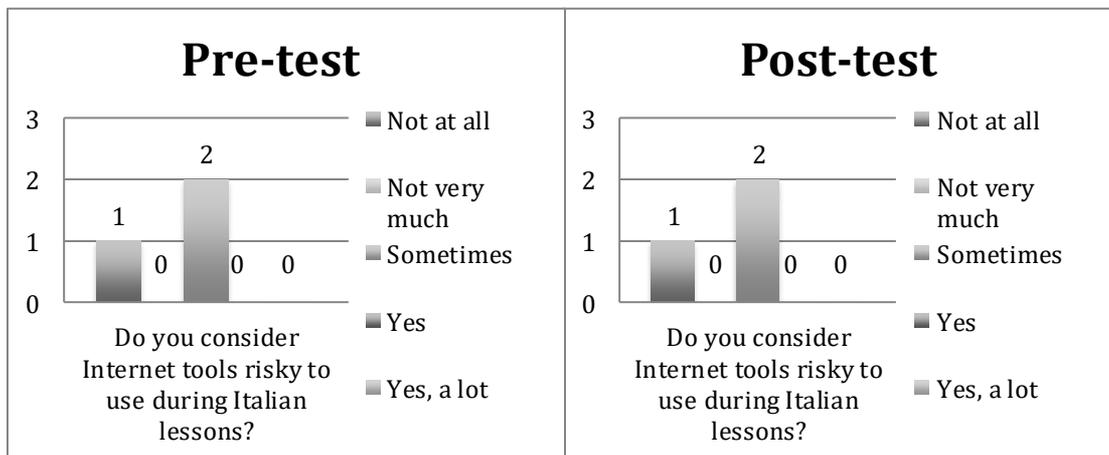
Charts 111 and 112.



As the charts above illustrate, the results of the two tests are quite similar. The main difference is given by the fact that in the post test all the teachers agreed, on different levels, on the fact the Internet tools are not difficult to use in class during Italian lessons.

One of the teachers' main concerns about the use of a heavily Internet-based program was linked to the risks that Internet can bring, therefore it was decided to ask them *Do you consider Internet tools risky to use during Italian lessons?*

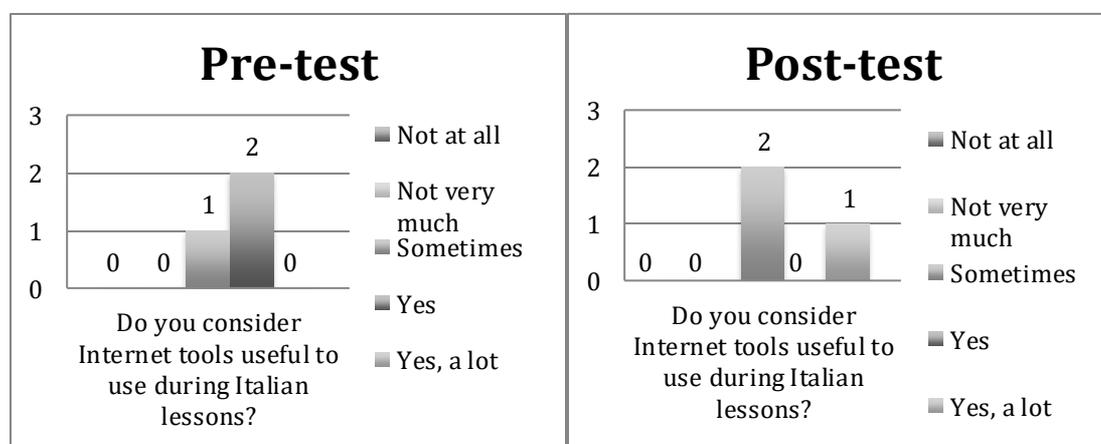
Charts 113 and 114.



As the data show the teachers' level of concern about the risks linked to the use of the Internet in class did not change at all. When they were asked to explain their answers two teachers underlined the need to check carefully all the resources before using them in class. One teacher instead indicated as a risk the fact that students tend to get distracted using these tools and that, as a consequence, teachers *need to check constantly that students are completing the required tasks.*

The last question of this section is *Do you consider Internet tools useful to use during Italian lessons?*

Charts 115 and 116.



The answers to this question show that the teachers' opinion is not homogeneous. In fact, one teacher stated to find Internet tools *very useful* while the other two indicated to find them useful *sometimes*. From a comparison of the pre-test and the post-test emerges that the majority of the participants changed their opinion on the topic but going in different directions. When they were asked to explain their answers two teachers underlined the positive aspects of Internet tools writing that *they can provide students with further information, opportunities to further develop skills or even develop new skills* and that *Internet tools are useful because they provide resources that are different to simply using the text book and certainly help with student engagement. They can provide authentic, current material. The youtube clips provide visual support that also helps with engagement and comprehension. Tools like Kahoot are great because it is competitive and useful also for revision and language consolidation*. One teacher instead wrote that *there is no substitute for one on one language practice and explanation with teachers*.

In general, the answers to this section show that the teachers did not perceive the high increase in the amount of time dedicated to the use of Internet resources in class during the Internet-based program but, in spite of this, the majority of them felt to be using Internet tools enough in the post-test, while in the pre-test they did not. Furthermore, the teachers remembered most of the tools used in class during the period preceding the post-test while they mentioned only a minimal amount of new tools used to prepare the lessons. This could have been cause by a variety of factors

(they forgot about them, they did not like them, they did not remember the names of the programs, etc.).

In comparison to the pre-test, in the post-test one teacher showed to consider Internet tools more difficult to use to prepare the lessons and none of the teachers stated to find them easy to use to prepare materials. They explained this aspect underlining the fact that it takes time to find and modify resources. On the other side in the post-test all the participants agreed on the fact that Internet tools are easy to use in class.

Moreover, the majority of the teachers tends to consider the use of Internet tools in class risky for the contents and because students tend to get distracted very often.

From the data, it emerges that none of the teachers think that Internet tools are not useful for Italian lessons.

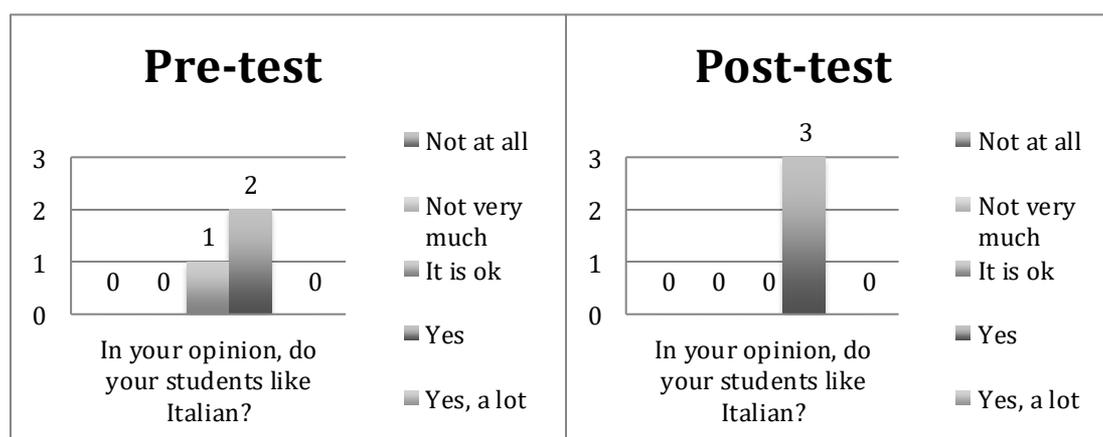
A positive aspect is given by the fact that teachers seemed to consider Internet tools more useful for language learning purposes after having used them a lot with the Internet-based program.

6.2.3 Teachers' perception of students' attitude towards learning Italian

The main aim of this section is to compare the answers of the teachers' pre-test and post-test in order to underline possible differences.

The first question is *In your opinion, do your students like Italian?*

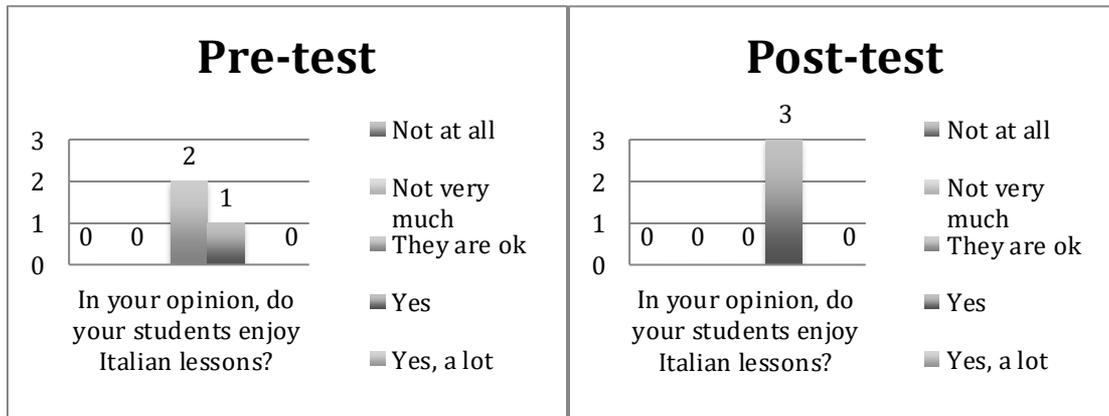
Charts 117 and 118.



As the graphics show, two of the teachers already gave a positive answer (*Yes*) in the pre-test. In the post-test all the three participants answered that, in their opinion, students like the language.

The second question of this section asks *In your opinion, do your students enjoy Italian lessons?*

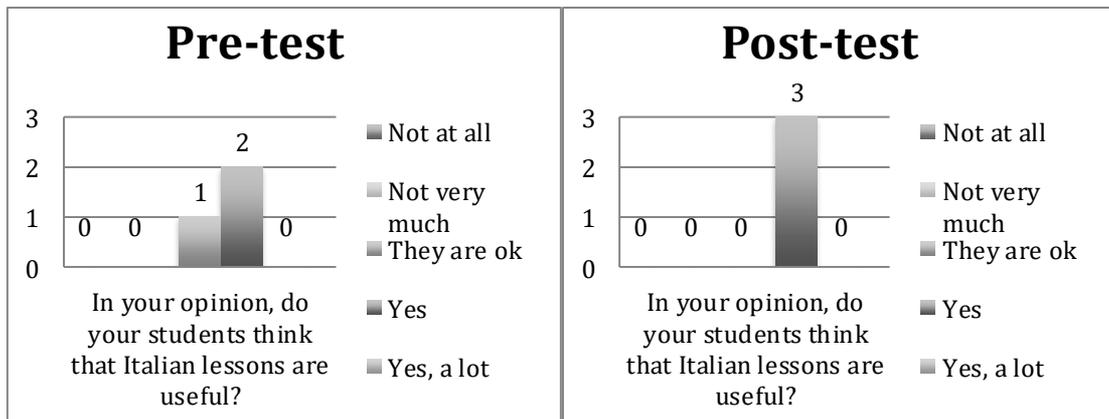
Charts 119 and 120.



While in the pre-test only one of the teachers chose to answer *Yes*, in the post-test all the teachers involved chose this answer, showing to have perceived an increase in the students' level of enjoyment during the period in which the Internet-based program was used.

The third question of the section is *In your opinion, do your students think that Italian lessons are useful?* The data show a situation similar to the previous ones.

Charts 121 and 122.

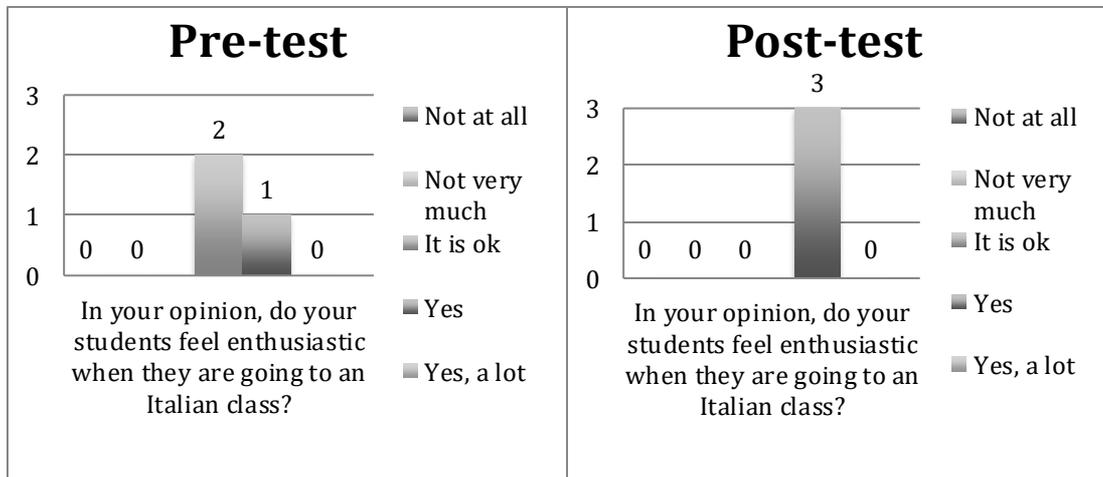


In fact, in the pre-test two out of three teachers answered positively with a *Yes*, while in the post-test all the teachers gave a positive answer, stating that, in their opinion, students are aware of the usefulness of their participation to Italian classes.

The next question asks teachers if, in their opinion, *students feel enthusiastic when they are going to an Italian class*. Again, as charts 123 and 124 illustrate, while in the

pre-test not all the teachers chose to answer *Yes*, in the post-test all the teachers chose this answer.

Charts 123 and 124.

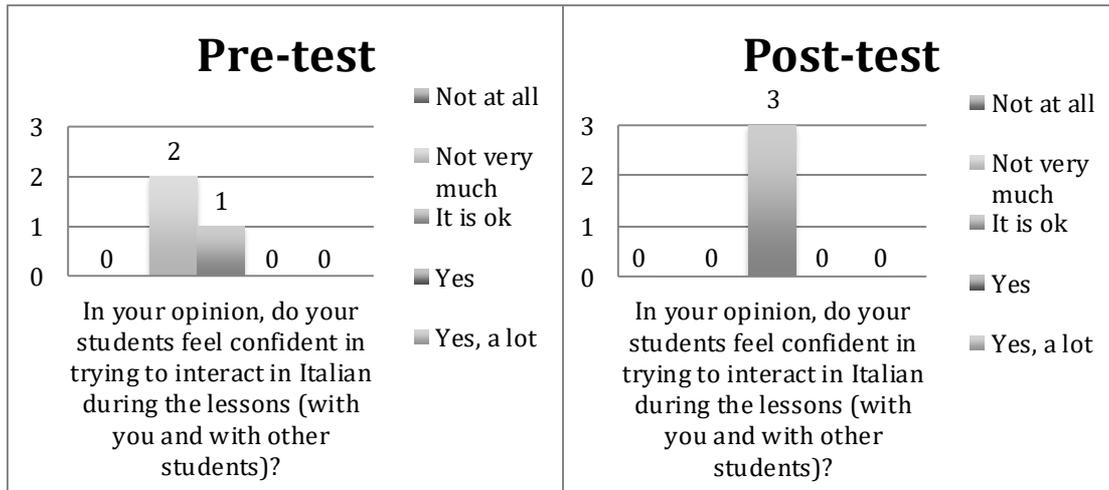


The following question is *In your opinion, do your students feel at ease during Italian lessons?* The answers can be summarized as in the charts below (charts 125 and 126), which show that all the teachers involved in the project chose exactly the same answer and that they all answered *Yes* both in the pre-test and in the post-test. In the students' opinion students felt *at ease* before the beginning of the study and they continued to do so until the end of it.

Charts 125 and 126.



The penultimate question is *In your opinion, do your students feel confident in trying to interact in Italian during the lessons (with you and with other students)?*



From the data presented in the charts above (charts 127 and 128) it emerges that, in the teachers' opinion, students tended to feel more confident in interacting in the target language during the lessons preceding the post-test, which are the lessons included in the Internet-based program. In fact, while in the pre-test two of the teachers answered *Not very much*, in the post-test none of them chose a negative answer, but they all stated that the students' level of confidence in using the target language in class to communicate with their peers or with the teacher, is *ok*.

The last question of this section is *Do your students get distracted during Italian lessons (by their own thoughts, by other people, using the Internet, etc.)?*

Chart 129.

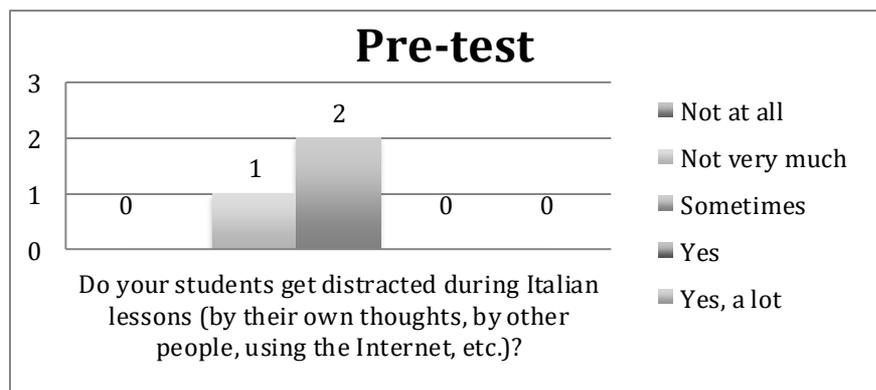
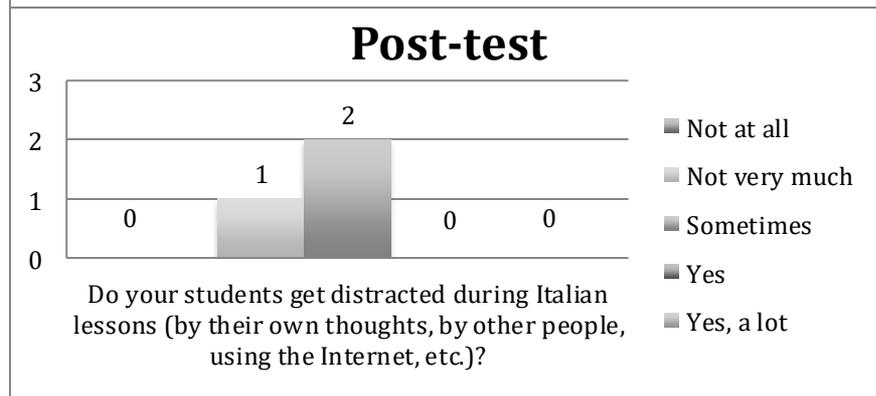


Chart 130.



From the data presented in charts 129 and 130 it emerges that, differently from what they expected, teachers did not perceive an increase in the students' level of distraction due to an increase in the use of Internet in class. In fact, the answers given by the teachers are exactly the same in the two tests. This does not completely coincide with the answers given by the students in the post-test, in which they stated to have gotten slightly more distracted during the Internet-based lessons.

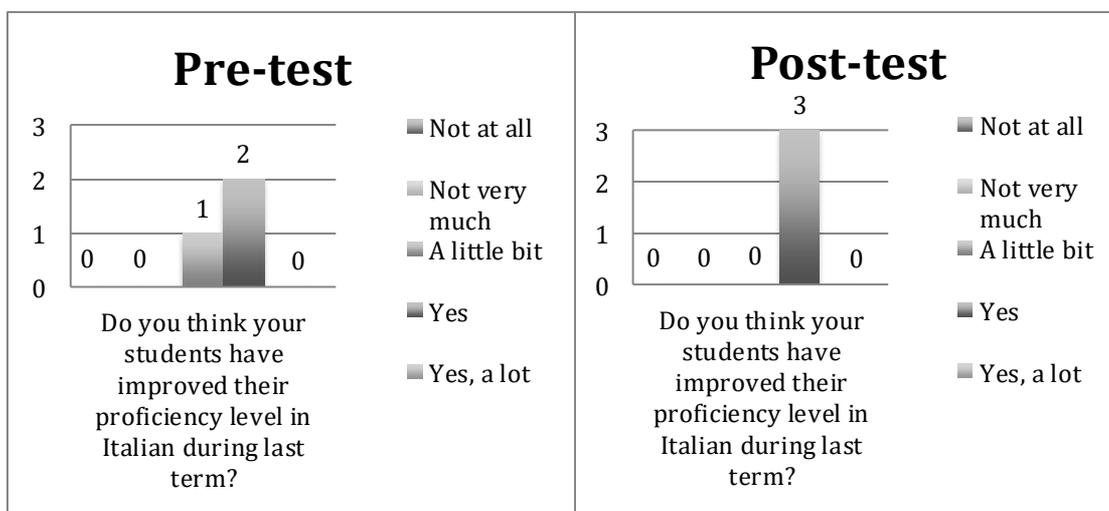
In general, from the analysis of the answers presented above it is possible to notice that, in the teachers' opinion, after the ten weeks of Internet-based teaching program, students tended to like Italian more, to enjoy the lessons more, to feel more enthusiastic when going to class and to find Italian lessons more useful. Teachers also had the impression that students felt more confident in trying to interact using the target language during the lessons designed using Internet tools. The teachers' observations listed above coincide with what was stated by the students in the post-test.

The teachers did not notice any difference in relation to the students' feeling at ease during the lessons or to the students' getting distracted in class.

6.2.4 Teachers' perception of students' Italian learning process

The opening question of this section is *Do you think your students have improved their proficiency level in Italian during last term?*

Charts 131 and 132.



As charts 131 and 132 illustrate, there is a slight difference between the two tests that is determined by the answers given by one of the three teachers which indicates that, in her opinion, students improved their proficiency level in Italian more during the term preceding the post-test, which is the one in which Internet tools were used the most. Because of this, the answers in the post-test are all positive as all the participants chose to answer Yes.

The next question is *In Italian, what skills do your students find the most challenging?*

Chart 133.



This is a multiple choice question, therefore teachers could choose to tick as many boxes as they wanted. The teachers' answers in the post-test are exactly the same as in the pre-test showing that, in their opinion, *Listening* and *Speaking* are the most challenging skills for their students. It is interesting to notice that this

teachers' perception coincides only partially with what stated by the students in their test, where they indicated *Speaking* and *Writing* as the most challenging skills.

The last question of the section is *In your opinion, how many of your students would like to continue studying Italian in the future?*

The results presented in charts 134 and 135 show that, after the period of Internet-based activities, teachers perceived that more students would have liked to continue to study Italian in the future.

Chart 134.

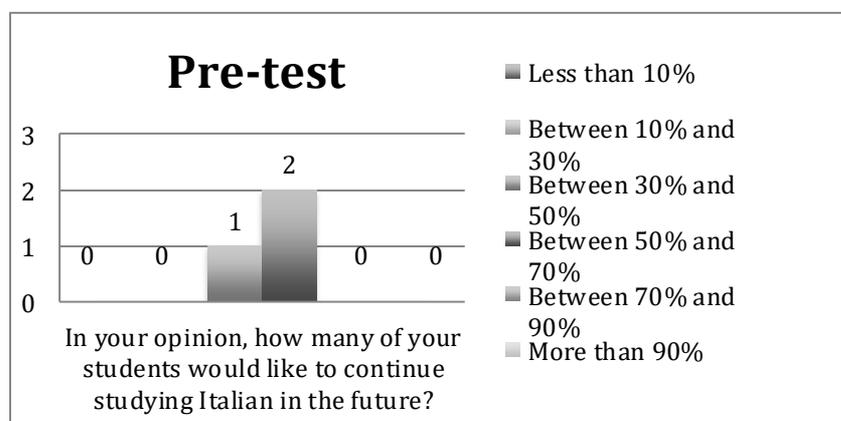
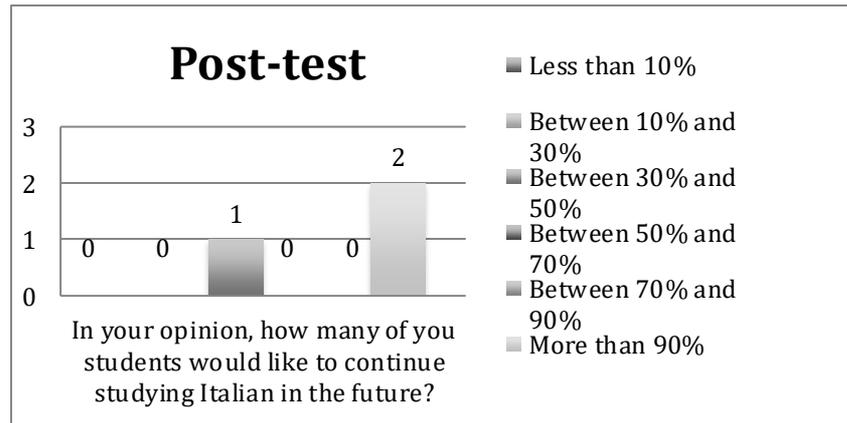


Chart 135.



In particular, it is very interesting to observe that, in the post test, two teachers out of three answered that, in their opinion, more than 90% of their students would have continued to study Italian, while in the pre-test the maximum percentage indicated by the teachers was between 50% and 70%. The teachers' perception finds confirmation in the students' answer, in fact in the post-test more students showed to be inclined to continue to study Italian.

In general, this section's data show that the teachers consider the oral skills (*Listening* and *Speaking*) to be the most challenging for their students, while the pupils themselves indicated the production skills (*Writing* and *Speaking*) as being the most challenging. In the teachers' opinion, students have improved their proficiency more during the term in which the Internet was more consistently used and that, after this term, more students were willing to continue to study Italian.

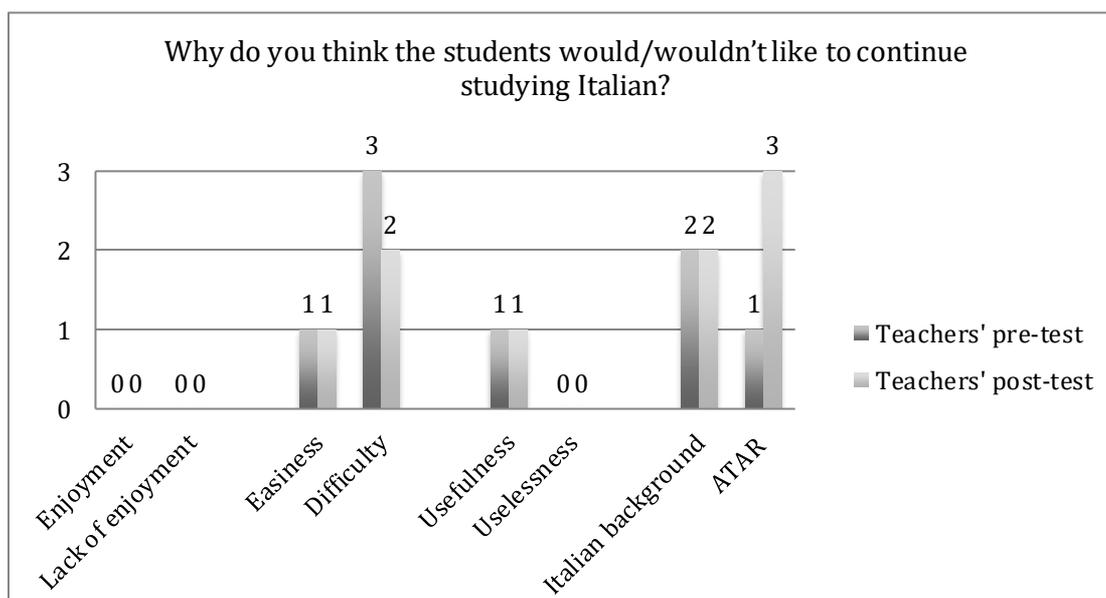
6.2.5 Teachers' perception of students' motivation to study or stop studying Italian

This section contains only the open question *Why do you think the students would/wouldn't like to continue studying Italian? Can you identify the main reasons?*

This question was included with the aim of comparing the teachers' and the students' answers to identify similarities and discrepancies in the motivations they underlined.

It was decided to include a comparison between the teachers' pre-test and post-test to highlight possible differences.

Chart 136.



The differences between the two teachers' tests are minimal as the graphic above shows. The main difference is given by the fact that in the post-test all the teachers identified the bonus points given to the languages students at the end of high-school (ATAR²) as important.

It is interesting to notice that the discrepancies between the students' and the teachers' answers to the same question are quite remarkable. In fact, none of the students mentioned the ATAR, while the main motivational factors that were identified by the students in the post-test were the *usefulness/importance of studying a foreign language*. These two motivational factors were identified by one out of three teachers, while the *enjoyment*, other essential factor in the students' opinion, was not mentioned in any of the teachers' answers.

As explained in analysing the students' test, the *enjoyment* was the motivational factor considered more important for the study. In fact, one of the aims of this research was to check if an increase of the Internet tools used in class could have led to an increase in the students' level of enjoyment. This was confirmed by results of the students' tests but, even if the teachers realised that the students enjoyed more the Internet-based lessons, they did not identify the *enjoyment* as a motivational factor strong enough to influence their students' decision to continue or to stop studying Italian.

² ATAR is the acronym of Australian Tertiary Admission Rank, which is the main criterion for admission to Australian universities. It is calculated following specific rules and depending on the marks that high school students get at their high school final exams.

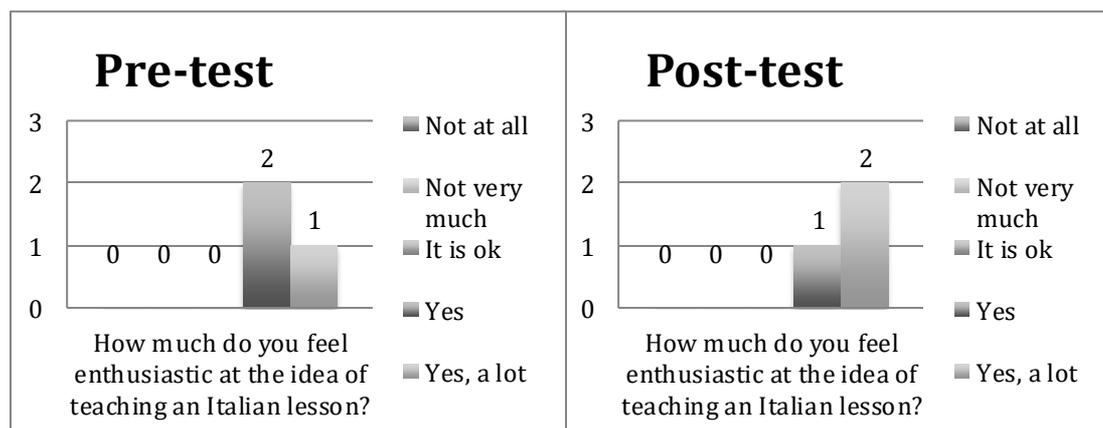
6.2.6 Teachers' attitude towards teaching Italian

The aim of this section is to compare the answers that the teachers gave to the same questions in the two tests with the intention to highlight possible differences caused by the change of tools and activities in the term preceding the post-test.

The first question is *How much do you feel enthusiastic at the idea of teaching an Italian lesson?*

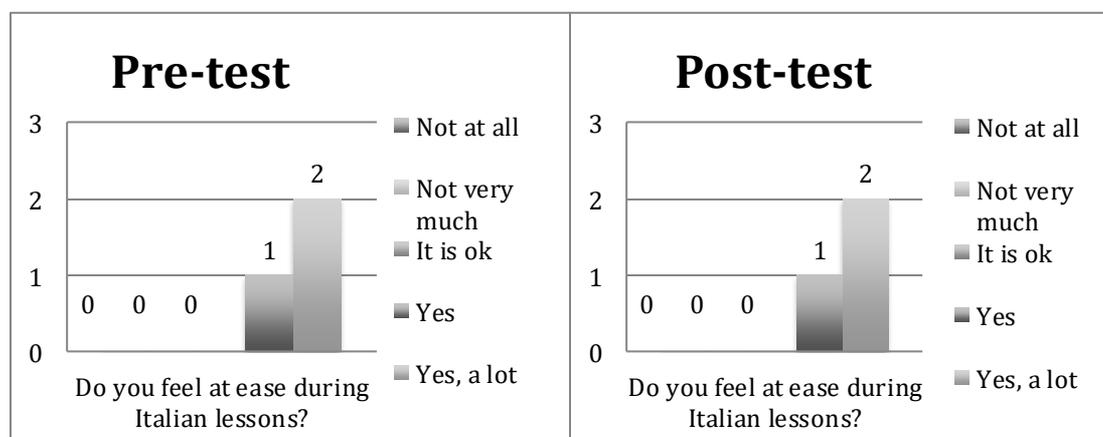
As shown in the two graphics below, already in the pre-test the teachers showed to be enthusiastic at the idea of teaching an Italian lesson in the classes involved in the study, in fact two of them answered *Yes* and one answered *Yes, a lot*. The difference with the post-test is minimal as one teacher answered *Yes* and two *Yes, a lot*.

Charts 137 and 138.



The second question of this section is *Do you feel at ease during Italian lessons?*

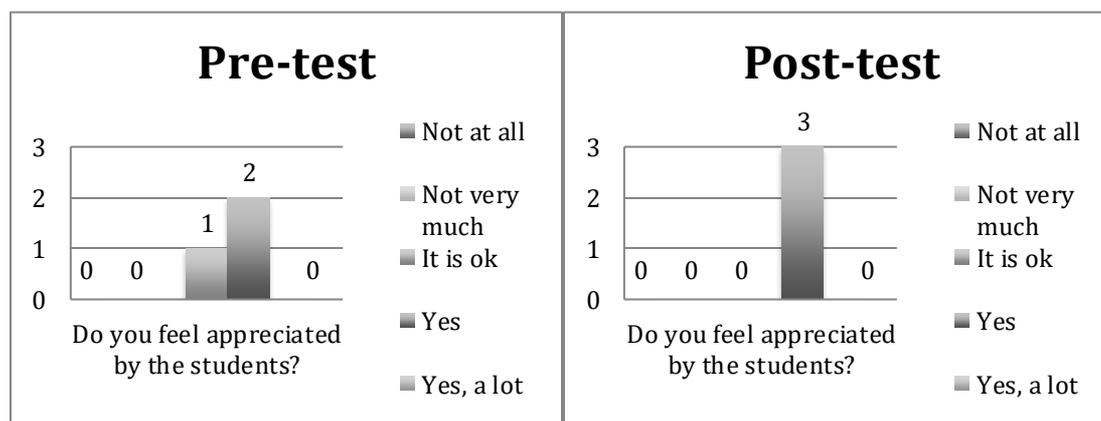
Charts 139 and 140.



The answers are illustrated in charts 139 and 140 and show that the teachers answered identically in the two tests.

The last question of this section is *Do you feel appreciated by the students?* Analyzing the data presented in the charts below, it emerges that only one teacher changed her answer from *It is ok* to *Yes*. The difference between the two tests is minimal.

Charts 141 and 142.



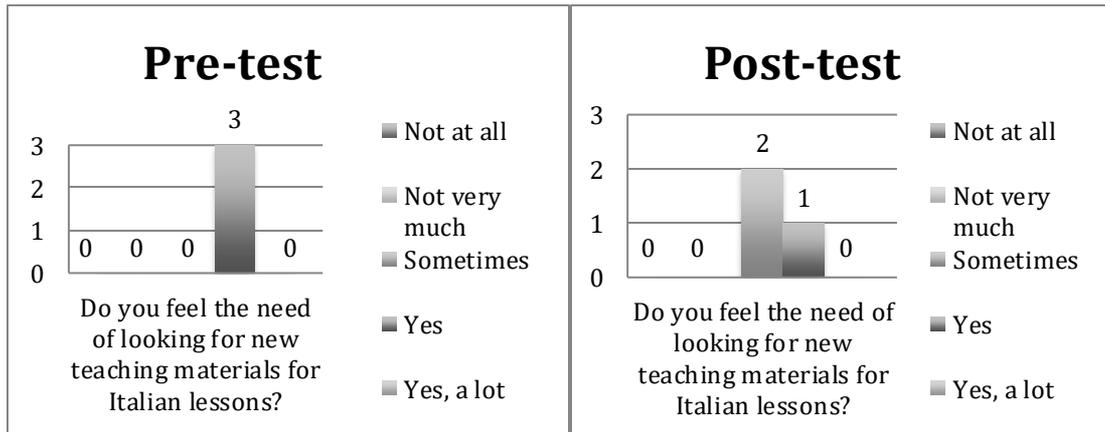
In general, the data presented in this section show that the teachers' attitude towards teaching Italian changed minimally, in a positive way, in the period between the two tests which is also the period in which an Internet-based program was used.

6.2.7 Teachers' attitude towards finding new teaching materials

This section is composed of two scale questions and it was included in both tests, as the previous one, to check possible differences in the teachers' answers.

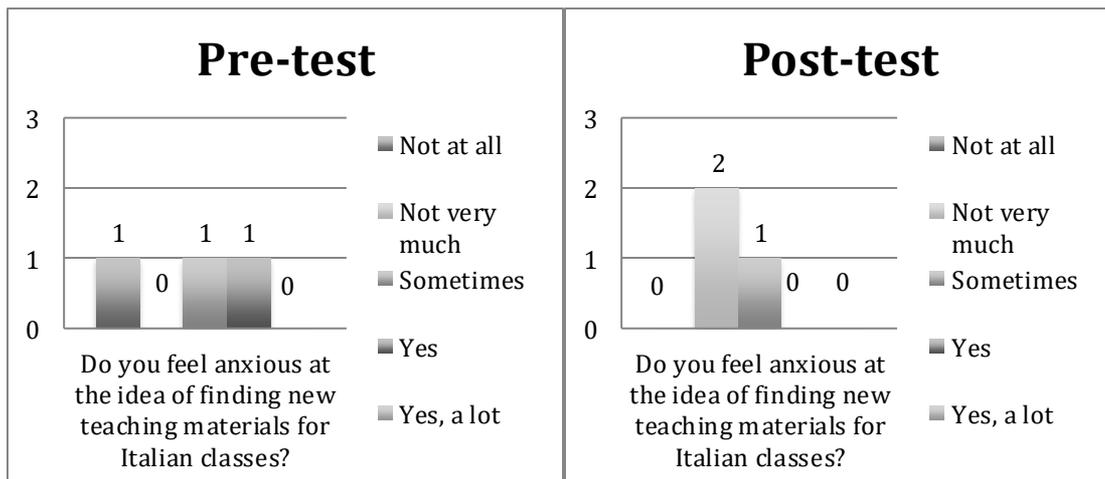
The first question is *Do you feel the need of looking for new teaching materials for Italian lessons?* While all the three teachers answered *Yes* in the pre-test, only one of them chose a positive answer in the post-test, while the other two answered *Sometimes*.

Charts 143 and 144.



The second and last question of this section is *Do you feel anxious at the idea of finding new teaching materials for Italian classes?* The participants' answers to this question are illustrated in the graphics below.

Charts 145 and 146.



The difference between the two tests is easily noticeable but it is difficult to analyze as teachers seem to go in different directions with their answers. Trying to summarize the data, it is possible to say that in the pre-test one teacher chose a negative answer to the question (*Not at all*), one chose a positive answer (*Yes*) and one answered *Sometimes*. In the post-test none of the teachers chose a positive answer, while two of them stated not to feel anxious at the idea of finding new teaching materials for Italian classes and one answered to feel anxious only *Sometimes*.

In general, the teachers' answers to this section of the test show that, after the Internet-based teaching program teachers feel less the need of looking for new materials. The level of anxiety cause by the idea of having to look for new resources barely changed.

6.2.8 Teachers' opinions about the Internet tools used in class

This section is only present in the post-test and the first question is *Do you think that a greater use of Internet tools during Italian classes could increase your students' interest in learning Italian?* Two teachers answered *Sometimes* and only one teacher answered *Yes*.

Chart 147.

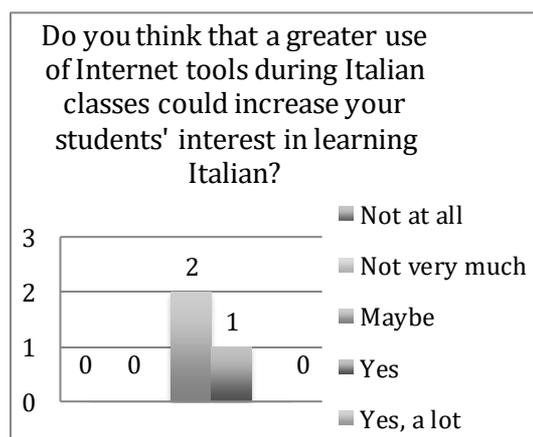
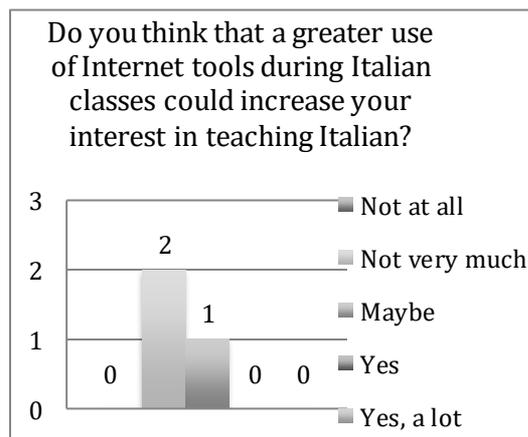


Chart 148.



As showed by the graphic above, the teachers' answers to the question *Do you think that a greater use of Internet tools during Italian classes could increase your interest in teaching Italian?* show that none of them would be more interested in teaching Italian classes because of a greater use of Internet tools in class.

The next two "complementary" questions are *Do you think the students appreciated the wide use of Internet tools during this term?* and *Did you appreciate the wide use of Internet tools during this term?*

As showed in charts 149 and 150, each teacher gave exactly the same answer to the two questions. One teacher answered *Sometimes*, one *Yes* and one *Yes, a lot*. Checking the file with the answers, it is possible to confirm that each teacher answered in the same way to the two questions, showing that teachers seem to have projected their own opinions on their students' ones (i.e. a teacher appreciated the use of the Internet in class, therefore the students appreciated it as well). None of the teacher chose a negative answer to either one of the two questions but the level of appreciation of the wide use of Internet tools varies depending on the participant.

Chart 149.

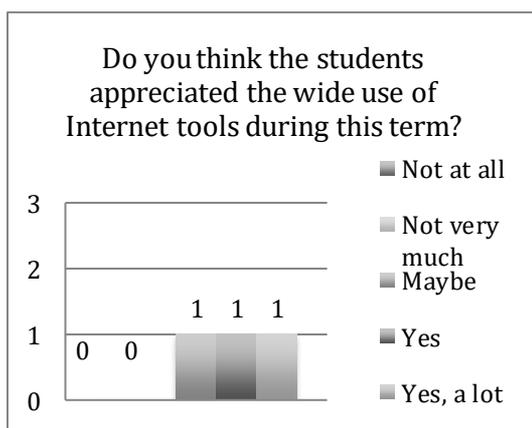
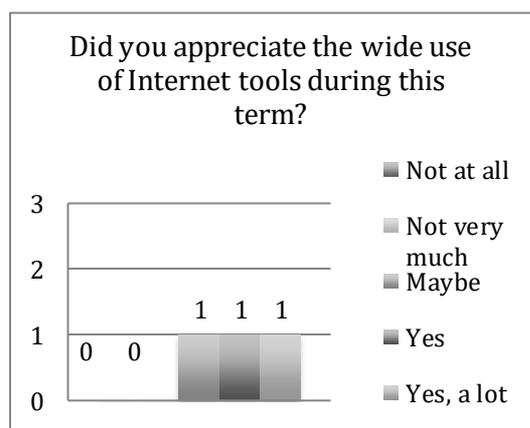


Chart 150.



The next question is *After this term, do you feel more enthusiastic about the idea of using Internet tools in the future (the same tools or new ones)?* All the teachers answered *Yes* and, when they were asked if their intention was to use the same ones or to look for new ones, they all answered *both*. This answer can be considered to be in contrast with the teachers' answers to the question previously presented *Do you feel the need of looking for new teaching materials for Italian lessons* (paragraph 6.2.7), in fact only one teacher answered *Yes* in the post-test.

Chart 151.

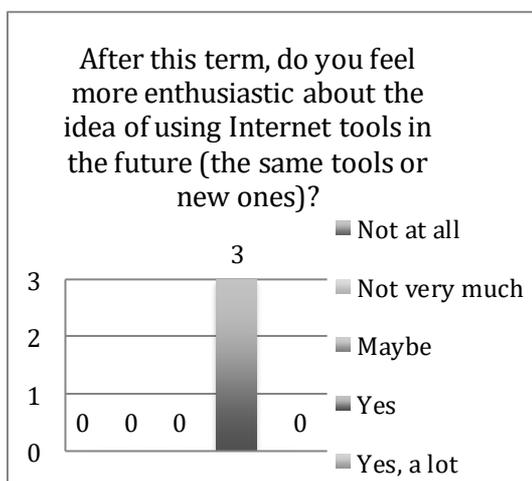
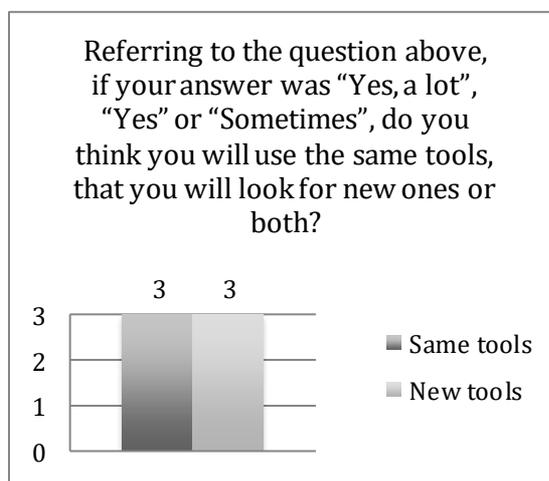


Chart 152.



In general, from the data presented in this section, it emerges that teachers think that maybe a higher use of Internet tools could slightly increase their students' interest in learning Italian but that it probably would not increase their interest in teaching it. Among them, teachers had different ideas about the students' appreciation and their own appreciation of the wide use of the Internet in class, but each one of them defined the students' level of appreciation to be exactly the same as their own.

At the end of the Internet-based teaching program teachers declared to feel more enthusiastic about the idea of using Internet tools in class, referring both to finding new tools and to using the same ones introduced during the study.

6.2.9 Teachers' opinions about the activities done in class

This section focused on the activities done in class during the three terms preceding the post-test. It was decided to ask teachers to name the students' favourite and least favourite activity of the year and their own favourite and least favourite activity as well.

In reference to the students' favourite activities (*What do you think was the activity that the students liked the most during Italian classes this year?*) two teachers indicated the Cartoon Story as students' favourite activity while one teacher chose the *Unit on viaggi (trip) – researching an Italian villaggio (holidays village) and writing about it*.

When teachers had to indicate their favourite activity of the year, they chose the same answers, in fact two of them indicated as their favourite activity the Cartoon Story and one the *Role play on a holiday*.

The situation is similar to the one described in the previous paragraph, showing that teachers tend to consider their favourite activity to be also their students' favourite one.

To answer the question about the students' least favourite activity (*What do you think was the activity that the students liked the least during Italian classes this year?*) one teacher wrote *Workbook activities or worksheets*, another teacher wrote *Grammar tests* and the last one did not answer the question.

When teachers had to choose the activity they liked the least in the entire course, the teacher that did not answer the previous question decided to leave this one blank as well and the teacher that wrote *Workbook activities* in the previous question answered the same thing. Again, teachers seem to identify their own opinion with their students'.

Only one teacher changed her answer in fact she chose as students' least favourite activity *Grammar tests* and to indicate her least favourite one she wrote *The cartoon/story maker as it did not work for everyone because of internet issues*. This

brief answer shows how the logistic problems typical of technology can affect the success of an activity and be frustrating at the point of hating the activity itself.

In answering the same questions, the students identified as favourite activity of the year the *Kahoot* quizzes and as least favourite the oral activities (including the oral exam). None of the teachers indicated *Kahoot* as students' favourite activity and none of the teacher specified that the activity that students liked the least were the oral activities.

Again, the answers given in this section highlight how difficult it is for teachers to identify the students' level of appreciation towards the activities done in class.

An interesting aspect is given by the different perception of the teachers themselves, for instance, among all the activities of the course, two of them choose and Internet-based activity (the cartoon story) as their favourite, while the third teacher wrote that the same activity was the one she liked the least because of unforeseen technological problems.

6.2.10 Teachers' advice and opinions

As in the pre-test, this section was inserted in the test to leave a space for suggestions and comments, it includes two open questions and a space for additional comments.

The two questions are:

- a. Which do you think might be the main implications for the development and the use of a teaching program that involves a significant and constant use of the Internet?*
- b. Do you have any ideas/suggestions that would help improving Italian classes?*

In order to analyze the difference in the teachers' attitude towards the use of an Internet-based program, it was decided to include in this section the chart with the pre-test's answers as well. Clearly, while in the pre-test teachers were asked to speculate on the implications linked to the constant use of Internet tools in class, in the post-test they were asked to base their answers on their experience after having applied the Internet-based program in class. Comparing the graphics (charts 153 and 154), a difference between the two is easily noticeable.

Chart 153.

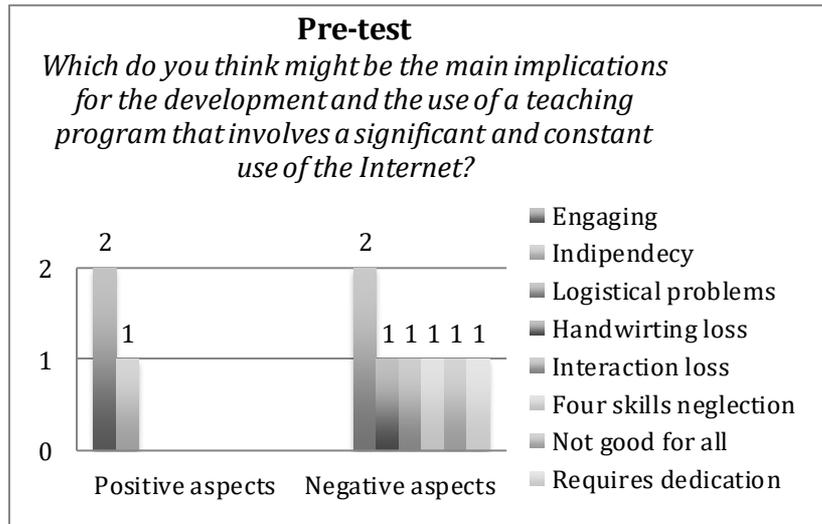
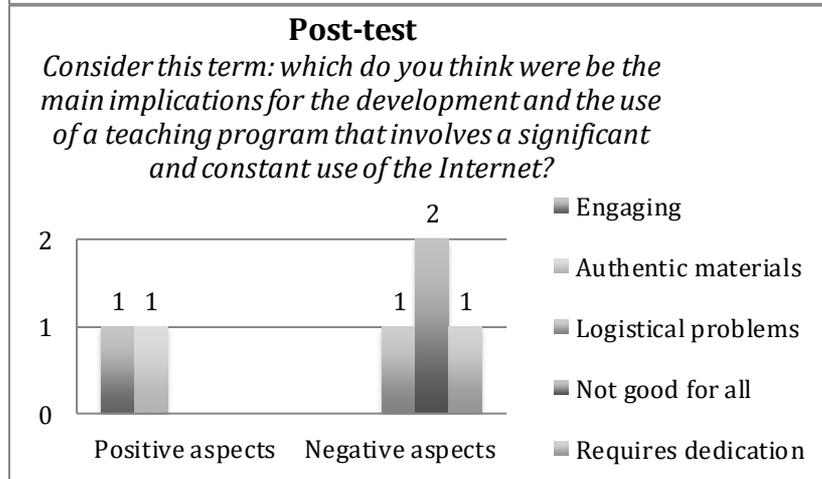


Chart 154.



In particular, the number of “negative aspects” is halved in the second chart. The teachers’ concerns about the *handwirting loss*, the *interaction loss* and the *four skills neglection* disappear in the post-test. This shows that probably, applying the Internet-based program, teachers realized that these problems are not worth to be taken into account.

Instead, the *logistical problems* that are often linked to the use of technologies, the fact that Internet tools *are not good for all* and are not necessarily appreciated by all the students and the fact that preparing Internet-based activities *requires dedication* and effort, are all negative factors that have been mentioned by the teachers both in the pre-test and in the post-test.

In relation to the *logistical problems*, a teacher underlined the fact that *it is also difficult when they (the students) forget their laptops or the battery runs out or if the internet is very slow or not functioning. Then we need to have back up lessons*. In particular, the need of having backup lessons refers to the problem that preparing

Internet-based activities *requires dedication* and time. One of the teachers' answer was *The time required to develop activities is considerable despite the tools available. This may be a deterrent to using the internet tools available. Often resources need to be modified/ altered to suit the level of the student. Activities need to be created for the resources found online. Time is a big factor that needs to be taken into consideration.* This answer highlights how, sometimes, teachers find that the development of an Internet-based teaching program can be excessively demanding and time consuming because of the need to find the tools and learn how to use them, of modifying the resources they find online, which are often too difficult for the students and, again, for the necessity to have always another back up lesson ready to use in case of unexpected problems with the technologies.

The last negative aspect that emerges from the teachers' answer is the fact that a great amount of Internet tools is not necessarily appreciated by all the students, as two teachers wrote *We did lose touch a bit with the text book and workbook. However, a balance is needed I believe. There are still students who like and work well with the textbook approach and I felt that students sometimes were negative about using internet in every lesson - this was surprising and maybe a good thing to know that they appreciate lessons without internet too.*

Considering the positive aspects, the fact that Internet tools are *engaging* remains one of the factors identified by the teachers as positive, while *independency* disappears, substituted in the post-test's answers by the fact that the Internet provides students with *authentic materials*. In relation to this topic a teacher wrote that *The materials were authentic and students were able to access current use of language. This is definitely a positive as sometimes textbooks can be a bit out dated.*

In general, in the post-test teachers showed to have lost some of their concerns about the use of the Internet in class. Even so, they still identify more negative than positive aspects in the use of an Internet-based program in class, some of which might be eliminated if the use of Internet in class was less invasive and left some space to more traditional tools and activities as well.

The second question of the section is *Do you have any ideas/suggestions that would help improving Italian classes?*

Only two teachers answered this question. One participant wrote that, in her opinion, *more listening resources* would improve Italian classes. The answer of the second

teacher, more complex, is *always being mindful of maximum use of target language. Continuing to present using different techniques. I like trying different approaches. Continuing to find a balance between using text book and other resources.*

Differently, in the pre-test, all the teachers' answers made reference to the need of more resources, that can be widely found online, but answering to the same question in the post-test only one teacher referred to a type of resource that can be found online (audio files).

In general, this difference in the type of answers is noticeable but it does not seem highly relevant for the purpose of this dissertation.

In the space that was left at the end of the test for any additional comments, teachers underlined again the need for *aural resources* appropriate for the level of the students and the necessity of always having *a plan B ready* in case of problems with the technologies.

This chapter aims to present some general considerations on the central topics of the research and to underline the limits and the possible contributions of this dissertation. In reference to the possible contributions of this dissertation, this research has two main objectives. Firstly, to help teachers to think about possible changes in the teaching routine that could be made in order to properly and effectively use the Internet in an educational environment. To do so, in chapters 2 and 4, a series of Internet tools were accurately described and readers were provided with suggestions on how to integrate the tools in a lesson plan. Secondly, to answer the research questions presented in chapter 3 in order to stimulate a reflection on the role of the Internet in language teaching.

This chapter aims to present firstly the answers to the research questions and secondly to point out the main limits of the study that need to be considered in order to evaluate the results or that should be avoided in future studies on the topic.

7.1 Discussion of the results: the research questions

We now proceed to discuss the implications of the results presented in the previous sections of the dissertation to understand their implications. To do so we will comment each research question.

Question a: Do students and teachers appreciate the use of Internet tools and resources to support language learning?

In relation to the results of the study, it is possible to assert that students tend to highly appreciate the use of the Internet at school, because they enjoy the tools and they consider them fun. In fact, the data presented in chapter 5 (5.2.5.3) show that students tend to prefer Internet-based activities to activities that do not require the use of the Internet. In effect, this study shows that an increase in the use of the Internet can lead to an increase in the level of the students' enjoyment in class and, consequently, to a higher motivation to continue to study the target language in the future (as mentioned in chapter 1.3.12).

Apart from being a fun and cool tool in the students' opinion, they tend to appreciate the use of the Internet at school mainly because they are well aware of the usefulness of it for their learning process. As stated by Jones (2012) in a study that involved students from 27 universities and colleges:

College students say the Internet has enhanced their education. Internet use is a staple of college students' educational experience. They use the Internet to communicate with professors and classmates, to do research and to access library materials. For most college students the Internet is a functional tool, one that has greatly changed the way they interact with others and with information as they go about their studies.

Students like to use Internet tools to learn both at school, during the lessons, and at home, to support their individual learning process. As explained in chapter 1 (1.3.2), Internet tools are perfect to support self-learning and the students confirmed it underlining how they appreciate to use these kinds of tools as an extra help for their learning. In particular, as shown by the data presented in chapter 5 (5.2.2), students seem to particularly appreciate the use of translation websites and websites specifically designed to support language learning.

Like students, teachers as well are aware of the usefulness of Internet tools in language learning and they like to use them in class mainly because they realise how much the students appreciate them. As shown in the answers analysed in chapter 6, most teachers indicated an Internet-based activity as their and their students' favourite activity of the year, which actually reflects what emerged from the students' answers, showing that their level of appreciation of the activities is inevitably connected to the students' one.

Teachers mostly use the Internet to avoid monotony by providing a variety of tools and activities, knowing that this could increase students' motivation and interest in studying the language (Chen, 2008). In effect, the study shows that teachers are well aware of the fact that students tend to highly appreciate the use of Internet tools but they struggle to recognise how this could lead to an increase in the students' motivation to pursue their studies in the foreign language (6.2.5). This is an interesting aspect of the research and further studies would be useful to add integrations and clarifications on the topic.

Teachers easily recognise the positive sides of using the Internet in class, provided that its use is not exaggerated and that it is carefully planned in order to enrich the teaching program without being too invasive.

While an increase in the use of Internet tools leads to an increase in the students' level of appreciation of the lessons and the target language, this does not necessarily apply to the teachers. In fact, teachers seem to appreciate the use of these tools because they know that they can be good for their students, but not for their personal satisfaction or pleasure.

In general, based on the results previously analysed, it is possible to assert that both students and teachers appreciate the use of Internet tools and resources in class but for different reasons and on different levels.

Question b: Can the use of the Internet in class influence students' attitude towards learning the subject? In which way?

One of the main purposes of this dissertation was to investigate whether the amount of time spent online would have a significant impact on the students' attitude towards learning the subject.

The research shows that the use of the Internet in class can actually influence positively young students' attitude towards the subject as, when Internet tools are used in class, students tend to appreciate more the target language itself. In fact, as explained in chapter 5 (5.2.3), students showed a higher level of appreciation of the target language (in this case Italian) after a period of constant Internet-based activities. Furthermore, as explained above, students tend to enjoy the lessons more when they are enriched with Internet-based activities.

In general, the analysis of the data presented in this research shows that the growth of the students' level of enjoyment (described at 5.2.3) is probably the most important way in which an Internet-based program can influence the students' attitude towards learning the subject. The importance of the growth in the students' enjoyment is fundamental because, as a consequence, when students genuinely enjoy the lessons and their learning process, they tend to learn better and to be willing to continue studying the language for a longer time. As shown in previous studies (Lee et al., 2005, Lokie, 2011, Mistler-Jackson, Butler Songer, 2000), the appreciation of the Internet tools and the increase in the level of enjoyment can become an essential

trigger for students' motivation and can lead students to be more willing to continue to study the subject in the future.

Question c: *Can the use of the Internet in class influence teachers' attitude towards teaching the subject? In which way?*

As already explained, while a high use of Internet tools tends to influence positively the students' attitude towards learning Italian, it does not necessarily influence the teachers' attitude towards teaching the subject as much, even if they realize how useful the Internet can be in class in order to engage their students.

This is possibly linked to the fact that the teachers' level of appreciation of the activities and the tools is not only related to the actual presentation of the activities in class but to the planning and the preparation of them as well.

In fact, teachers tend to have two different types of concerns that inevitably influence their attitude towards the use of Internet tools to teach. Firstly they are worried about the use of them to *prepare* the lessons, in fact they are often highly concerned about the amount of time and the extra effort that are required to plan Internet-based activities (i.e. to find the tools and learn how to use them, to find the resources and adapt them to the students' level, etc.). Staff development opportunities related to the Internet as a teaching tool might help teachers to overcome their problems on the subject. As stated by Becker (1999) "building up the computer expertise of teachers also may produce greater use of the Internet; as would more training for teachers in how to use the Internet". The second aspect that teachers tend to be concerned about, as the data presented in chapter 6 show (6.2.2), is related to the risks linked to the use of these tools in class and the fact that, using the Internet, the students could get distracted more easily and they could get in contact with inappropriate contents. These risks will be better analysed in the answer to the research question *What are the possible risks related to the constant use of the Internet in class?*

Because of the reasons presented above, the increase in the amount of Internet-based activities tends not to particularly influence, in better or in worse, the teachers' attitude towards teaching the language but makes them occasionally sceptical about using the Internet with the students on a constant basis.

Question d: *What are the main implications in the development of a program that involves a consistent and constant use of the Internet?*

In relation to the main implications in the development of an Internet-based teaching program, the analysis of the data presented in chapter 6 (6.2.10) shows that, as already mentioned in the answer to the previous research question, teachers tend to indicate the fact that Internet-based activities can be highly time consuming as an important deterrent to try to plan Internet-based activities to use in class. To plan lessons that involve the use of the Internet, teachers need to find new tools and to learn how to use them, to plan new activities, to find resources and, very often, to modify them in order to adapt them to the students' proficiency level and all these activities are highly time consuming for a person that is not familiar with the online world and that is not adequately trained to use the tools available on the web. In fact, one of the main causes of the teachers' time-loss in preparing Internet-based lessons is the fact that teachers do not feel confident in using many of the tools that Internet provides, therefore it would be advisable to offer more staff development opportunities and to include in the teacher development programs some specific forms of support to help them becoming more familiar with the tools available online (Lokie, 2011).

Another fundamental aspect, already presented in chapter 1 (1.4.2) and confirmed by the teachers answers presented in chapter 6 (6.2.10), is that, in the teachers' opinion, technologies can lead to various unexpected problems in class (low battery, slow Wi-Fi connection, virus, etc.) that can slow down the lessons or even force the teachers to stop them. Therefore, the planning of a teaching program that involves a consistent and constant use of the Internet, necessarily implies that the teachers need to create a more traditional backup plan as well, to use in case of unexpected problems with technologies.

In general, the development of an Internet-based lesson requires a great effort from the teachers, not only during the planning phase, but in class as well. In fact, teachers often have the impression that they need to be more vigilant with the students if the Internet is being used in class, in order to control that they are using it for the purposes of the lesson and that they are not getting in contact with any inappropriate contents.

It is also important to consider that, while the development of an Internet-based teaching program requires effort on the part of the teachers, the actualization of the

program requires collaboration from the students as well, who need to be responsible of their tools (remembering to bring the laptop to class, to charge it before class or to bring a charger, to download the software required by the teacher, etc.).

When planning an Internet-based teaching program it is also fundamental to remember that not all the students will necessarily appreciate it. As already underlined by Lokie (2011) it is essential to “make changes in the methodology to accommodate what is best for learners. Specifically, changes to the unit of lessons to include different technology, more choices and collaboration. Make changes in the methodology to take into account diversity of learners and their abilities”.

Question e: What are the possible benefits related to the constant use of the Internet in class?

The possible benefits related to the constant use of the Internet in class are various and most of them have already been presented in answering to the previous research questions.

According to the results of this research, after an increase in the amount of Internet tools used in class, students tend to appreciate more the lessons, the language they are learning and, because of these reasons, they feel more motivated to continue to study the target language since they enjoy more the activities done in class. In this sense, the Internet can be considered a useful tool to promote language learning among students. A constant use of the Internet in class also helps students to be more aware of the usefulness of Internet tools to learn languages, therefore it could lead students to be more enthusiastic in the research for language learning tools to use autonomously as a support to their learning process (Zhong, 2008).

In reference to the benefits for the teachers, the research shows how these are minimal if compared to the students' ones. A beneficial aspect that has not been mentioned by the teachers and, consequently, has not been mentioned before in this dissertation, is related to the use of the Internet to assign and manage homework. The teachers involved in the study had been using for years a website (*Language Perfect*) specifically designed to support language learning and continued to use it after the end of the study as well. The teachers never mentioned to be concerned about that specific website or any tool that the students used from home, therefore, as already explained in chapters 1.3.3 and 1.3.4, it is possible to confirm the results of previous

studies (Stanciu, Tinca, 2014, White, 2003) which indicate as a potential benefit for both teachers and students the fact that the Internet facilitates asynchronous learning and *Mobile Learning*.

Question f: *What are the possible risks related to the constant use of the Internet in class?*

It emerges from this study that the aspects of the *distraction in class* and the *inappropriate contents* (the second one already mentioned in chapter 1.4.3) seem to be the main risks linked to the use of the Internet with young students. In relation to the *distraction* factor, the results of the tests show that students perceived a slight increase in their level of distraction due to the increase in the Internet use. On the contrary, teachers did not perceive that, confirming what proven in a study by Ellore *et al.* (2014), which focuses on analysing how Internet usage can influence the students' academic performances, which asserts that "students do not get distracted from their academic responsibilities by watching or listening to content online". Future research would be required to determine if and how the Internet can influence the students' level of concentration in class.

As previously mentioned, another important aspect to consider when planning an Internet-based teaching program is the fact that, even if the majority of students will probably appreciate it, some students might prefer a different kind of approach. The students' needs are various and different, therefore it would not be fair to force on them an Internet-based program similar to the one described in this dissertation. To be used properly, the Internet should be inserted in a more varied teaching program inclusive of different types of tools and activities to use with students, in order to avoid the risk of neglecting and disadvantaging the ones who do not love this kind of approach.

The analysis of the data presented in chapter 5 (5.2.4) also shows that students perceive to improve less when a high amount of Internet tools is used in class. This confirms the results of previous studies (Fox *et al.*, 2009; Jacobsen *et al.*, 2011), which supported the idea that the increased use of Internet could lead students to perform poorly and underlined a possible negative association between academic outcomes and the use of technologies and Internet tools with students. It is important to consider that, in the case of this study, the decrease in the improvements is only

based on the students' personal perception, as the tests used in this research were not aimed at measuring the students' proficiency in the language. It is possible to assert that, according to this study, students tend to be less aware of their improvements in the target language when they are exposed to an Internet-based teaching program. Possibly, this could be caused by the fact that students, even if they are well aware of the usefulness of Internet tools, still find it difficult to identify the new things they learnt by using them, being probably used to evaluate their progress counting the number of pages they studied on their textbook. It is important to consider that, in addition to the studies that support the idea that Internet has a negative influence on the students' outcomes, there are others who assert that there is no connection between online media and the students' academic performance (Ellore, 2014) or that online tools can influence positively the students' outcomes (Mehmood, Taswir, 2013). This could be an interesting topic to continue to study in the future.

7.2 Limits of the study

Since the very beginning of the study it has been easy to identify some limits determined, in particular, by the specific situation it was conducted in. Some other limits have emerged during the activities and the analysis of the results. It is important to take these limits into consideration when analysing the possible contributions of this dissertation.

In particular, the following were identified as main limits of this study:

- a. All the students involved in the research were females of the same age, therefore when analysing the contributions of this research it is important to consider this aspect as the same research conducted with males or with a group of students of different ages might have given different results;
- b. The students were already using Internet tools in their everyday school life before the beginning of the project, so students did not pass from a situation of "no Internet at all" at school to a situation of "introduction and constant use of the Internet" in class. Because of this reason, at the beginning of the study it was already expected that students would not have perceived the use of the Internet in class as something new and exciting, however the increased use of

these tools and the difference in the type of activities conducted in class might have lead students to notice the change;

- c. The results of the students' tests might have been influenced by the school context, as they might have been afraid that the tests would not have been completely anonymous. The students in class filled in both the pre-test and the post-test on request of their teachers. The teachers were required to explain the students that the tests were being used for a university project and that they were completely anonymous (this is specified at the beginning of the tests as well), but it would have been possible for some students to feel suspicious about the situation. This might have influenced the students' answers;
- d. The results in the students "post-test" might have been influenced by the fact that they might have realized that the Italian language assistant was the one researching on this topic. After two months of activities using technologies in class, students might have understood that the post-test referred to their specific situation and they might have decided to give "good" or "bad" answers based on other aspects (i.e. to please or displease the teachers or the language assistant). To try to mislead the students and to avoid this problem both tests were filled with off-topic questions.
- e. Because of the specific situation in which the research was conducted, there were differences among the classes that might have influenced some of the students' answers in relation to Internet tools. For instance the fact that, depending on the classroom they were in or on the moment of the day they were using it, some students had access to a faster Internet connection, while the students of another class might have had to wait a longer time to finish an activity online, might have lead to a different perception of the activities. Another difference among students was caused by the differences in the lesson plans, as some long activities needed to be distributed in more than one lesson and, while some classes managed to conclude them in three days (having lesson three days in a row), some others finished them in a week.
- f. The results of the teachers pre-test and post-test might have been influenced by the fact that they knew who was doing the research and which was the topic of the study. Of course, being the Italian language assistant, I had to ask permission to the school before starting the study and I had to ask permission and collaboration from the teachers of the three classes involved in the

research. Their enthusiastic willingness to help was actually what gave me the idea to ask them to be an active part in the research and, in addition to using the lessons that were prepared for this project, to fill in a questionnaire before and after the end of the project, in order to consider the teachers as well as part of the study. This obviously means that the teachers were well aware of the topic of my research and this might have influenced somehow their answers (i.e. to please me or displease me).

- g. The number of teachers involved is definitely too low to contribute to the research in a statistical way. It was decided to involve them in the data collection anyway, being this a good opportunity to consider their impressions on the project and to underline possible interesting observations that could be a starting point for future studies.
- h. The timing in which the post-test was distributed to both students and teachers might have influenced some answers. In fact, while in order to measure the differences in motivation and attitude it was appropriate and necessary to provide the participants with the questionnaire right after the end of the Internet-based plan, this might have conditioned some answers, for example in indicating their *favourite activity of the year*, participants might have mentioned an Internet-based one only because it was the most recent and therefore the easiest one to remember.

At the end of the research, after careful considerations, these limits seem to be still valid and worthy of attention.

Conclusion

This dissertation analyses how the use of the Internet to teach a foreign language could influence the students and the teachers' attitude towards the tools, the subject and the learning process itself.

According to the results of the study, teachers tend to be concerned about the use of Internet tools in class for two main reasons, which are the amount of work that is required to plan Internet-based activities and the risks related to the use of the Internet with the students. Nonetheless, teachers are well aware of the positive influence that the use of the Internet in class can have for their students, therefore they show to be willing to use Internet tools in class, on condition that they are integrated in a program that includes other tools and types of activities as well.

The research also shows that young students tend to highly appreciate the use of Internet in class and that they tend to prefer Internet-based activities to more traditional ones. The increase in the use of Internet tools in class can lead students to appreciate more the language they are studying and the lessons. The fact that they enjoy the lessons and the learning process becomes a crucial motivational factor that stimulates them to continue to study the language in the future.

According to the results of this dissertation, the Internet is recognized as a valuable and beneficial tool both for teaching and for learning.

Appendix

Pre-test students

Before you start, I would like to assure you that this survey is completely anonymous and that it will be used for a university research project.
Please be as honest as possible in your answers.
Thank you!

*Required

1. **How many hours/day do you read in your everyday life when you are not at school, during weekdays? ***

Mark only one oval.

- Less than 1 hour a day
 Between 1 and 2 hours a day
 Between 2 and 3 hours a day
 Between 3 and 4 hours a day
 More than 4 hours a day

2. **What do you prefer to read? ***

Mark only one oval.

- Books
 Magazines
 Newspapers
 Websites/blogs
 Other

3. **Do you enjoy reading? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
No, not at all.	<input type="radio"/>	Yes, a lot.				

4. **Would you say that reading is one of your passions? (1= Not at all, 2= Not really, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
No, not at all.	<input type="radio"/>	Yes, definitely.				

5. **Where do you normally get your books from? ***

Mark only one oval.

- Bookshops
- Public libraries
- School library
- Op Shops
- Internet
- Other: _____

6. **How many hours/day do you watch TV in your everyday life when you are not at school, during weekdays? ***

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

7. **What do you prefer to watch? ***

Mark only one oval.

- Movies
- TV series
- Documentaries
- Cartoons
- Other: _____

8. **How many hours/day do you use Internet in your everyday life when you are not at school, during weekdays? (chat, social networks, watch videos, streaming, apps, games, e-mails...). ***

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

9. Which Internet tools do you use? *

(You can select more than 1 answer)

Tick all that apply.

- E-mails
- Messaging apps (WhatsApp, Viber...)
- Social networks (Facebook, Twitter, Instagram, Pinterest...)
- Video-sharing websites (YouTube...)
- Research websites (Wikipedia...)
- Apps on your phone
- Online games
- Other: _____

10. Do you think Internet tools are useful? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes a little, 5= Yes, a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes, a lot

11. Do you think Internet tools are fun? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes a little, 5= Yes, a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes, a lot

12. Do you think Internet tools are cool? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes a little, 5= Yes, a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes, a lot

13. Do you like to use Internet tools? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes a little, 5= Yes, a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes, a lot

14. **Do you like your school? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes a little, 5= Yes, a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

15. **Do you feel safe at school? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes a little, 5= Yes, a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

16. **How much time do you spend studying at home every day, during weekdays? ***

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

17. **Averagely, how many hours a day do you use Internet when you are at school? ***

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

18. **Do you use Internet at school for learning purposes? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

19. **Do you think Internet is a good tool for learning? (1= Not at all, 2= Not very much, 3= It is ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

20. **Do you think books are good tools for learning? (1= Not at all, 2= More no than yes, 3= They are ok, 4= More yes than no, 5= Yes a lot). ***

Mark only one oval.

1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yes a lot

21. **On average, how much do you use Internet tools for learning purposes during Italian lessons? (videos, audio, games...). ***

Mark only one oval.

- Less than 15 minutes per lesson
- Between 15 and 30 minutes per lesson
- Between 30 minutes and 45 minutes per lesson
- Between 45 and 60 minutes per lesson
- More than 60 minutes per lesson

22. **Which Internet tools did your teacher use during Italian lessons last term to present activities? How often? ***

Mark only one oval per row.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks	<input type="radio"/>				
Video-sharing websites (YouTube...)	<input type="radio"/>				
Research websites (Wikipedia...)	<input type="radio"/>				
Translation websites (WordReference...)	<input type="radio"/>				
Language Perfect	<input type="radio"/>				
Internet documents to read in general (blogs, newspaper websites...)	<input type="radio"/>				
Kahoot	<input type="radio"/>				
Duolingo	<input type="radio"/>				

23. **Has your Italian teacher used any other Internet tools that weren't mentioned in the question above?**

(If yes please write it here).

24. Which Internet tools do you personally use for Italian learning during Italian lessons or at home? *

(You can select more than 1 answer)

Tick all that apply.

- E-mails
- Messaging apps (WhatsApp, Viber...)
- Social networks (Facebook, Twitter, Instagram, Pinterest...)
- Video-sharing websites (YouTube...)
- Research websites (Wikipedia...)
- Translation websites (WordReference, Google Translate...)
- Language Perfect
- Internet documents to read in general (blogs, newspaper websites...)
- Kahoot
- Duolingo
- Google apps
- Other: _____

25. Do you think Internet tools are useful to learn languages? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

26. Do you think you use Internet tools enough during Italian lessons? (1= Not at all, 2= Not very much, 3= It is ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

27. Do you like your Italian textbook? (1= Not at all, 2= Not very much, 3= It is ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

28. Do you like Italian? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

29. **Do you enjoy Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

30. **Do you think Italian lessons are useful? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

31. **Do you feel enthusiastic when you are going to an Italian class? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

32. **Do you feel at ease during Italian lessons? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

33. **Do you feel confident in trying to interact in Italian during the lessons (with the teacher and with other students)? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

34. **Do you get distracted during Italian lessons (by your own thoughts, by other people, using internet...)? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

35. Do you think you have improved your proficiency level in Italian during last term? (1= Not at all, 2= Not very much, 3= A little bit, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

36. In Italian, what skills do you find the most challenging? *

(You can select more than 1 answer)

Tick all that apply.

- Reading
- Listening
- Writing
- Speaking

37. Would you like to continue studying Italian in the future? (1= Definitely not, 2= Probably not, 3= Maybe, 4= Probably yes, 5= Definitely yes). *

Mark only one oval.

1 2 3 4 5

Definitely not Definitely yes

38. Why would/wouldn't you like to continue studying Italian? *

39. Do you have any advice that would help to improve your school? *

40. Do you have any advice that would help to improve Italian classes? *

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Post-test students

Before you start, I would like to assure you that this survey is completely anonymous and that it will be used for a university research project.
Please be as honest as possible in your answers.
Thank you!

*Required

1. Which is your favourite place at school? *

Mark only one oval.

- Library
- One of the classrooms
- Cafeteria
- A place in the garden
- Other: _____

2. What is your favourite subject? *

3. How much do you think these elements can influence your attitude towards a subject? *

Mark only one oval per row.

	Not at all	Not very much	Sometimes	Yes	Yes a lot
Teacher	<input type="radio"/>				
Teaching materials (textbooks, resources...)	<input type="radio"/>				
Personal interest	<input type="radio"/>				
Usefulness now	<input type="radio"/>				
Possible usefulness in the future	<input type="radio"/>				

4. Are there any other elements that can influence your attitude towards a subject that were not mentioned above?

5. Do you approve the fact that all the students need to have a school laptop? *

Mark only one oval.

1 2 3 4 5

Not at all Yes, a lot

6. Considering that you are studying a foreign language, would you like to go to the country where they speak that language for a study experience? *

Mark only one oval.

1 2 3 4 5

Not at all Yes, a lot

7. How much time do you spend studying at home every day, during weekdays? *

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

8. Averagely, how many hours a day do you use Internet when you are at school? *

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

9. Do you use Internet at school for learning purposes? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

10. Do you think Internet is a good tool for learning? (1= Not at all, 2= Not very much, 3= It is ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

11. **Do you think books are good tools for learning? (1= Not at all, 2= More no than yes, 3= They are ok, 4= More yes than no, 5= Yes a lot). ***

Mark only one oval.

1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Yes a lot

12. **On average, how much do you use Internet tools for learning purposes during Italian lessons? (videos, audio, games...). ***

Mark only one oval.

- Less than 15 minutes per lesson
- Between 15 and 30 minutes per lesson
- Between 30 minutes and 45 minutes per lesson
- Between 45 and 60 minutes per lesson
- More than 60 minutes per lesson

13. **Which Internet tools did your teacher use during Italian lessons last term to present activities? How often? ***

Mark only one oval per row.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks	<input type="radio"/>				
Video-sharing websites (YouTube...)	<input type="radio"/>				
Research websites (Wikipedia...)	<input type="radio"/>				
Translation websites (WordReference...)	<input type="radio"/>				
Language Perfect	<input type="radio"/>				
Internet documents to read in general (blogs, newspaper websites...)	<input type="radio"/>				
Kahoot	<input type="radio"/>				
Duolingo	<input type="radio"/>				

14. **Has your Italian teacher used any other Internet tools that weren't mentioned in the question above?**

(If yes please write it here).

15. Which Internet tools do you personally use for Italian learning during Italian lessons or at home? *

(You can select more than 1 answer)

Tick all that apply.

- E-mails
- Messaging apps (WhatsApp, Viber...)
- Social networks (Facebook, Twitter, Instagram, Pinterest...)
- Video-sharing websites (YouTube...)
- Research websites (Wikipedia...)
- Translation websites (WordReference, Google Translate...)
- Language Perfect
- Internet documents to read in general (blogs, newspaper websites...)
- Kahoot
- Duolingo
- Google apps
- Other: _____

16. Do you think Internet tools are useful to learn languages? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

17. Do you think you use Internet tools enough during Italian lessons? (1= Not at all, 2= Not very much, 3= It is ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

18. Do you like your Italian textbook? (1= Not at all, 2= Not very much, 3= It is ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

19. Do you like Italian? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

20. **Do you enjoy Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

21. **Do you think Italian lessons are useful? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

22. **Do you feel enthusiastic when you are going to an Italian class? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

23. **Do you feel at ease during Italian lessons? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

24. **Do you feel confident in trying to interact in Italian during the lessons (with the teacher and with other students)? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

25. **Do you get distracted during Italian lessons (by your own thoughts, by other people, using internet...)? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

26. Do you think you have improved your proficiency level in Italian during last term? (1= Not at all, 2= Not very much, 3= A little bit, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

27. In Italian, what skills do you find the most challenging? *

(You can select more than 1 answer)

Tick all that apply.

- Reading
- Listening
- Writing
- Speaking

28. Would you like to continue studying Italian in the future? (1= Definitely not, 2= Probably not, 3= Maybe, 4= Probably yes, 5= Definitely yes). *

Mark only one oval.

1 2 3 4 5

Definitely not Definitely yes

29. Why would/wouldn't you like to continue studying Italian? *

30. Do you have any advice that would help to improve your school?

31. Do you have any advice that would help to improve Italian classes? *

32. What was the activity you liked the most during Italian classes this year? *

33. What was the activity you liked the least during Italian classes this year? *

34. Do you think that a greater use of Internet tools during Italian classes could increase your interest in learning Italian? *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

Pre-test teachers

Thank you for taking part in this survey!

All the questions referring to Italian classes are referring to your YEAR 10 Italian class, so do not consider the other ones please.

Please take your time and be as honest as possible in you answers.

Thank you!

***Required**

1. **How many hours/day do you use Internet in your everyday life when you are not at school, during weekdays? (chat, social networks, watch videos, streaming, apps, games, e-mails...).** *

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

2. **Which Internet tools do you use? ***

(You can select more than one answer).

Tick all that apply.

- E-mails
- Messaging apps (WhatsApp, Viber...)
- Social networks (Facebook, Twitter, Instagram, Pinterest...)
- Video-sharing websites (YouTube...)
- Research websites (Wikipedia...)
- Apps on your phone
- Online games
- Other: _____

3. **Do you think Internet tools are useful? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, a little, 5= Yes, a lot).** *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

4. Do you think Internet tools are fun? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, a little, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

5. Do you think Internet tools are cool? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, a little, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

6. Do you like to use Internet tools? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, a little, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

7. On average, how many hours a day do you use Internet when you are at school? *

Mark only one oval.

- Less than 1 hour a day
- Between 1 and 2 hours a day
- Between 2 and 3 hours a day
- Between 3 and 4 hours a day
- More than 4 hours a day

8. Do you think Internet is a good tool for teaching? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

9. Do you think Internet is a good tool for learning? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

10. **On average, how much do you use Internet tools for teaching during Italian lessons? (videos, audio, games...).** *

Mark only one oval.

- Less than 15 minutes per lesson
- Between 15 and 30 minutes per lesson
- Between 30 and 45 minutes per lesson
- Between 45 and 60 minutes per lesson
- More than 60 minutes per lesson

11. **Which Internet tools did you use during Italian lessons last term to present activities in the same class? How often?** *

Mark only one oval per row.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks	<input type="radio"/>				
Video-sharing websites (YouTube...)	<input type="radio"/>				
Research websites (Wikipedia...)	<input type="radio"/>				
Translation websites (WordReference...)	<input type="radio"/>				
Language Perfect	<input type="radio"/>				
Internet documents to read in general (blogs, newspaper websites...)	<input type="radio"/>				
Kahoot	<input type="radio"/>				
Duolingo	<input type="radio"/>				

12. **Have you used any other Internet tools that weren't mentioned in the question above?** *

13. Which Internet tools do you personally use to prepare Italian lessons or to support Italian learning at home? *

(You can select more than one answer).

Tick all that apply.

- E-mails
- Messaging apps (WhatsApp, Viber...)
- Social networks (Facebook, Twitter, Instagram, Pinterest...)
- Video-sharing websites (YouTube...)
- Research websites (Wikipedia...)
- Translation websites (WordReference, Google Translate...)
- Language Perfect
- Internet documents to read in general (blogs, newspaper websites...)
- Kahoot
- Duolingo
- Google apps
- Other: _____

14. Do you think Internet tools are useful to learn languages? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

15. Do you think you use Internet tools enough during Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

16. Referring to the question above, if your answer was “Not at all” or “Not very much”, why do you think so?

17. Do you consider Internet tools difficult to use to prepare Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

18. Referring to the question above, if your answer was “Yes, a lot”, “Yes” or “Sometimes”, why do you think so?

19. Do you consider Internet tools difficult to use during Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

20. Referring to the question above, if our answer was “Yes, a lot”, “Yes” or “Sometimes”, why do you think so?

21. Do you consider Internet tools risky to use during Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

22. Referring to the question above, if your answer was “Yes, a lot”, “Yes” or “Sometimes”, why do you think so?

23. Do you consider Internet tools useful to use during Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

24. Referring to the question above, if your answer was “Not at all” or “Not very much”, why? If your answer was “Yes, a lot”, “Yes” or “Sometimes”, how do you consider Internet tools to be useful? *

25. In your opinion, do your students like Italian? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

26. In your opinion, do your students enjoy Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

27. In your opinion, do your students think that Italian lessons are useful? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

28. In your opinion, do your students feel enthusiastic when they are going to an Italian class? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

29. In your opinion, do your students feel at ease during Italian lessons? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

30. In your opinion, do your students feel confident in trying to interact in Italian during the lessons (with you and with other students)? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

31. Do your students get distracted during Italian lessons (by their own thoughts, by other people, using internet...)? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

32. Do you think your students have improved their proficiency level in Italian during last term? (1= Not at all, 2= Not very much, 3= A little bit, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

33. In Italian, what skills do your students find the most challenging? *

Tick all that apply.

- Reading
- Listening
- Writing
- Speaking

34. In your opinion, how many of your students would like to continue studying Italian in the future? *

Mark only one oval.

- Less than 10%
- Between 10% and 30%
- Between 30% and 50%
- Between 50% and 70%
- Between 70% and 90%
- More than 90%

35. Why do you think they would/wouldn't like to continue studying Italian? Can you identify the main reasons? *

36. How much do you feel enthusiastic at the idea of teaching an Italian lesson? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

37. Do you feel at ease during Italian lessons? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

38. Do you feel appreciated by the students? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

39. Do you feel the need of looking for new teaching material for Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

40. Do you feel anxious at the idea of finding new teaching material for Italian classes? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

41. Do you have any ideas/suggestions that would help improving Italian classes? *

42. Which do you think might be the main implications for the development and the use of a teaching program that involves a significant and constant use of the Internet?

43. Any additional comments:

Post-test teachers

Thank you for taking part in this survey!

All the questions referring to Italian classes are referring to your YEAR 10 Italian class, so do not consider the other ones please.

Please take your time and be as honest as possible in you answers.

Thank you!

***Required**

1. **On average, how many hours a day do you use Internet when you are at school? ***

Mark only one oval.

- Less than 1 hour a day
 Between 1 and 2 hours a day
 Between 2 and 3 hours a day
 Between 3 and 4 hours a day
 More than 4 hours a day

2. **Do you think Internet is a good tool for teaching? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

3. **Do you think Internet is a good tool for learning? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

4. **On average, how much do you use Internet tools for teaching during Italian lessons? (videos, audio, games...). ***

Mark only one oval.

- Less than 15 minutes per lesson
 Between 15 and 30 minutes per lesson
 Between 30 and 45 minutes per lesson
 Between 45 and 60 minutes per lesson
 More than 60 minutes per lesson

5. Which Internet tools did you use during Italian lessons last term to present activities in the same class? How often? *

Mark only one oval per row.

	Never used it	Yes, once	Yes, 2 or 3 times	Yes, 3 or 4 times	Yes, 5 or more times
Social networks	<input type="radio"/>				
Video-sharing websites (YouTube...)	<input type="radio"/>				
Research websites (Wikipedia...)	<input type="radio"/>				
Translation websites (WordReference...)	<input type="radio"/>				
Language Perfect	<input type="radio"/>				
Internet documents to read in general (blogs, newspaper websites...)	<input type="radio"/>				
Kahoot	<input type="radio"/>				
Duolingo	<input type="radio"/>				

6. Have you used any other Internet tools that weren't mentioned in the question above? *

7. Which Internet tools do you personally use to prepare Italian lessons or to support Italian learning at home? *

(You can select more than one answer).

Tick all that apply.

- E-mails
- Messaging apps (WhatsApp, Viber...)
- Social networks (Facebook, Twitter, Instagram, Pinterest...)
- Video-sharing websites (YouTube...)
- Research websites (Wikipedia...)
- Translation websites (WordReference, Google Translate...)
- Language Perfect
- Internet documents to read in general (blogs, newspaper websites...)
- Kahoot
- Duolingo
- Google apps
- Other: _____

8. Do you think Internet tools are useful to learn languages? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

9. Do you think you use Internet tools enough during Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

10. Referring to the question above, if your answer was “Not at all” or “Not very much”, why do you think so?

11. Do you consider Internet tools difficult to use to prepare Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

12. Referring to the question above, if your answer was “Yes, a lot”, “Yes” or “Sometimes”, why do you think so?

13. Do you consider Internet tools difficult to use during Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

14. Referring to the question above, if our answer was “Yes, a lot”, “Yes” or “Sometimes”, why do you think so?

15. Do you consider Internet tools risky to use during Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

16. Referring to the question above, if your answer was “Yes, a lot”, “Yes” or “Sometimes”, why do you think so?

17. Do you consider Internet tools useful to use during Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes, a lot				

18. Referring to the question above, if your answer was “Not at all” or “Not very much”, why? If your answer was “Yes, a lot”, “Yes” or “Sometimes”, how do you consider Internet tools to be useful? *

19. In your opinion, do your students like Italian? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

20. In your opinion, do your students enjoy Italian lessons? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

21. In your opinion, do your students think that Italian lessons are useful? (1= Not at all, 2= Not very much, 3= They are ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

22. In your opinion, do your students feel enthusiastic when they are going to an Italian class? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

23. In your opinion, do your students feel at ease during Italian lessons? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

24. In your opinion, do your students feel confident in trying to interact in Italian during the lessons (with you and with other students)? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). *

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

25. **Do your students get distracted during Italian lessons (by their own thoughts, by other people, using internet...)? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

26. **Do you think your students have improved their proficiency level in Italian during last term? (1= Not at all, 2= Not very much, 3= A little bit, 4= Yes, 5= Yes, a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

27. **In Italian, what skills do your students find the most challenging? ***

Tick all that apply.

- Reading
- Listening
- Writing
- Speaking

28. **In your opinion, how many of your students would like to continue studying Italian in the future? ***

Mark only one oval.

- Less than 10%
- Between 10% and 30%
- Between 30% and 50%
- Between 50% and 70%
- Between 70% and 90%
- More than 90%

29. **Why do you think they would/wouldn't like to continue studying Italian? Can you identify the main reasons? ***

30. **How much do you feel enthusiastic at the idea of teaching an Italian lesson? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

31. **Do you feel at ease during Italian lessons? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

32. **Do you feel appreciated by the students? (1= Not at all, 2= Not very much, 3= It's ok, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

33. **Do you feel the need of looking for new teaching material for Italian lessons? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

34. **Do you feel anxious at the idea of finding new teaching material for Italian classes? (1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes a lot). ***

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

35. **Do you have any ideas/suggestions that would help improving Italian classes?**

36. What do you think was the activity that the students liked the most during Italian classes this year? *

37. What do you think was the activity that the students liked the least during Italian classes this year? *

38. Do you think that a greater use of Internet tools during Italian classes could increase your students' interest in learning Italian? *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

39. What was the activity that you liked the most during Italian classes this year? *

40. What was the activity that you liked the least during Italian classes this year? *

41. Do you think that a greater use of Internet tools during Italian classes could increase your interest in teaching Italian? *

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

42. Do you think the students appreciated the wide use of Internet tools during this term? *

(1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot).

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

43. Did you appreciate the wide use of Internet tools during this term? *

(1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot).

Mark only one oval.

1 2 3 4 5

Not at all Yes a lot

44. **After this term, do you feel more enthusiastic about the idea of using Internet tools in the future (the same tools or new ones)? ***

(1= Not at all, 2= Not very much, 3= Sometimes, 4= Yes, 5= Yes, a lot).

Mark only one oval.

	1	2	3	4	5	
Not at all	<input type="radio"/>	Yes a lot				

45. **Referring to the question above, if your answer was “Yes, a lot”, “Yes” or “Sometimes”, do you think you will use the same tools, that you will look for new ones or both?**

(You can select more than one answer).

Tick all that apply.

Same tools

New ones

46. **Consider this term: which do you think were the main implications for the development and the use of a teaching program that involves a significant and constant use of the Internet? ***

(Please consider both positive and negative aspects if possible).

47. **Any additional comments:**

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Students' answers to the open questions of the pre-test

Why would/wouldn't you like to continue studying Italian?

- I have lost the passion for the language and don't find myself using it in the future.
- It's boring, too hard, don't enjoy it I'll never need it in my life.
- It's too hard.
- I would as my family comes from Italy and I'd like to continue learning the language for when I go to visit family there and go on holidays.
- So I can fluently speak another language other than English. Would be useful to have.
- I would like to continue studying Italian because I find it easy and have a connection to the language outside of school as both of my grandparents speak Italian.
- No, because I find that Italian isn't my strongest subject
- My family is Italian and I recognise the importance of learning a language other than English, therefore I wish to study it even at a university level.
- Because I don't enjoy it, I don't like it, it is a struggle for me and I don't like learning it anymore.
- I would like to continue studying Italian so I can learn the language fluently and be able to speak to my parents and grandparents.
- I think it is nice to learn another language and I enjoy learning Italian.
- Because I don't believe I am that good at it.
- I enjoy Italian lessons and I dedicate myself to trying my best. As a result, I want to continue studying the language Italian in the future.
- Because it's a subject I enjoy and want to learn about my family's culture and language.
- My interest in Italian is not strong enough for me to pursue further studies.
- I would like to study Italian because my family is Italian and I like speaking and knowing the language, but classes don't keep me interested and I feel like we get given too many worksheets. I also feel like the teachers are trying to teach us too much in a small amount of time, meaning that the information isn't sinking in.
- To continue learning another language that I can perhaps use one day overseas and speak with family with.
- Because it's hard and my teacher has not made me like it.
- I would like to continue studying Italian because I think it is an important skill to be able to speak a language other than English and I also enjoy it.
- It will help me with my communication with family and maybe my future career.

- Because I feel that it takes a lot out of my time and most times doesn't allow me to finish other subjects.
- It's not one of my favourite subjects.
- I would like to continue studying Italian because I think it will be useful to travel, to speak to grandparents and because I am good at it.
- Because it would allow me to speak to my family more and is a great skill when travelling overseas.
- I would like to continue studying Italian because I think it is important to know more than one language and also my family is Italian so they can help me.
- I really enjoy trying to speak the language and being able to communicate differently. I would like to continue the language also because I would like to travel to Italy and study there for a bit.
- It can help me communicate to Italian people, especially that there are a lot of Italians here in Australia and I can say I did Italian when I was in high school in the future.
- Because I would love to learn a language as it is a good skill to have.
- I'm not interested anymore. Not motivated.
- Because I am Italian so I want to know how to speak fluently.
- I feel I do well in the subject and I know it'll be good for my ATAR.
- I think it is important to be able to speak more than one language and I would like to be able to speak another language. Many people around the world speak heaps of languages but in Australia we just speak English and it's a little embarrassing.
- It's not my strongest passion and there are other subjects.
- I have passion for the language and culture but haven't got a firm grasp on key factors.
- My parents want me to do the language even though I struggle with it.
- I can understand it and am good at it.
- Having a mind set to what I would like to do in the future, doesn't include Italian and I believe that I could excel in another subject other than Italian.
- I wouldn't like to continue Italian because I simply don't enjoy it and I feel we aren't being taught things in depth.
- I don't see a point in doing it in VCE if I will never use it in my everyday life in the future unless I go to Italy. The school teaches me irrelevant things about the Italian language that I don't enjoy.
- My family is Italian and I want to be able to speak to them in Italian. I also want to travel to Italy.
- I enjoy learning the language and understanding the culture.

Do you have any advice that would help to improve your school?

- To have more teachers that are enthusiastic in their classes.
- Get better classrooms with heaters so we can concentrate and use more online textbooks instead of books.
- I'd like to leave the school.
- I would suggest that more time was spent with more important subjects and for example subjects like religion didn't take the same level of priority as maths.
- Nope, they are doing really well.
- Make us speak more Italian during lessons.
- Teachers need to be nicer, classes need to be more fun and more interactive.
- My advice is: For some subjects we use the Internet too much. Sometimes I prefer to copy down notes in my book instead of on Google Drive. However, it is also great using Google Drive at school.
- I think these days, our attention levels are harder to maintain. I think if teachers could think of more engaging ways to present needed information, that would be great. Coming to class not expecting routine could lift our spirits a little.
- Make Italian a little more enthusiastic.
- Shorter classes - 65mins Encourage social media so that it can be used for educational purposes. Find apps that may help us with our learning.
- Making Italian lessons more fun and stop giving so much homework as it is not the only class we get homework from and they need to be more aware of that.
- Don't make textbooks online because it's not convenient for everyone. Though we have entered a new generation with lots of technology, textbooks provide a more hands on approach which is easier to learn from and is something you can keep for life.
- More organisation in getting information to students about assemblies etc.
- I feel that a lot of the things we are learning now in year 10 like rules and translations also the teacher speaking to us in Italian needs to be encouraged straight away in year 7 because a lot of people I know and myself personally find listening and speaking hard it also makes it hard when it comes to translation.
- Have teachers from Italy.
- All teachers teach the same thing at the same time, so that everyone is up to date.
- Better Internet!!
- I think if a child could put preferences on what language teacher they could have it would make it easier for people to learn the language as they would have the best person they could learn the language with.
- To run more Italian activities at lunchtime.

- Better teachers in the younger year levels to build a solid understanding of key factors.
- Maybe learning vocabulary and going through more things as examples.
- To improve my school, having more activities which involve particular year levels will allow us to become closer to our peers.
- Have better teachers so we gain better knowledge in the younger years to prepare us for later.
- Offer a non-home stay tour where you just stay with the school the whole time like we used to.
- More focus on listening and speaking, especially speaking.
- Offer a non-home-stay tour for people who would prefer to go to Italy without having to stay with a family. (Like the old way) because I really want to go on the tour, not the home stay and I am really disappointed it is no longer available.

Do you have any advice that would help to improve Italian classes?

- Spend more time on grammar and talking in Italian in classes so that we are more familiar with the language.
- Get a better room for the class and do more online stuff less talking more activities.
- Make them more fun.
- Do more speaking/listening activities as I find it hard to be able to respond to questions verbally and come up with sentences on the spot in a conversation.
- Italian classes could be improved by adding more incentives for students to work harder.
- Do some more interactive activities that will help improve our knowledge. Maybe not Kahoot, because I often find myself just looking at someone else's computer screen without actually reading the question.
- Focusing more on how to construct sentences and doing more worksheets for practice.
- More Kahoot!. Less speaking, nice teachers, LESS ITALIAN.
- Make the lessons more interesting.
- In Italian classes, I prefer to copy down notes in my workbook rather than on Google Docs.
- More class competitions, like Kahoot. It drives us to learn the content in order to beat the others :)
- Try teaching at a slower pace and include activities that we would enjoy, as well as being beneficial to our learning.
- No, not really.
- Focus more on correct pronunciation of words.
- Make Italian lessons more fun and interesting and do more speaking activities

- to help us be more confident.
- Just to make them a little more exciting.
 - More interactive.
 - Using more online websites to help us memorise and understand work better.
 - Don't make certain things drag on, the longer you spend trying to get one thing in a lesson, the harder it is. Also have more fun outlooks on Italian, watching movies, reading novels more often.
 - More speaking and conversation exercises so I can improve my conversation skills.
 - I would like to be surrounded more by the language and forced to speak it more so I can get used to hearing myself speak I also feel that our textbooks need to be more in depth of the language so that we can familiar ourselves with more general words that you would hear in everyday language.
 - More speaking than reading and listening. When we do an exchange, at least we can speak the language and not just understand them.
 - Learn more about how the grammar works in day-to-day life.
 - Use language perfect more and set tasks to do to enhance learning.
 - Memorizing words and phrases more.
 - To make Italian more fun and engaging -to show us how to speak instead of teaching us the rules.
 - Change things up a bit and do constant revision over past areas.
 - To understand that everyone has their own pace and that some people find it more difficult than others because they don't have anyone to show/explain the language outside of school.
 - More quizzes, such as Kahoot will enable us to not only interact with each other but learn and build on our vocabulary in Italian.
 - To make more lessons more fun, use the Internet more with games and things like that.
 - Make the curriculum more organized rather than jumping back and forth between topics and then confusing the whole class because nothing makes sense!!!!!!!!!!
 - More focus on real life application eg: communicate with other students/teacher in Italian, watching and/or reading Italian news.
 - Make the curriculum more organized and focused on specific topics at a time rather than jumping between topics and confusing everyone.

Students' answers to the open questions of the post-test

Why would/wouldn't you like to continue studying Italian?

- I would like to because all of my parents and grandparents speak Italian and it's a subject I do well in and find fun.
- It links with my cultural background the classes are enjoyable My teacher makes the classes exciting.
- Because I don't enjoy it enough for me to pursue it in future years.
- It's good to know a language.
- Because I enjoy studying the subject and want to improve my ability to speak the language.
- I would like to continue Italian because I want to learn another language and I enjoy learning the language.
- To speak to family and to speak the language.
- Because I don't enjoy it.
- I really want to be able to speak the language and communicate in other countries.
- I would like to because I am good at it and I find it interesting.
- So I can speak to my grandparents - when I go to Italy I have an understanding of the culture and language.
- I find it hard sometimes.
- I would love to be able to speak another language, and also my family is Italian.
- It's always good to learn a language and also it will help me when I travel and when I talk to my family members.
- It is nice to continue studying another language that I have no background of.
- I enjoy it and to communicate with my family.
- I would like to keep studying Italian because I like the Italian culture and learning the language and I think it is a useful thing to learn.
- I really enjoy learning Italian as I think it is interesting to explore a different language.
- Italian is a very unpredictable subject at the best of times, in terms of my performance levels in listening and speaking assessments. Since it is not my native language, there is an uncertainty about whether I will be able to comprehend Italian extensively in a pressured environment. On the other hand, I find it to be a very rewarding subject, as well as very fascinating, which is a quality strong enough to have me pursue the subject.
- Because I think Italian is a subject to continue only if you are going to apply yourself 100% and I don't think I will be able to. I don't really enjoy going to Italian classes and it's not something I see myself doing in the future.
- I feel like I'm strong at it and I know it will help my ATAR.

- I don't have the passion for the language and it will not benefit me whatsoever in the future as I will never use Italian.
- Because it is my background and I would like travel there.
- I don't enjoy Italian anymore. I find that I am not coping with the work and it is hard to translate things into Italian. I think because I am not understanding things, it makes coming to Italian class less enjoyable because last year when I understood things I actually liked coming to Italian.
- I would only continue learning Italian for my family and relatives and to be able to communicate or have a basic understanding of the language they are speaking.
- Italian isn't my ideal priority, I have found Italian challenging subject for a while, and I am unsure how I would cope during year 11 or year 12.
- I don't really enjoy how we learn it at school but I think if I learnt it at university or in Italy I would enjoy it more.
- The school doesn't do a very good job at motivating us and making sure we are doing well and are at the best of our ability. What we do in class is boring and not interactive and doesn't interest me.
- Because I'm not the best at it and I find it hard to understand. I also don't receive very good marks.
- My family is Italian and I would like to learn to speak fluent Italian with them. I also think it is important for everyone to learn a second language and become more capable of communicating with people around the world.
- I like learning about a different language and culture and being able to speak and communicate in another language.
- I would like to continue studying Italian as I want to know more of the language, and I want to improve the way I speak it. I also think it's useful to know the language, as I have family members that speak it.
- I have an Italian background so I would like to communicate to my grandparents in fluent Italian.
- Because I feel it's very useful and beneficial to know a foreign language. If you were to ever travel to that country you know the language. And if you from the background of that language, it can help you in that aspect as well.
- I'm not interested in Italian any more.
- Because my family is Italian and I would like to speak Italian as well. I would also like to travel around Italy knowing how to speak Italian.
- As it is another language that can be used with family, overseas etc.
- I like being able to understand what people are saying in another language. I feel as if you are 'more a part of the world' if you can speak more than one language. Travelling made me realise how important it is. It's pretty embarrassing how in Australia not many people speak anything other than English.
- Not enough room for subjects.
- I quite like it and I like my classmates.

- I am not sure yet, it's interesting but very difficult.
- I like it.
- Because I like it and my family is Italian.
- It's ok but not very useful.

Do you have any advice that would help to improve your school?

- Perhaps utilize news articles more often to better connect the students with what's happening in the world. Perhaps in Italian we could read news articles written in Italian, read "Il Globo" or translate articles.
- Have conversations in Italian every lesson with each student without preparation to get used to having to speak off the top of our head.
- Giving us opportunities to try different types of subjects before we have to choose them.
- Not any that I can think of.
- More conversation and pronunciation.
- Classes should be as engaging and interactive as possible, to accommodate for our short attention spans.
- Better internet !!!!!!!!!!!
- To employ enthusiastic teachers that know the content well and that teach it properly. Teachers should be more positive in class and provide us with help when necessary.
- Use more language perfect and set homework tasks to improve vocab and sentence structures.
- To get better and full power Internet for the students to use.
- If our school offered more before/ after school lessons, for maths, languages or other subjects, many of the girls will benefit from them, including myself.
- Use more Internet tools and also focus more on sentence structure.
- Offer more opportunities for students to improve in their subjects.
- Probably more explaining and activities to help others understand the language properly. I think more guidance is needed for the people that struggle and don't put their hand up.
- Offer an Italian tour instead of just the Italian Exchange that way students can still go on a study tour without having to stay with a host family and having to host them, themselves.
- To improve our school we could ensure that everyone gets a chance to study the subjects that are offered in the curriculum, regardless of the number of people who show interest in that subject.
- I would make sure that all students are happy with the subjects that they have chosen.
- Don't advertise only some subjects and tell the students the honest truth about what the course entails.

- Make Italian classes more fun.
- Make sure the teachers are engaging otherwise the students don't really enjoy the subject.
- More healthy food options, shorter lessons.
- One more week of holiday.
- Maybe shorter lessons.
- More printers.

Do you have any advice that would help to improve Italian classes?

- Utilize news articles, and get a more interesting textbook.
- Use Language Perfect more. Don't overuse worksheets that have language we don't understand.
- Try and make them more interactive.
- More Internet resources.
- Try to do more activities involving speaking Italian to think quicker.
- More worksheets.
- I would like to start doing Duolingo as well as language perfect because when I used to do it at home it helped me a lot in class but now I get so busy that I can't find the motivation to do it so it would be awesome to do it as part of class maybe 5 minutes every lesson.
- More variety of assessments. Don't do orals only once a year.
- More speaking (although we do do a lot already).
- Do more speaking activities that will help with pronunciation and learning to conjugate words on the spot.
- More speaking.
- Make it more fun.
- Use Duolingo!
- Once a lesson, we could do a Kahoot to reinforce our learning. It is also a fun way to revise.
- Develop a new course that is more enjoyable and captivating.
- Spend more time on grammar.
- To reinforce the basics and to not rush through them as well using the Italian language a lot more in class as communication instead of English.
- Just to be more interactive and to learn how to speak more and have conversations.
- Give summary note sheets to help with learning and go more in depth about the topic as there are people in the class who still aren't sure what they are doing.
- To have more interactive learning processes.
- What would help improve my Italian class would be if the teacher was come around, each lesson, and see what we have done at home or check our

- homework more thoroughly.
- To have more fun activities.
- Allow more time to learn about Italian culture and other Italian things rather than just make us learn different tenses and conjugations every lesson. We also rush between topics and that can be very confusing so I think we should slow down until everyone understands everything.
- Guidance, and going through things as a class. Talking about it and discussing how things work helps.
- More focus on speaking, listening, and everyday conversation skills. Activities that will help us become comfortable with talking to each other in Italian.
- More structured lessons and variation with skills practice, e.g more listening and speaking. Practicing communication and revising occasionally to keep up with what we have learnt.
- Maybe when learning a new topic or area of grammar (for example, Direct Object Pronouns), we should learn it all in one lesson or over the span of a couple of lessons, instead of learning a bit of it, moving onto a new topic, and then learning the rest of it. I find that this can be confusing and difficult to keep track of.
- When we do activities in class, make sure they are relevant to the assessment task. Also make sure to correct the activities that were assigned for homework the following lesson so the students know whether they did it correctly or not.
- Learn Italian songs Try not to make lessons repetitive.
- More application to normal life situations, not tests.
- Making it more fun.
- Make sure the teachers are good for the students learning.
- More variety in the activities.
- Less grammar.
- More speaking activities and more games.
- More Internet and less grammar because it's boring.

What was the activity you liked the most during Italian classes this year?

- Kahoot.
- Kahoots.
- My favourite activity was having lessons completely in Italian from Marina. They were extremely helpful, improved my confidence and helped me to really think while I was listening.
- Kahoot as well as reading Italian documents together as a class.
- Writing tasks, such as a letter or diary entry.
- Learning how to speak in Italian.
- Worksheets.
- Kahoot.

- Listening and reading.
- Environment Oral.
- Reading.
- Language perfect.
- Making the cartoon.
- This year in Italian I have enjoyed playing Kahoot with the class as well as the reading and writing tasks.
- Kahoot!
- Watching the movie "La Vita e Bella" and doing an analysis task on it.
- Group work.
- The Italian oral as it is something that I'm quite good at.
- Reading comprehension and listening and learning the tenses.
- I didn't really have a favourite activity.
- The Kahoot quizzes.
- The activity I enjoyed most was when we were to create our own 'beach villa' accommodation and try sell our hotel to the class.
- The activity I enjoyed most was going on Kahoot and doing the quizzes.
- I liked the topic on holidays because we could use real life experiences and that was the only thing we were focusing on so it was easy to learn.
- Kahoot, because it was quite fun. Picking up some words and using them.
- Writing a letter about an imaginary holiday in Italy Italian Poetry competition.
- Writing letters about friendship and relationships and talking about holidays we had been on. Analysing texts.
- During Italian class this year, I enjoyed learning about film reviews and techniques, when we watched "La vita e` bella". I also enjoyed writing character reviews, and describing the characters.
- I most enjoyed watching "La Vita e' Bella".
- Making a cartoon story and recording our voices Learning a Italian song.
- The Kahoot quizzes.
- Kahoot.
- I loved Kahoot and doing exercises in my textbook.
- Cartoon story.
- I like videos in general. I liked the Big bang theory one and I also like songs.
- Probably the cartoon story.
- Cartoon.
- Cartoon and videos.

What was the activity you liked the least during Italian classes this year?

- Worksheets
- Grammar.
- Textbook exercises.

- Role plays.
- The poem competition.
- Long time consuming assessments, if feel as though we don't get enough of them.
- Learning about technology.
- Writing.
- Listening tasks.
- Writing.
- Textbook activities.
- Listening.
- Not learning about rules as much.
- The activity I enjoyed the least was the cartoon story maker.
- All of the worksheets.
- The oral.
- Writing about 'La Vacanza' and our holidays
- Sometimes using the textbook is a bit confusing and doesn't make sense.
- I don't like activities where I have to recite orals as I am not sure what I am doing.
- Writing film reviews.
- The oral presentation, for 'Proteggere all'ambiente'.
- The activity I enjoyed least was doing the film review.
- I didn't like doing 3 different verb tenses at once because we were constantly jumping from topic to topic and it got extremely confusing when we were trying to do activities at the same time.
- Probably the picture story, excluding all other assessments such as orals.
- Giving a speech about the environment.
- Learning too many things at once and doing role plays and cartoon story making.
- In Italian class, my least favourite activity was writing about our holidays, because we do it every year and I feel that it's a bit repetitive.
- I least enjoyed learning about technology as we didn't need it for our assessment.
- Reading activities in general.
- Dictation.
- Orals.
- Probably looking at the topic technology as I found it is the least useful.
- Quiz.
- Oral exams.
- Handouts.
- Poetry competition.
- Film review was boring.

Teachers' answers to the open questions of the pre-test

Referring to the question "Do you think you use Internet tools enough during Italian lessons?", if your answer was "Not at all" or "Not very much", why do you think so?

- Not having a lot of time to find relevant materials. Language Perfect and other online language grammar practice tools can also be used at home by students.
- Not always relevant to the lesson I may not be familiar with the tools.

Referring to the question "Do you consider Internet tools difficult to use to prepare Italian lessons?", if your answer was "Yes, a lot", "Yes" or "Sometimes", why do you think so?

- I have not had much training.

Referring to the question "Do you consider Internet tools difficult to use during Italian lessons?", if our answer was "Yes, a lot", "Yes" or "Sometimes", why do you think so?

- I have not had much training.

Referring to the question "Do you consider Internet tools risky to use during Italian lessons?", if your answer was "Yes, a lot", "Yes" or "Sometimes", why do you think so?

- If students are using Internet tools you have to be very vigilant so that they don't access other social media, etc. Also, if they misspell words, sometimes they can access inappropriate sights without intending to.
- They may be risky only if material has not been checked carefully.

Referring to the question "Do you consider Internet tools useful to use during Italian lessons?", if your answer was "Not at all" or "Not very much", why? If your answer was "Yes, a lot", "Yes" or "Sometimes", how do you consider Internet tools to be useful?

- They are good for drilling grammatical concepts in a fast and entertaining way. They also provide immediate feedback to the students. They can be used effectively for revision and are useful for those students who may be curious about grammar/vocab that they haven't learned yet - they can teach/extend themselves. They are also good to increase cultural awareness.
- Internet tools such as YouTube clips, quiz games help engage students. Tools such as Language Perfect allow students to work at their own pace. Students

enjoy this. Internet tools can provide relevant, authentic and up to date materials.

- Sometimes can offer further explanation. Can add another dimension to learning can promote independent learning.

Why do you think they would/wouldn't like to continue studying Italian? Can you identify the main reasons?

- Italian background is often a factor - parents and grandparents want them to study Italian. They are aware that having another language could be useful when they are looking for a job or if they want to travel. Some really enjoy it and enjoy the challenge. Some find the challenge too great. Some really struggle with grammatical concepts.
- Some students would not continue because they find the work challenging and struggle with it. Some will continue because they enjoy languages and are good at it. Some will continue because their parents want them to continue to learn the language. Some students will continue because there are bonus points to be gained in their ATAR results in Yr 12.
- Some will find it difficult and recognize that they will be required to dedicate a lot of time to the study. They want an easy option.

Do you have any ideas/suggestions that would help improving Italian classes?

- I would really like access to visual resources (ie: movies/tv programs) that do not require subtitles for students to understand them. Yabla is ok but some of the programs are quite silly or not interesting for the students. For example, our textbooks have listening material that is obviously adapted for the various levels. They should think about creating visual resources in the same manner.
- A continued commitment to use the target language. Encouraging the students to interact in Italian in the classroom and building their confidence to feel at ease. Using more Kahoot quizzes as students really enjoy this. They are useful revision and teaching tool.
- More regular use of target language more aural resources.

Which do you think might be the main implications for the development and the use of a teaching program that involves a significant and constant use of the Internet?

- Students may forget their laptops at home. Batteries die quickly. I wonder what will happen to their handwriting? Final exams are still required to be done by hand. Will students still interact with one another? Will they be able to develop all of the required skills in listening, reading, writing and speaking?
- This approach may really engage students and lift participation but it may also not suit all students. It will require a dedicated commitment by the teacher and

the students. Sometimes the technology, the system doesn't work. Students will have to ensure laptops are always charged and in every class.

- Students could develop a more independent approach and become more responsible for their own learning. Lessons and resources may be more engaging and varied.

Any additional comments:

- How will the textbook and workbook be incorporated with this heavily based Internet approach?
- Not at this time.

Teachers' answers to the open questions of the post-test

Referring to the question "Do you consider Internet tools difficult to use to prepare Italian lessons?", if your answer was "Yes, a lot", "Yes" or "Sometimes", why do you think so?

- Sometimes the material/content can be too complex for the students at this level. Modifying material can be quite time consuming.
- They are not difficult to use but finding appropriate resources is challenging at times.

Referring to the question "Do you consider Internet tools risky to use during Italian lessons?", if your answer was "Yes, a lot", "Yes" or "Sometimes", why do you think so?

- They can be risky if they have not been viewed before the lesson - content, standard etc. may not be appropriate for our students.
- You have to ensure that all students stay on track - we need to check constantly that students are completing the required tasks.
- All resources need to be checked before use in the classroom.

Referring to the question "Do you consider Internet tools useful to use during Italian lessons?", if your answer was "Not at all" or "Not very much", why? If your answer was "Yes, a lot", "Yes" or "Sometimes", how do you consider Internet tools to be useful?

- They can provide students with further information, opportunities to further develop skills or even develop new skills.
- There is no substitute for one on one language practice and explanation with teachers.

- Internet tools are useful because they provide resources that are different to simply using the textbook and certainly help with student engagement. They can provide authentic, current material. The YouTube clips provide visual support that also helps with engagement and comprehension. Tools like Kahoot are great because it is competitive and useful also for revision and language consolidation.

Why do you think they would/wouldn't like to continue studying Italian? Can you identify the main reasons?

- High level of commitment required and some students are not willing to commit so much level of difficulty - some students do find the study of a second language very challenging others will accept the challenge and are self motivated to continue they see the benefit in learning a second language for some it is a strategic choice - for access to university.
- Scaling up of VCE mark, travel, want to study it at university, family.
- I think students would like to continue studying Italian because they are good at the language and have seen improvement in their skills. Some also continue because they are of Italian background and have support at home. Some continue to VCE because there are bonus points to be gained. Students don't continue because they struggle with the language and believe it will be too challenging and would require too much time commitment.

Do you have any ideas/suggestions that would help improving Italian classes?

- More listening resources,
- Always being mindful of maximum use of target language. Continuing to present using different techniques. I like trying different approaches. Continuing to find a balance between using textbook and other resources.

What do you think was the activity that the students liked the most during Italian classes this year?

- Creating the online cartoon.
- Unit on viaggi - researching an Italian villaggio and writing about it.
- Group cartoon story.

What do you think was the activity that the students liked the least during Italian classes this year?

- Grammar tests.
- Workbook activities or worksheets.

What was the activity that you liked the most during Italian classes this year?

- Creating the cartoon story.
- Role play on a holiday.
- Students presenting their cartoon story.

What was the activity that you liked the least during Italian classes this year?

- None comes to mind.
- The cartoon/story maker as it did not work for everyone because of Internet issues.
- Workbook activities.

Consider this term: which do you think were the main implications for the development and the use of a teaching program that involves a significant and constant use of the Internet?

- The time required to develop activities is considerable despite the tools available. This may be a deterrent to using the Internet tools available. Often resources need to be modified/ altered to suit the level of the student. Activities need to be created for the resources found online. Time is a big factor that needs to be taken into consideration
- I felt that students sometimes were negative about using Internet in every lesson - this was surprising and maybe a good thing to know that they appreciate lessons without Internet too. It is also difficult when they forget their laptops or the battery runs out or if the Internet is very slow or not functioning. Then we need to have back up lessons.
- Student engagement is a definite positive aspect. Students were engaged in the variety of activities and different approaches undertaken. They worked particularly well in group tasks. The materials were authentic and students were able to access current use of language. This is definitely a positive as sometimes textbooks can be a bit out dated. The cartoon story maker was particularly successful as were the video clips. We did lose touch a bit with the textbook and workbook. However, a balance is needed I believe. There are still students who like and work well with the textbook approach.

Any additional comments:

- Aural resources are often too fast and too complex for the students at this level. This will deter us - teachers and students - from using them.
- Always be prepared with a plan B if the Internet is not working and this does happen. Students need to ensure that laptops are always charged as this can impact on the lesson as well.

Materials used in class with the students.

Teaching materials first lesson (in 4.2.1)

Vocabulary list distributed to students at the beginning of lesson 1:

Lista del vocabolario:

- TELEFONINO: un piccolo telefono.
- CELLULARE: un piccolo telefono (telefonino e cellulare hanno lo stesso significato).
- SCARICARE: prendere qualcosa da internet e salvarla sul proprio computer/cellulare. Ad esempio, si possono scaricare App dall' AppStore.
- ISCRIVERSI: registrarsi. Scrivere nome, cognome, e-mail... su un sito internet.
- MANDARE SMS: inviare messaggi con il cellulare.
- CHATTARE: scrivere su una chat. Comunicare usando una chat online.
- COVER: una cosa che copre il cellulare e lo protegge. E` di plastica. Puo` essere colorata, con disegni...
- APPASSIONARE: avere passione per qualcosa.
- CHIACCHIERARE: parlare con amici di cose di tutti i giorni.
- AGGIORNATO: informato sulle novita`, sulle cose nuove che succedono.
- NAVIGARE IN INTERNET: usare internet, cercare qualcosa su internet.

Quiz on uQuiz (lesson 1):

Personality Quiz

E tu, quanto sei tecnologico?

Quiz introduction
Tecnologia di qua e tecnologia di la` ... tecnologia dappertutto!! E tu? Quanto sei tecnologico?

Enter Your Name

Start Quiz

Question 1 of 10

Quanto usi il telefonino ogni giorno?

Answers, please choose 1

- Meno di 1 ora
- Tra 1 ora e 3 ore
- Tra 3 ore e 5 ore
- Piu` di 5 ore

Question 2 of 10

Quante App hai scaricato sul tuo cellulare?

Answers, please choose 1

- Non ho scaricato nessuna App sul mio cellulare.
- Ho scaricato 1 o 2 App.
- Ho scaricato tra 3 e 5 App.
- Ho scaricato piu` di 5 App sul mio cellulare.

Question 3 of 10

A quanti social network sei iscritto?

Answers, please choose 1

- Non sono iscritto a nessun social network.
- Sono iscritto a un social network.
- Sono iscritto a 2 o 3 social network.
- Sono iscritto a piu' di 3 social network

Question 4 of 10

Quando sei a scuola, usi il telefonino?

Answers, please choose 1

- No, lo spengo e non lo uso mai.
- Lo tengo acceso ma non lo uso molto.
- Lo tengo acceso e lo controllo spesso.
- Certo! Lo tengo acceso e lo uso sempre!

Question 5 of 10

Con il telefonino preferisci telefonare, mandare sms o chattare?

Answers, please choose 1

- preferisco telefonare.
- Preferisco telefonare ma a volte chatto o mando sms.
- Preferisco chattare e mandare sms ma a volte telefono.
- Non telefono mai, mando sms e chatto!

Question 6 of 10

Ti piace guardare video su internet?

Answers, please choose 1

- No, preferisco leggere un buon libro.
- Sì qualche volta, ma preferisco fare altre cose.
- Sì, li guardo spesso.
- Certo, li adoro! Li guardo sempre!

Question 7 of 10

Hai un blog?

Answers, please choose 1

- Che cos'è un blog?
- So cos'è un blog, ma non mi interessa.
- No, ma mi piace molto leggere i blog di altre persone.
- Certo! Ho un blog!

Question 8 of 10

Quante cover per il cellulare hai?

Answers, please choose 1

- Non ho una cover per il cellulare.
- Ne ho una.
- Ne ho 2 o 3.
- Ne ho tantissime!

Question 9 of 10

Usi il cellulare la sera prima di addormentarti?

Answers, please choose 1

- No, mai. Non aiuta a rilassarsi.
- Si qualche volta.
- Si, lo uso spesso. Per scrivere sms e dire "buonanotte".
- Lo uso sempre! Devo aggiornare la mia pagina Facebook, e Instagram...

Question 10 of 10

Esci mai di casa senza cellulare?

Answers, please choose 1

- Si, qualche volta.
- No, ma non e` un problema uscire senza cellulare.
- No, e` un problema uscire senza cellulare. Devo scrivere ai miei amici!
- No! Sei matto???

E tu, quanto sei tecnologico?

Your Result:

LA MACCHINA DA SCRIVERE!

La tecnologia non ti appassiona. Preferisci un buon libro e non usi il cellulare o il computer quando non e` necessario. Forse un po` piu` tecnologia ti aiuterà a semplificare la tua vita!

E tu, quanto sei tecnologico?

Your Result:

L' E-BOOK!

Sai che la tecnologia non e` tutto! La sai usare ma preferisci non utilizzarla troppo spesso. Quando esci con gli amici preferisci chiacchierare piuttosto che chattare e usare il telefonino.

E tu, quanto sei tecnologico?

Your Result:

IL CELLULARE!

La tecnologia ti piace e la usi spesso, ma non troppo. Sai limitare l'uso della tecnologia ai momenti in cui e` utile... e a volte la usi solo perche` e` divertente! bene cosi`!

E tu, quanto sei tecnologico?

Your Result:

IL ROBOT!

La tecnologia ti appassiona! Sei aggiornatissimo su tutte le novità e ti piace navigare su internet e usare i social network. Forse passi troppo tempo su internet? Esci a fare una passeggiata e lascia a casa il cellulare!

Teaching material second lesson (in 4.2.2)

Vocabulary list distributed to students during lesson 2:

La TECNOLOGIA

LA TV / LA TELEVISIONE

IL TELEVISORE

IL TELECOMANDO

- * Spegnere la TV o Accendere la TV
- * Cambiare canale (con il telecomando)

LA FOTOGRAFIA

LA FOTOCAMERA / LA MACCHINA FOTOGRAFICA

LA VIDEOCAMERA

LA CUSTODIA (la borsa, lo zaino)

- * Usare la macchina fotografica per fare una fotografia
- * Mettere la videocamera/fotocamera nella custodia

LA TELEFONIA

IL CELLULARE

LO SMARTPHONE

GLI ACCESSORI (la cover / la custodia, la batteria, il caricabatterie...)

IL CARICABATTERIE

- * Usare il cellulare per telefonare / mandare sms / chattare
- * Caricare il cellulare con il caricabatterie

L' INFORMATICA (computer e tablet)

LA CHIAVETTA USB

LA STAMPANTE

LO SCANNER

IL DESKTOP

IL MOUSE

LA TASTIERA

- * Salvare un documento sulla chiavetta USB
- * Stampare una foto con la stampante
- * Scansionare un documento / Fare lo scanner di un documento

L' AUDIO

IL LETTORE MP3

GLI AURICOLARI / LE CUFFIE

IL LETTORE CD

- * Usare gli auricolari per ascoltare la musica sul lettore MP3

I GIOCHI / I VIDEOGIOCHI

Teaching material third lesson (in 4.2.3)

Sheet distributed to students during lesson 3:

Come cercare:

PREZZO PIU' BASSO
PREZZO INFERIORE
PREZZO CRESCENTE

PREZZO PIU' ALTO
PREZZO SUPERIORE
PREZZO DECRESCENTE

1. Qual e` la macchina fotografica piu` economica che vendono nel vostro negozio?

Di che colore e`? Vi piace?

→ *Qual e` la macchina fotografica piu` economica tra i 4 negozi?*

2. Quanto costa il videogioco per PS4 "Just dance" nel vostro negozio?

→ *In quale negozio e` piu` economico comprarlo?*

→ *In quale negozio costa di piu`?*

3. Quanto costa il lettore MP3 blu piu` economico nel vostro negozio?

4. Vendono cuffie rosse nel vostro negozio?

5. Quale negozio e` in generale il piu` costoso (quello in cui si paga di piu`)?

Teaching materials fourth lesson (in 4.2.4)

Article from the Italian technology website (lesson 4):

STATISTICHE E TREND SU INTERNET, SOCIAL MEDIA E MOBILE PER IL 2014 IN ITALIA E NEL MONDO

Ogni giorno siamo sempre più connessi. Il web permea ogni secondo della nostra vita; ce ne accorgiamo quando infiliamo lo smartphone nella nostra tasca, quando siamo in metropolitana, in strada, al cinema, persino a letto.

Questa progressiva evoluzione del nostro modo di comunicare e connetterci con altre persone, aziende e servizi non è una prerogativa dei Paesi occidentali ma riguarda praticamente tutto il mondo. We Are Social ha pubblicato una interessante **ricerca** di 183 slide che evidenzia in modo chiaro che oggi il 35% della popolazione mondiale è **connessa a Internet**, e che il 26% degli abitanti del pianeta ha almeno un account su un social network. Facebook è quello più utilizzato nel mondo (ma non in Cina), e la penetrazione delle connessioni mobile raggiunge il 93% della popolazione mondiale.

Ciò che manca nell'enorme quantità di dati messi a disposizione in questa ricerca è un summary che interpreti i trend evolutivi per il 2014; ci abbiamo pensato noi di Iquii che, dopo aver studiato con attenzione questo report, abbiamo deciso di scrivere questo post.

Facebook è il social network più utilizzato, con oltre un miliardo di utenti attivi; la loro distribuzione, tuttavia, non è uniforme in tutto il globo e risente in primo luogo dei confini di natura politica e linguistica posti dalla Cina, che privilegia **QQ** e **Qzone**. Un altro dato particolarmente interessante è la crescita esponenziale di WhatsApp, che si è affermato come il sistema di messaggistica più diffuso al mondo, superando la stessa chat di Facebook.

Sheet with questions distributed to the students (lesson 4):

How many English words can you find in the article?

> English is VERY used in Italian in the technology field, a lot of words are not translated and are used in English but... with an Italian pronunciation!

ITALIAN (answer in Italian):

- * Come si chiama l'autore di questo articolo?
- * Quale società ha pubblicato una ricerca composta di 183 slide?
- * Qual è il social network più usato nel mondo? In quale nazione non lo utilizzano?
- * Quali sono i social network più usati in Cina?

- * Secondo te, di cosa parla l'articolo?
Secondo me, l'articolo parla di...

ENGLISH (answer in English):

- * What does the title of this article mean?
- * How many people in the world have at least one account on a social network?
- * Which messaging app is mostly used worldwide?
- * How many people in the world currently have an Internet connection?

- * Write a short summary in English and explain what the article is about (3-4 lines).

COSA FARE SE LO SMARTPHONE CADE IN ACQUA | COME CAVARSELA

Giornate al mare, gite in montagna: basta un istante di distrazione per far cadere in acqua il nostro prezioso smartphone. Come fare a rimmetterlo in sesto se ha fatto... un bagno?

Può capitare, e infatti capita spesso: **un attimo di distrazione, un urto**, una tasca troppo piccola e **il nostro prezioso smartphone cade in acqua**. Che disdetta! Con quello che costa. E, soprattutto, con tutte **le foto e i messaggi importantissimi** che contiene! **E i numeri di Whatsapp dei nostri amici!**

Per fortuna, anche in caso di bagno **non tutto è perduto**. Leggi i nostri consigli per **provare a rimediare**. Ricorda, però, che molti smartphone moderni hanno al loro interno **un sensore di umidità**, ossia un componente che si colora e blocca il telefonino quando finisce in acqua. Lo scopo? Far sapere ai centri di assistenza che **il telefonino non si è guastato da solo**, ma si è bloccato **dopo il bagno imprevisto**. E dunque non potrà essere **riparato in garanzia**, nemmeno se lo aveste acquistato un giorno prima. Ecco, comunque, **cosa puoi fare per far rinvenire il tuo smartphone** caduto in acqua.

Che cosa ti serve

- Panno morbido
- Chicchi di riso
- Un sacchetto per congelare i cibi o un recipiente capace di contenere il telefonino

COME SI FA

1) Recupera subito lo smartphone. Se è ancora acceso spegnilo subito.

Asciugalo in modo grossolano con il panno morbido (o con la maglietta)

2) Apri il cellulare e toglila batteria

3) Con il panno a sciuga con estrema cura lo smartphone in ogni sua parte

4) Asciuga con cura la batteria

5) Metti lo smartphone e la batteria nel sacchetto o nel contenitore pieno di chicchi di riso: il riso assorbirà l'umidità in eccesso, anche quella all'interno del telefono e dunque irraggiungibile

6) Aspetta 24 ore, poi estrai lo smartphone dal sacchetto, rimetti la batteria e... spera che si riaccenda!

Se il telefono si accende ma **funziona in modo imprevedibile spegnilo**, toglila la batteria e rimettilo per **altre 24 ore nel sacchetto**, con dei nuovi chicchi di riso. Infine, **se il cellulare vi è caduto in mare**, ricordate che anche se sembra aver superato l'incidente potrebbe non essere così. Infatti, **il sale non evapora con l'acqua**, e si deposita sui delicati circuiti dello smartphone. Con il passare del tempo potrebbe bruciarli e rompere così definitivamente il vostro prezioso compagno. :-/

Teaching materials seventh lesson (4.2.7)

Sheets with the activities on the Social Networks' video:

SOCIAL NETWORK: USA LA TESTA!

Nel video ci sono parole e frasi particolari, che si usano spesso parlando con gli amici. Qui sotto puoi leggere il loro significato.

In the video there are special words and sentences that are often used talking with friends. You can read their meaning below.

- Un sacco di... = tanti
- Cosa combinano = cosa fanno
- Occhio! = attenzione!
- Usa la testa! = pensaci!
- Una cosa da niente = una cosa poco importante, poco grave
- Strasimpatici = molto simpatici
- Puoi stare tranquillo = puoi stare senza preoccupazioni

Ora che conosci il significato delle parole/frasi, inseriscili nelle frasi giuste.

- Quando devi prendere una decisione importante _____ . Non lasciare che gli altri decidano per te.
- Ieri ho conosciuto gli amici di Anna, sono _____ e insieme ci siamo divertiti molto!
- “Ciao Marta, come stai? Laura mi ha detto che sei caduta dalla bicicletta ieri.”

“Ciao, non ti preoccupare e` _____”.

- Non vedo i tuoi cugini da tanto tempo, _____? Lavorano ancora in un supermercato?
- “Marco, telefono io alla dottoressa non ti preoccupare, _____.”

- Marco ha mal di pancia perché ha mangiato _____ caramelle.
- “_____! C'è una macchina che arriva! Prima di attraversare la strada ricordati di guardare a sinistra e a destra.”

Il video dice che ci sono molte cose che puoi fare su un social network, scrivi quelle che hai capito:

The video says that there are many actions that you can do using a social network, write the ones that you've understood:

- _____
- _____
- _____
- _____
- _____

Secondo il video, un social network può essere:

- tanto sporco
- molto pericoloso
- famoso

È importante non pubblicare informazioni personali, ad esempio:

- il colore dei capelli e lo sport preferito
- il numero di telefono, dove abiti e dove vai a scuola
- una foto del tuo cane

Perché non devi scrivere quando vai in vacanza?

- perché i tuoi amici ti odieranno
- perché sei timido
- perché un ladro può venire a rubare nella tua casa

Devi stare attento alle foto che pubblichi sui social network perché una buona reputazione vale più ...:

You have to pay attention to the photos you post on the social networks because a good reputation is worth more than...:

- di un cane e di un toro
- dell'argento e dell'oro
- la reputazione non è importante

Cosa significa la frase “postare qualcosa su un social network è come scrivere con un pennarello indelebile”?

What does the sentence “to post something on a social network is like writing with a permanent marker” mean?

Scegli una delle domande e rispondi con un breve testo (100 parole).

- 1. Perché è importante scegliere bene gli amici che si hanno sui social network ed essere sicuri di conoscerli anche nella vita reale? Spiega.**
- 2. Per quanto tempo al giorno usi i social network? Perché nel video si dice che i social network possono essere una droga? Cosa ne pensi?**

Choose one of the questions and answer with a short text (100 words).

- 1. Why is it important to choose cleverly your friends on the social networks and to be sure that we already know them in our real life too? Explain.**
- 2. How much time a day do you usually spend using a social network? Why does the video say that social networks can be a drug? What do you think about it?**

Teaching materials eighth lesson (4.2.8)

Examples of exercises shared with students:

1. Roberto ha rotto la mia bicicletta. -► Roberto ___l'___ ha rotta
2. Lui prende il tè. -► ES. ___lo___ prende.
3. Illina legge le riviste italiane. -► Illina _____ legge.
4. Adesso, il professore aspetta le sue alunne. -► Adesso, il professore _____ aspetta.
5. Invita gli zii a pranzo. -► _____ invita a pranzo.
6. Emma capisce benissimo il giapponese. -► Emma _____ capisce benissimo.
7. Luciano visita il nonno. -► Luciano _____ visita.
8. Stefano chiama la professoressa di francese. -► Stefano _____ chiama.
9. Ringrazio Michael -► _____ ringrazio.
10. Mariella ha accompagnato le signore. -► Mariella _____ ha accompagnate.
11. Incontriamo Roberto alle dieci. -► Alle dieci _____ incontriamo.
12. Compriamo alcuni romanzi di Calvino -
► _____ compriamo.
13. Compriamo le caramelle -► _____ compriamo.
14. Accompagno Carmen a lavoro -► _____
accompagno.
15. Beatriz chiama Giovanni -► Beatriz _____ chiama.

ESERCIZIO 1 - SCEGLIERE LA FORMA CORRETTA

- 1 - Lui è una persona molto attiva: non (A) gli piace (B) le piace (C) si piace perdere tempo
- 2 - In televisione guardo solo i film: le trasmissioni di musica non (A) mi interessano (B) mi interessa (C) mi interessano
- 3 - Anna abita molto vicino al suo ufficio: per arrivare a casa (A) si basta (B) le bastano (C) ci basta dieci minuti
- 4 - Il vostro regalo ai vostri genitori sarà una bella sorpresa e sicuramente (A) vi farà (B) gli faranno (C) gli farà molto piacere
- 5 - La proposta di lavoro che Antonio ha ricevuto è molto interessante, ma deve ancora valutare se (A) le conviene (B) gli conviene (C) si conviene accettare
- 6 - Maria è tornata a casa ieri mattina. Lo so perché (A) le ho telefonate (B) le ho telefonato (C) le sono telefonata ieri sera
- 7 - Loro sono intenzionati a comprare quell'appartamento, ma per farlo (A) gli serve (B) si servono (C) gli servono più soldi
- 8 - Si è fatto tardi e non posso rimanere ancora: (A) mi dispiaccio (B) mi dispiacciono (C) mi dispiace, ma devo proprio andare a casa
- 9 - Abbiamo saputo che Lucio sta poco bene e siamo venuti a (A) gli fare visita (B) farci visita (C) fargli visita

ESERCIZIO 2 - COMPLETARE CON IL PRONOME OPPORTUNO

Ho incontrato Marco e Francesca l'altro giorno: quando _____ ho parlato _____ sono sembrati tutti e due molto preoccupati. La loro figlia infatti è in vacanza in India e non _____ telefonava da una settimana: sicuramente non _____ era successo niente di male, ma di solito chiamava ogni tre giorni. Francesca voleva telefonare all'ambasciata, ma io _____ ho detto che era ancora troppo presto per fare cose di questo tipo. _____ è dispiaciuto vederli così perché _____ voglio molto bene. Per fortuna ieri mattina Marco mi ha detto che la figlia, finalmente, _____ ha telefonato. Come immaginavo non _____ era successo niente di grave: semplicemente _____ si era rotto il telefonino.

ESERCIZIO 3 - COMPLETARE CON PRONOMI INDIRETTI

Attenzione: il testo è leggermente diverso da quello originale della [lettura](#).

- Ciao, Caio, _____ va di venire con me?
- Dove?
- Volevo andare a trovare la nostra amica Licia.
- Che _____ è successo?
- Eh, è influenzata.
- Ah sì? _____ dispiace: da quando?
- Da un po' di giorni.
- Sai dove abita?
- Non sta lontano. Dai, cammina.
- Questa è casa sua, _____ pare...
- Sì sì, è questa. Ecco la portinaia. Ora _____ chiediamo se possiamo entrare e vedere Licia.
- Portinaia - _____ serve qualcosa?
- Sì, volevamo vedere Licia per sapere come sta.
- Ah, va bene, salite pure.
- Che scala?
- Scala B, primo piano. La porta a destra. Suonate il campanello e vedete se _____ apre.
- Grazie.

Teaching materials ninth lesson (4.2.9)

Script of the Big Bang Theory clip:

Howard: “Ma, mamma calma e non... stammi a sentire! Lo so che c'è scritto di cliccare con il mouse ma su quel portatile il mouse è la trackpad.
Sì, appoggia sopra il dito. No guarda, va bene un dito qualsiasi.
Ottima scelta! Sì, spostalo in basso verso l'icona dell'e-mail. E' ... è la busta quella piccola. Che vuol dire a che somiglia? A che vuoi che somigli? Somiglia a una busta!
Se il computer non ti piace non lo usare. Sì lo cambieremo con lo scolaverdure che ti piaceva tanto! Ciao!”

Raj: “Un regalo di anuka che ti potevi risparmiare...”

Sheldon: “Certo, non voglio sostenere che tutti gli anziani incapaci di comprendere la tecnologia dovrebbero essere frustati sulla pubblica piazza però, se ne prendessero un paio come esempio si incentiverebbero gli altri a fare di meglio!”

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