



**Universidad de Jaén**  
*Centro de Estudios de Postgrado*

## Trabajo Fin de Máster

*Centro de Estudios de Postgrado*

# **COVID-19'S IMPACT ON THE DIGITALISATION OF THE EDUCATION SYSTEM: THE APPLICATION OF MOBILE PHONES IN THE ENGLISH LANGUAGE CLASSROOM**

**Alumna: Martos Gallardo, Andrea**

Tutora: Prof. D.<sup>a</sup> Lidia Joyanes Ruiz  
Dpto: Filología Inglesa

**June, 2021**

## TABLE OF CONTENTS

|                                                                                                               |    |
|---------------------------------------------------------------------------------------------------------------|----|
| ABSTRACT AND KEYWORDS / <i>RESUMEN Y PALABRAS CLAVE</i>                                                       | 1  |
| 1. INTRODUCTION                                                                                               | 2  |
| 2. THEORETICAL FRAMEWORK                                                                                      | 3  |
| 2.1. ICT in education                                                                                         | 3  |
| 2.2. The impact of the Covid-19 pandemic on the digitalisation of the education system                        | 7  |
| 2.3. The implementation of ICT in the teaching of English as a foreign language                               | 14 |
| 2.3.1. Advantages and disadvantages                                                                           | 17 |
| 2.3.2. Resources and tools                                                                                    | 19 |
| 2.4. Mobile learning                                                                                          | 21 |
| 2.4.1. Mobile phones and language learning                                                                    | 23 |
| 2.4.2. How to implement mobile phones in the English language classroom                                       | 24 |
| 2.4.3. Covid-19's effects on the application of mobile phones in the process of teaching and learning English | 28 |
| 2.4.4. Positive and negative effects                                                                          | 30 |
| 3. DIDACTIC UNIT: LET'S LEARN ENGLISH WITH MOBILE PHONES                                                      | 31 |
| 3.1. Justification                                                                                            | 31 |
| 3.2. Contextualisation                                                                                        | 31 |
| 3.3. Objectives and key competences                                                                           | 31 |
| 3.4. Contents                                                                                                 | 33 |
| 3.5. Transversality/ Cross-curricular elements                                                                | 34 |
| 3.6. Interdisciplinarity                                                                                      | 34 |
| 3.7. Methodology                                                                                              | 34 |
| 3.8. Outline of the sessions                                                                                  | 35 |
| 3.9. Activities step by step                                                                                  | 37 |
| 3.10. Diversity outreach                                                                                      | 61 |
| 3.11. Evaluation                                                                                              | 61 |
| 3.12. Resources and materials                                                                                 | 63 |
| 4. CONCLUSIONS                                                                                                | 63 |
| 5. REFERENCES                                                                                                 | 66 |
| 6. APPENDICES                                                                                                 | 73 |

## **ABSTRACT AND KEYWORDS / RESUMEN Y PALABRAS CLAVE**

### **ABSTRACT**

Information and Communication Technology (ICT) has been progressively integrated into the educational field in recent years. Nonetheless, this process of digitalisation has abruptly accelerated in the educational centres due to the Covid-19 pandemic, completely transforming the teaching and learning process. As a result, school buildings have had to be digitally equipped and all teachers have started to implement ICT in the classrooms. Moreover, ICT is currently playing a very significant role in teaching English as a foreign language (TEFL), with the mobile phone being one of the electronic devices that is being considered as a highly practical tool in the teaching and learning of English. Therefore, this project is intended to analyse the impact that Covid-19 has had on digitalisation in the education system and more specifically, the implementation of ICT in the English classroom will be explored, together with the use of mobile phones for English language learning. After carrying out this research, a didactic unit will be developed based on the application of mobile phones in the English language class, which will be aimed at students in the third year of Compulsory Secondary Education (CSE).

**KEYWORDS:** ICT, Covid-19, TEFL, English language learning, M-Learning

### **RESUMEN:**

Las Tecnologías de la Información y la Comunicación (TIC) se han integrado progresivamente en el ámbito educativo en los últimos años. Sin embargo, este proceso de digitalización se ha acelerado bruscamente en los centros educativos debido a la pandemia de Covid-19, transformando por completo el proceso de enseñanza y aprendizaje. Como consecuencia, los centros escolares han tenido que ser equipados digitalmente y todo el profesorado ha empezado a aplicar las TIC en las aulas. Además, las TIC están desempeñando actualmente un papel muy importante en la enseñanza del inglés como lengua extranjera, siendo el teléfono móvil uno de los dispositivos electrónicos que se está considerando como una herramienta muy práctica en la enseñanza y el aprendizaje del inglés. Por ello, en este proyecto se pretende analizar el impacto que ha tenido el Covid-19 en la digitalización del sistema educativo y, más concretamente, se explorará la implantación de las TIC en el aula de inglés y el uso del teléfono móvil para el aprendizaje de la lengua inglesa. Tras la realización de esta investigación, se desarrollará una unidad didáctica basada en la aplicación de los teléfonos móviles en la clase de inglés, que estará dirigida a los alumnos de tercer curso de la Educación Secundaria Obligatoria (ESO).

**PALABRAS CLAVE:** TIC, Covid-19, enseñanza del inglés como lengua extranjera, aprendizaje de la lengua inglesa, aprendizaje a través del móvil

## 1. INTRODUCTION

Nowadays, Information and Communication Technology (henceforth, ICT) plays a fundamental role in the education system and in the process of teaching and learning English, especially because of the Covid-19 pandemic which society has been facing since last year. Due to this fact, electronic devices such as mobile phones have become indispensable within the educational sphere, especially in secondary education, since these devices enable rapid and effective communication when in quarantine and they can also facilitate the work in most cases, both for educators and learners. However, not only is it already used when teachers or students are in lockdown, but also inside the classroom in face-to-face lessons. Some English teachers have realised that smartphones can be a valuable device to use for educational purposes within the classrooms, as a variety of dynamic and interactive tasks can be carried out, thus enhancing students' motivation to learn English and cooperativity among them and, at the same time, they develop digital competences. Moreover, according to the Order of January 15<sup>th</sup>, 2021, by means of which the curriculum corresponding to compulsory secondary education (henceforth, CSE) in Andalusia is developed, the use of ICT is highly motivating for learning English and for practising the different skills, hence the development of digital competence is crucial when it comes to learning a foreign language (henceforth, FL). Therefore, the main aim of this project is to carry out a bibliographical review on all the aspects outlined above in order to analyse them in depth. Furthermore, when the theoretical framework is accomplished, a didactic unit will be developed. This lesson plan will be primarily focused on the development of communicative activities for the English language classroom in which mobile phones will be involved and it is mainly aimed at students of the third year of CSE.

Regarding the structure, this project is divided into two parts. In the first part, a theoretical framework is presented, in which different aspects are covered. First of all, a general overview of ICT is included and how it has been abruptly integrated into the school system due to the Covid-19 pandemic. What is more, the implementation of ICT in the teaching of English as a foreign language (henceforth, TEFL) is explored, including the advantages and disadvantages and the resources and tools that can be used for English language learning. After examining all these issues, a section on mobile learning is analysed in general terms. Subsequently, there are various paragraphs in which the importance of the use of mobile phones in the English classroom is highlighted in order to determine how mobile phones perform in the lessons. In addition, an in-depth research into how smartphones can be implemented in the process of learning and teaching English is conducted, along with how English skills can be developed with these electronic devices. Apart from this, Covid's effect on the application of mobile phones in the process of teaching and learning English is observed. To conclude with the first part, the effects that phones have on English

language learning are examined, both positive and negative. In the second part, a didactic unit is developed, which is based on the research carried out in the first part. Finally, a conclusion and the references which have been utilised for this project are portrayed.

## **2. THEORETICAL FRAMEWORK**

### **2.1. ICT in education**

Due to the development of ICT, society has undergone significant changes in different contexts, especially in the field of education; but before starting to analyse this issue in detail, it is important to understand the meaning of ICT. ICT makes reference to all types of technology which enable people to access information and knowledge in a digital way, such as smartphones, internet and social networks (Ratheeswari, 2018, p. 45). Additionally, Chen (2019) states that ICT is the set of technologies which has been developed in the contemporary world to make communication and information more effective. She also mentions that ICT has changed both personal relationships and the way in which knowledge is acquired because of the advancement of the internet and new technological tools like, for example, tablets, computers, mobile phones as well as software and digital platforms. According to Garrido Agudo and Ortega Martín (2014, p. 56), the term ICT is attributed to devices or tools which can be employed for creating interaction as well as transmitting knowledge and information. These statements describe ICT in a general way but concerning the educational environment, the notion of “technology” is associated with learning materials or resources which can be applied and they are helpful to accomplish different goals (Agudo & Ortega Martín, 2014, p. 56). It can also be defined as some devices which are applied in educational centres to produce, transmit, interact, manipulate and store information (Learning Portal, 2021). Moreover, Gómez Gallardo and Macedo Buleje (2010, p. 211) express that ICT is the current innovation in the education system which allows both educators and students to make decisive modifications in their daily work and in the teaching and learning process.

As stated above, technology has turned into an essential factor within education. With the implementation of ICT, a lot of students are currently learning and acquiring knowledge in a different way through the Internet, searching for information online, using digital platforms or interactive websites, for instance. Therefore, they have started to achieve digital literacy, which implies that pupils obtain technological capabilities, know how to examine the online data and understand the concepts of plagiarism and copyright (Loveless, n.d.). This author argues that by acquiring these abilities, learners can study the content of the subjects from a more innovative perspective and, in this way, they develop critical thinking since they examine, contrast

and analyse diverse sources of information. He also explains that conventional and digital literacies can be combined in the classroom in order to enrich the student learning. In other words, students develop reading and writing skills or they learn grammar rules through interactive videos, electronic devices and digital programmes. Consequently, they extend into areas beyond traditional competencies, they improve their ability to comprehend and think and they feel more encouraged. For instance, if teachers want learners to work on writing skills, students might carry out the writing through a visual presentation made with Canva or PowerPoint. They could include images or videos, looking for unknown words in an online dictionary and they could even self-correct spelling and grammatical mistakes. In such a manner, they would practice the skill of writing but in a more creative and innovative way.

Similarly, other authors reflect the idea of the importance of digital literacy for students. Carey (2014) states that digital literacy is having the potential to access, search and assess information on the internet in an efficient and discerning way through electronic devices. She points out that many people dedicated to the education sector consider digital literacy to be crucial these days but that there are still some educational establishments that have difficulties in incorporating it into the syllabus because of their very structured and inflexible curricula. Most of the managers of these schools claim that they cannot incorporate a subject in which digital competences are taught. Nevertheless, it is not necessary to include any subject as these digital abilities can be learnt within other existing courses such as English or Literature, that is to say, they would be taught as a transversal element. Apart from this, it is also important for teachers to make sure that learners know how to properly handle all the available material found online. By teaching these digital aspects, pupils will be adequately prepared to deal with the world wide web in both their professional and personal lives. According to Hague and Payton (2011, p. 3), digital literacy “means being able to communicate and represent knowledge in different contexts and to different audiences (for example, in visual, audio or textual modes)”. In order to do this, the most essential information must be sought and selected and then analysed from a critical point of view. These authors express that this type of literacy enables students to be connected to ICT and to benefit from a wide range of opportunities related to it. What is more, they note that the integration of ICT in both primary and secondary education improves the learning and teaching process.

Moreover, it is relevant to mention that instructing digital literacy in the classroom extends beyond teaching technological skills. Vivancos Martí (2013, p. 23) emphasises that ICT proficiency is not only about being able to manage technological devices but also about learning individually or in groups the skills of seeking, choosing, examining and classifying new content from a variety of sources. Thus, this set of skills composes the digital competence. Bali (2016) clarifies that developing digital skills in

the classroom only involves that pupils learn how to search for pictures online and embed them into a programme, for example, Word, whereas digital literacy refers to teachers teaching children how to select the most suitable photographs for their tasks, to identify those that are under copyright and know how to reference and cite them. This is not only applicable to images but also to texts, articles, tables or figures that students want to use for any of their assignments. Besides, this author remarks that teaching digital knowledge implies that teachers should also warn students about the dangers of posting personal information or images on social media as well as the significance of securing their electronic devices by using complex passwords. Added to that, educators should talk to students about the risks of posting public comments which contain delicate issues on blogs or social networking sites such as Twitter. Cole (2019) discusses this issue in addition to stating that teaching digital literacy also comprises making students reflect on how to use ICT and raising awareness of the concept of cyberbullying so that they understand the negative consequences of this type of harassment. In general, digital literacy is not merely a matter of using technological resources but also how to use them appropriately inside the classroom. Students should be aware that ICT is a tool which provides them with access to more information and facilitates their work. Nonetheless, if they do not employ it properly, ICT can cause problems. That is why pupils should be taught from the outset all the aspects that have been mentioned above.

Furthermore, due to the incorporation of ICT in the classrooms, the role of teachers is changing from a traditional teacher-centred approach involving only a blackboard and theoretical lessons to a more student-centred learning with a highly communicative learning context (Gómez Gallardo & Macedo Buleje, 2010, p. 211). These authors highlight that the purpose of integrating ICT in this area is to serve as a channel and means of communication as well as an exchange of knowledge and learning. They also mention that ICT is a tool used to manage information and a source of resources, it can also be useful for cognitive enhancement and even for entertainment and a wide range of information can be easily acquired through it. All of this entails that the didactic transpositions have to be designed and developed in a new and different way because a distinct process of learning and teaching is conducted, that is to say, teachers start to act as a guide to help students in their training and learners become the relevant figure in the classroom, since they work more independently with their classmates. As stated by Hernandez (2017, p. 330), teachers have had to transform themselves into professionals who are able to provide the adequate skills for a society surrounded by technology.

Other points to consider in terms of ICT in education are which technologies are the most appropriate to implement in the classrooms, when and how to integrate them. Vivancos Martí (2013, p. 24) postulates that attention must be paid to various

issues in order to answer these questions in a meaningful way, such as the methodological approaches of teachers as well as their organisational and training characteristics, the technological facilities available in the schools, the accessibility and diversity of digital learning materials and the socio-economic background of the school community. Besides, this author maintains that it depends on educational policies since in some cases there are governmental authorities that determine the settings for ICT usage while other governments allow schools total independence to decide which ones to include, when and how. Further, in order to ensure a successful ICT application process, the sharing of relevant information between schools should be fostered, the school management staff and all teachers should be trained so that they can provide organisational and educational leadership concerning ICT as well as to encourage the preparation of interactive and innovative digital resources.

Generally, the use of ICT brings many benefits to the classroom. Sharma (2016) outlines that it is crucial to incorporate ICT in schools due to the fact that it helps to design a more effective and modern curriculum, new didactic resources as well as training courses for teachers. He also affirms that it motivates students and increases their creativeness. If technological methods are used in the classroom, teachers and students can communicate and interact with other people involved in the educational sphere and share knowledge. Another aspect to take into account is that ICT makes it possible for students to obtain the necessary content much more rapidly and they can collect and store information, notes, images or videos which can be useful for their learning. Additionally, the website Pedagogoo (2020) lists some of the most positive aspects when applying ICT inside the classroom, such as the fact that students usually pay more attention and they are more involved in the subjects, innovative educational materials can be utilised (games, videos, websites), collaboration among students is strengthened, digital awareness is raised, creativity is fostered and communication between teachers and learners improves, as interaction by means of ICT may become more natural, informal and spontaneous.

Disadvantages can also be found when ICT is employed in the classroom, but these difficulties can be tackled. For example, students may be distracted and not pay attention to the content of the subject or not complete the assignments that they are required to do. Nevertheless, educators should be supervising that pupils are using the technological tools for scholarly needs. Added to that, there may be problems with the internet connection. If this were to happen on certain days, teachers could have other resources prepared that do not require the use of the internet and teach the lesson without using technological tools. It is not a problem if some days ICT cannot be used in the classroom since lessons can also be entertaining and motivating by using other alternative materials such as flashcard games. Another constraint could be that students can cheat with the employment of ICT. On the contrary, teachers notice when

the tasks of two or more pupils are remarkably similar and there are many tools on the internet which detect plagiarism. Besides, some teachers may not have enough knowledge of ICT but there are more and more training courses on ICT intended for teachers. Another concern could be that some families cannot afford the purchase of electronic products for their children to bring to school. Nonetheless, there are usually many financial aids or scholarships aimed at providing the students in need with the proper resources.

As observed in this section, many authors strongly agree that ICT improves the students' learning, interaction increases and more interactive media resources are employed. It has been gradually implemented in classrooms, sometimes even changing the teaching and learning process. Moreover, the integration of ICT in the educational context has led to the use of technological tools in the classroom and the emergence of innovative methodologies such as flipped classroom, project-based learning or gamification, which have started to be implemented by some teachers in their subjects. These new methodologies can make the student's learning process different and they can acquire knowledge in a more encouraging, dynamic and communicative way through videos, online resources, games and teamwork. However, new teaching methods must be properly implemented, since in this type of methodologies, electronic devices are usually involved in the classroom and if rules are not established from the outset about when to use these tools and for what purpose, students may misuse them for other than academic goals. Educators should therefore ensure that young students learn to deal effectively with ICT since nowadays they live in a society in which ICT will be part of their careers as well as their personal lives.

## **2.2. The impact of the Covid-19 pandemic on the digitalisation of the education system**

As mentioned in the previous section, ICT is becoming a powerful tool in the educational context and it has been progressively integrated into some classrooms over the past few years. Nevertheless, this digital transformation has suddenly accelerated in most educational centres due to the global Covid-19 pandemic. In March 2020, an alert state was declared in Spain due to the rapid spread of the virus throughout the country. Consequently, the entire population was confined to their homes and the way of life completely changed, with education being one of the most affected areas. Educational buildings at all levels were closed, which meant a radical alteration in the way that teachers taught. Firstly, educators had to adapt quickly to online teaching and most of them had to take courses in order to receive comprehensive training regarding technological resources. The school year had to be finished entirely online and, when the new academic period began in September 2020, many uncertainties arose about the impact of Covid in the classroom and how lessons

would be taught. Despite all the concerns, most of the educational centres have started the course in a face-to-face or blended learning mode and have begun to realise that technology is a valuable tool for education and that classroom teaching has considerably changed. Almost all classrooms have been equipped with digital whiteboards and webcams with microphone, so that teachers or students can follow the lessons online if they are confined. Digital platforms are also used to post interactive material, notes or whatever the teacher may consider necessary. Moreover, the use of mobile phones for educational purposes has increased due to the pandemic because students and teachers have become accustomed to working with this device during confinement. Generally, parents now allow their children to bring electronic devices to class (which used to be unusual and uncommon in previous years), since it has been observed that the lessons can be much more dynamic and varied: mobile phones are being used to search for information if students have to carry out some projects, to do interactive worksheets, to do a brainstorming on a particular topic with applications such as Nearpod or Mentimeter as well as to play online games for reviewing some of the content that they have studied. Besides, they can submit their assignments to the teacher more quickly and efficiently through digital platforms. In this way, teachers avoid touching tangible material such as notebooks, making it less likely to become infected and paper waste is also reduced. Nonetheless, it should be taken into account that some families cannot afford the purchase of electronic products for their children to bring to school. Thus, this is an issue that governments must address and should provide the students in need with Internet or electronic material. On the bright side, it seems to be underway.

Covid-19 has promptly accelerated the process of most educational centres becoming digital worldwide. Fernández and Vergara (2020) assure that it has moved from a completely face-to-face teaching and learning process to an educational approach that does not require students and teachers to be in the same time or space. Be that as it may, these two authors claim that this sudden transformation in the educational area has led to an analysis of the situation of the educational system before the pandemic began. Regardless of the many technological resources that have been invested in and utilised over the last year, the educational area before the virus spread lacked much digital resources and the teachers' role needed to be revamped concerning ICT. They comment that the current education system has to provide a larger quantity of digital resources to teaching staff like, for example, pedagogical software or ICT tools in order to promote a successful computerisation of the upcoming school system. In addition, educators should become more familiar with the use of ICT so as to be able to apply it in the classrooms. Hence, they will be capable of creating innovative content and encouraging learners by acquiring digital literacy.

According to the OECD<sup>1</sup> in its 2018 Teaching and Learning International Survey (TALIS) (2019, p. 30), the percentage of teachers who were trained in ICT and incorporated it into their teaching methods is only 60%, whereas 18% of teachers declared that they had a considerable need for ICT training to be able to introduce it in their professional activity. These percentages have been calculated based on 47 OECD countries, in which Spain is included. As a consequence, Schleicher (2020, p. 17) examines these data and he states that educators should renovate their competences on a regular basis with the purpose of being innovative and adaptable to the accelerated changes which are occurring these days. This researcher also contends that ICT training is paramount nowadays, especially in the light of the current health situation, as it has forced instructors to adjust their teaching activity rapidly without having in most cases enough digital skills to be able to implement ICT in the classroom.

Over and above that, Vives (2020) asserts that ICT has proven to be a valuable tool for education after what has been experienced throughout the months of lockdown and thereby, there is no longer any justification for not making progress in technological advances within primary and secondary schools. This author discusses that the pandemic has led to electronic devices serving as a means to study during these complex circumstances. Along with this, she underscores that the educational system requires appropriate ICT facilities to prevent it from failing. Still and all, not only should investment be made in electronic resources but also in training for teachers and students so that they can make the most of ICT and hence not to transform teaching and learning into a difficulty. She also informs that educational centres which were already suitably digitalised have not had as many struggles in dealing with ICT and have been able to continue the lessons fairly normally. However, those schools which were not widely prepared have found it harder to adapt to this digital transformation and are now much more aware of what they require to handle the challenges of e-learning. Additionally, this writer shows how to digitalise the educational establishments efficiently in view of the company Acer: there has to be a well-balanced software and hardware, put another way, if the electronic devices in the centre are not very powerful, a basic software is required for it to work properly and the other way round, since if you supply pupils with access to masterful software, for instance, but the devices are not sufficiently powerful, it will not be fully exploited and it may not work effectively.

Similarly, Ludus (2020) illustrates that the pandemic has affected numerous aspects aside from health, namely, education. Whereby, schools are pursuing the necessary resources to ensure that education continues in a quality and efficient manner. This website explains that the educational system has realised that progress

---

<sup>1</sup> The acronym OECD refers to the Organisation for Economic Co-operation and Development

must be accomplished with respect to digitalisation. It also underlines that digitalisation in the teaching and learning process does not entail that education is conducted online but rather that ICT is implemented in teaching methods for the sake of fostering pupils' motivation and involvement. By way of illustration, ICT could be introduced to develop gamification in the classroom. Furthermore, the webpage outlines that the role of ICT in educational centres was quite moderate until lately but the unfavourable prevailing conditions have hastened the digitalisation process in a rapid pace with a fairly significant endeavour. Initially, ICT was applied in both teaching and learning on the account of the quarantine that the whole world had to undergo. Yet, it has come to stay post-confinement due to the fact that it is the sole feasible option to the ongoing situation which is being faced. Ludus mentions that the present situation should not be seen primarily as a problem for education but as an advantage to optimise the use of ICT, since ICT helps learners to develop competences related to technology, facilitates the work of teachers and teaching methods become more innovative and creative. The same website suggests some of the options that can be useful for applying ICT in the classrooms, such as interactive displays which portray the content to be taught or employing tools as a means to create quizzes for pupils, simulating a contest. Another option that this webpage mentions is the employment of online games. Videogames can be utilised for educational aims and the so-called Minecraft Education Edition is proof hereof. This video game is intended for school usage in which children can learn the subject contents in a highly interactive way. As a consequence, students are more encouraged when it comes to learning and they can acquire knowledge in an easier way.

What is more, Frattini (2021) holds that Covid has accentuated the importance of ICT resources for complete inclusiveness owing to the fact that he has found learners who have not been able to continue face-to-face lessons either for health problems, work or other reasons. As a result, the virus has revealed the vast need for the digitalisation of education around the world and training people to be digitally literate. On top of that, the author expresses that he does not believe that education will change from face-to-face to virtual format, but rather that conventional in-person lessons will be transformed and more ICT materials and devices will be incorporated. On the plus side, face-to-face sessions have positive implications as these enable students to interact and strengthen their interpersonal relationships. This author maintains that a blended learning model will be conducted in some classes in which there are digital elements and students have the possibility to follow and intervene in the sessions either in person or remotely.

In accordance with Langthaler (2021), digitalisation will be increasingly present in all the education systems around the world. Nonetheless, the Covid pandemic has caused inequality to become more noticeable regarding ICT. For this reason, she states

that access to high-quality education for everyone is a matter of utmost priority, which is why public education must be reinforced, more supported and authorities should establish countervailing policies and should invest in facilities and training for educational staff. She concludes that being part of a networked education and possessing technological competences should not be a requirement but a fundamental human right. Concerning Spain, particularly in Andalusia, the Regional Ministry of Education and Sport has supplied 70689 electronic devices to Andalusian state educational establishments (Junta de Andalucía, 2021). These devices are laptops intended for teachers who need them and for students who cannot afford to buy them. The aim of this distribution is to try to tackle digital inequalities that have arisen in the Andalusian educational system due to Covid. This technological equipment started to be distributed at the beginning of the academic year and was completed in March. Apart from that, the devices to be provided to Andalusia by the Ministry of Education and Vocational Training will arrive in June and will be available for the next school year.

To explore in further depth about the effect that Covid has had on the whole education community with regard to digitalisation, I contacted the secretary of the secondary school where I did my Master's internships. The centre where I was assigned to do my internships is named *I.E.S. La Pandera*, located in the town of Los Villares in the South of the province of Jaén. As I have been working in an educational centre as a trainee teacher and I have observed the technological advancements that have taken place in the school due to the pandemic, I thought it would be useful for this project to obtain more specific information on this issue from my trainee school. As a consequence, I prepared some questions for the secretary of the centre to answer, which were:

- Was the high school fully digitalised before the pandemic started?
- Has Covid-19 had a huge impact on the digitalisation of the centre?
- What new furniture or technological resources have had to be purchased as a result of Covid? (digital whiteboards, computers, any paid digital platforms, etc.) Have all classrooms been equipped with this furniture?
- Have electronic devices been provided to students who cannot afford them?
- What was the budget spent to digitise the centre after confinement?
- Has the high school improved with the installation of the new technological furniture?
- Has Covid-19 had a strong impact on teachers with regard to their teaching methods and ICT?

- What were the teachers' viewpoints regarding the increased digitalisation of the school?
- Has there been any digital training for teachers? If any, has money been spent from the school's budget?
- Has it been difficult to adapt to the sudden technological changes?

The answers to these questions were as follows. Before the Covid pandemic started, the centre was already somewhat digitalised and an attempt is always made to upgrade the school every year with the money available. There were already computers and some interactive whiteboards, although most of them are outdated. It should be noted that computer screens were changed a few years ago and they are more modern. Besides, the school has been part of the so-called Digital Action Plan for three years, which is called *Plan de Acción Digital* in Spanish. The objective of this plan is to improve different aspects of education through digital transformation. However, there has been rapid technological progress due to the pandemic and more electronic devices have been acquired. Two 3D printers, some webcams with a microphone for all the classrooms, a projection screen, a projector for the therapeutic pedagogy classroom and a new computer for the library have been obtained, to name but a few. A television has been placed at the main hall and acts as a notice board. Tablets have also been purchased for the staff room, one of them for checking in and out of the teaching staff. Added to that, other computers have been bought for the head's offices, as well as for some departments such as biology and the music room. Some of these products have been purchased by the centre itself but others have been donated by other organisations such as the Centre for Teachers, which makes reference to *Centro de Profesorado* in Spanish. Further, the Andalusian Regional Government has provided both educators and some pupils with laptops that work remarkably effectively. Likewise, the high school has contracted digital education platforms such as Genially and Educaplay with the purpose of being used by teachers and students in the teaching and learning process. It is also important to mention that the town council through the Andalusian Regional Government provided tablets to students who could not afford the purchase of technological resources so that they could use them over the course of the confinement. Regarding the budget spent to digitise the centre after confinement, only 10% of the money provided to the school by the Andalusian Regional Government can be spent on inventory. If that percentage is exceeded, justification must be given as to why such expenditure is necessary. In summary, according to the secretary, this secondary centre has improved and benefited from the installation of technological equipment but there are still other elements that can be further improved such as the replacement of all the computers in the Computer room, since they are a bit obsolete.

With reference to the teachers who work at *La Pandera*, they have had to learn how to use Google Classroom and Google Suite on account of the pandemic. The virus has forced them to work with these platforms, especially when someone is confined at their homes or has health problems. If some teacher is confined, he or she conducts the sessions online from home and can see the students in the classroom because these have been equipped with webcams and microphones. Therefore, pupils are in the classroom listening and watching the teacher through the interactive white screen. Similarly, if there are confined students, they can connect online and teachers post the activities, materials or contents of the subject to them through the Google Classroom platform. Apart from this, all teachers hold meetings by videoconference and they have had to change their teaching methods: most of them currently employ interactive resources and online games and post the tasks on digital platforms, for instance, Google Classroom. They now use digital books and display them on the digital whiteboard for pupils to do some interactive exercises. Moreover, most of the teachers have been digitally trained by taking courses related to digital platforms such as Edpuzzle or Genially. None of the high school's budget is spent on ICT training for teachers since there are usually courses at the Teachers' Centre which are free of charge or educators themselves pay for them. On the one hand, both teachers and learners found it difficult to adapt to this huge technological change, especially when the pandemic started and all lessons were conducted online, since the interactions were more complicated. On the other hand, the majority of the teaching staff are pleased that the high school has become more digitalised because the electronic tools facilitate their work in many aspects and they consider that lessons are more innovative and dynamic by using technological resources. Thus, for all of the above, it could be said that Covid has had a strong impact on this educational community and several factors within the centre have significantly changed, notably the ICT elements and the way of teaching and learning.

On the whole, digitalisation has dramatically emerged in the educational environment on the grounds of the virus and the transition from conventional teaching and learning to a more technological approach is intensifying. The lockdown has demonstrated the urgency of developing an efficient and a correct digitalisation of schools. Moreover, the current climate has prompted an opportunity to analyse the educational system and engage in a transformation and investment initiative with respect to ICT implementation, in a bid to achieve a substantial improvement in education. After reflecting the statements and ideas of different authors as well as the interview that I conducted to the secretary of my internship centre, it has been observed that Covid pandemic has significantly accelerated the process of digital transformation within the educational context. Due to this strange situation, schools are modernising more rapidly and teachers are innovating in their lessons by using

mobile phones or interactive whiteboards, for instance, which is proving to be a very positive aspect for students as they are more encouraged and, at the same time, they interact and participate much more. Despite this, however, the virus has led to an increase in digital exclusion because there are students who lack technological tools and cannot afford them owing to the socio-economic level of their families. And although in some cases resources are provided, much remains to be done to ensure that there are no digital inequalities. Therefore, authorities should pay attention to this issue and invest more in ICT equipment to properly digitally adapt all the classrooms, to train teachers to be sufficiently computer literate and, indeed, to provide the students in need with some electronic material to mitigate this digital gap.

### **2.3. The implementation of ICT in the teaching of English as a foreign language**

Nowadays, ICT is also playing an increasingly important role in the English language classrooms, both because of the development of ICT in recent years and because of the Covid pandemic, and especially as a result of the latter. More and more English teachers are creating interactive resources in which electronic devices are utilised for students to work on any topic in English. Proof of this is that there are several teachers who have accounts on social networks such as Instagram where they post materials specifically created by themselves in order to inspire other language teachers. Some of the content that they usually publish are Kahoot games or interactive Genially presentations to practise some topic. These teachers emphasise that they typically follow the contents of their textbooks but give them a digital touch for more entertaining and dynamic activities. In addition, many of these teachers share their own interactive resources for free via social media, which is an aspect that their followers (most of them educators) appreciate enormously. Apart from that, those teachers who show their resources on social media tell their experiences of how these digital resources have worked in the classroom: whether students have learnt, whether they enjoy it or whether they participated, and those experiences are always positive. They comment that students are highly motivated and that most of them perform the tasks satisfactorily.

I have experienced first-hand how ICT is being introduced into TEFL in the secondary school where I did my internships. My internship tutor, who is an English teacher, employs the digital whiteboard almost every day to do interactive exercises corresponding to the topic which is being covered. Added to that, more dynamic projects are being carried out in which students have to use ICT. One such example is that third grade students had to read a graded book that they selected from the school library in order to practise and assess their reading skill. Each pupil took a different book depending on their level of English, tastes and interests and they should read it at their homes. After that, the teacher explained to the learners that they had to create a

book trailer about the book that they had read. The content that had to appear in this trailer was the most important and fascinating aspect of the book and it had to be in English. They could produce it on the digital platform of their choice and once they had finished it, they should send it to the teacher. The result was outstanding as these young learners made a huge effort: each trailer was original and they introduced in the video many effects and transitions, images and sentences written in English. Students were mightily motivated as it was not a traditional activity of simply reading a book and most of them liked it enormously. Besides, when they finish a topic and the exam is approaching, learners complete interactive worksheets and the teacher prepares a Kahoot to play in class and to review the grammar or vocabulary seen in that unit. It should be noted that pupils absolutely enjoy playing Kahoot since they consider it as a contest and compete with each other. They take the game seriously and they acquire knowledge and are entertained at the same time. Therefore, it could be said that ICT has a positive influence on language learning and it is definitely something that the students are keenly interested in if implemented moderately.

Many researchers agree that ICT benefits foreign language learning. When it comes to teaching and learning English, numerous communicative strategies and skills can be enhanced in which ICT has a prominent role (Vega Vivar, 2016, p. 5). According to Rico Sirvent (2017, pp. 6-7), the integration of ICT in the English language classroom has changed teaching methodologies and the way students acquire knowledge. Besides, the author states that numerous researches have proven that it is possible for pupils to develop their English language skills with an appropriate employment of technological devices. She mentions that incorporating ICT in English classrooms is challenging for both teachers and learners because they have to adapt to employing it. In the same manner, Çakici (2016, p. 74-75) outlines that educators should have a new teaching perspective to implement ICT correctly in TEFL. This author also remarks that a positive learning environment is created for practising the language by involving ICT and that technological tools are undoubtedly extremely beneficial and creative educational resources to positively promote the learning of English language.

Besides, Erben et al. (2009, p. 79) indicate that it is essential that teachers know how technologically literate their students are before applying ICT in the classrooms. Educators can expect that students know how to manage electronic devices and that they know how to create an interactive presentation in PowerPoint, as most young learners are familiar with social media. However, teachers can sometimes be wrong and pupils do not necessarily know how to perform tasks involving ICT in the lessons. For that reason, these authors suggest that teachers can elaborate questionnaires at the beginning of the academic year to find out the digital skills that each student has and, in this way, teachers will have a clear idea of the amount of ICT to be incorporated in their sessions in order to ensure an optimal learning. On top of that,

roles in lessons change when employing ICT since the classroom environment becomes more learner-centred rather than teacher-centred (Erben et. al, 2009, p. 81). These writers clarify that by changing roles, self-learning can be fostered through group or pair work in which students have to do collaborative activities or problem-solving tasks.

What is more, Rico Sirvent (2017, pp. 21-24) mentions that teachers, students and the materials that are used are all essential in a classroom for interaction to take place. She highlights that the materials that have always been used for teaching languages have been textbooks but new supplementary ones have started to be applied nowadays, due to ICT and its tools. ICT makes possible that the learning of a FL is developed by means of different resources, such as social networks, videos, emails or chats, blogs, podcasts and collaborative work tools. Consequently, the information which is extracted from all of these materials can be critically examined and, in this way, students are able to read and comprehend dynamic and different resources. Added to that, the author upholds that with the support of ICT, learners can acquire the ability of being critical and analytical in order to collect the most essential information from all that is available and it also enables them to post and communicate facts easily. Likewise, Garrido Agudo & Ortega Martín (2014, pp. 60-61) support this argument by indicating that teachers have been mainly relying on books as their primary resource in former times so as to conduct the pupils' learning process. By using textbooks, the contents are taught in a simple and effective way to accomplish the required objectives and to plan the assessment but despite this, ICT is becoming more prominent than books in present times. In consequence, these authors state that school textbooks need to be modernised to adapt to the needs of contemporary times. In fact, they mention that the Oxford English textbooks publisher has been upgraded and it has digital educational books for different grades of secondary education. But it is not only this publishing house which has been updated, but also many others such as Macmillan, Burlington or Cambridge. Most English language teaching textbooks are currently available in digital format or have online platforms where teachers and students can do interactive activities together in the classroom. In this way, tasks are somewhat more entertaining, students are usually more attentive and focused in the classroom as well as more interaction between students and teachers can be fostered.

In brief, it is a well-known fact that ICT is revolutionising teaching and learning methods. Young students are born into a society where ICT and social networks are always present in everyday life and they will certainly have to apply it in their professional careers in the future. This is one of the reasons why it is important that digital resources and technological devices are incorporated in lessons and not merely to follow the textbooks so that students know how to handle it in an appropriate way.

Moreover, the use of ICT for learning English has been proven to be successful since students usually pay more attention to the content that they are learning and they seem to react remarkably well to the kind of activities carried out through ICT.

### **2.3.1. Advantages and disadvantages**

As with most other elements which are integrated into the teaching and learning process, the application of ICT in the English language classroom can have both positive and negative effects.

In terms of advantages, Shalini Jayanthi and Vijay Kumar (2016, pp. 35-36) show some of them, such as the wide variety of resources which can be found when employing ICT. Moreover, learners feel more encouraged since they generally tend to have a positive outlook towards everything that has to do with ICT. They also point out that ICT increases learners' self-confidence and self-esteem because they can acquire knowledge at their own pace as well as strengthen cooperative learning among students. According to Rodinadze and Zarbazoia (2012, p. 273-274), conventional English lessons did not appeal to all students, whereas teachers can access a large amount of multimedia resources thanks to ICT to create more creative content and make the classes more dynamic, which results in more motivated and engaged students. These authors guarantee that pupils' level of comprehension is boosted by including audio-visual elements in the teaching of English. In addition, ICT makes it easier for teachers to provide information to parents about their children, as digital platforms have emerged where teachers can quickly post all their students' grades and families can access and observe their children's progress like marks, attendance and participation. Furthermore, Vega Vivar (2016, p. 27) accentuates that the efficiency of English language learning can be enhanced in a number of ways if ICT is implemented in lessons. For instance, the learning of grammar and vocabulary can be supported by videos or interactive worksheets and young learners can continue to practise these tasks at home as they can find them online. The advantage of doing these interactive exercises is that the correction is often immediate and they can see their mistakes quickly. Another aspect illustrated by this author is that ICT arouses awareness of other cultures and countries where English is spoken as a first language. This can be accomplished through the use of WebQuests, which are generally websites in which teachers post links to information for students to research a specific topic. These types of websites are usually created by teachers and they explain all the guidelines to be followed in detail. Then, students must follow these instructions in order to carry out the required work, either individually, in pairs or in groups. Another possible activity could be for pupils to send emails to other students who are from other countries and in this way cultural and social aspects can be exchanged. Apart from that, Vega Vivar (2016, pp. 28-30) notes that students can practice their reading skills from online texts

which also contain some videos or pictures to attract the learners' attention. A multitude of activities reflecting different topics can also be found on the internet to reinforce the listening skill as well as to complete computer-based writing activities. In relation to oral skill, the author mentions that video calls with native English speakers could be carried out, which is very likely to be possible nowadays as many schools are involved in programmes or agreements with schools in other countries. Another positive aspect that the author takes into account is the use of online dictionaries so that students can see distinct meanings and can listen to different sounds or pronunciations. By doing these kinds of activities, students can develop communicative skills associated with typical real-life settings.

Regarding disadvantages, ICT can distract students more easily and can be addictive, which is why it is very important to monitor students' use of ICT and to raise awareness of how to use it appropriately (Fernández Álvarez, 2017). This author lists another negative aspect such as cyberbullying, which is a serious problem that can occur if ICT is inappropriately utilised. Additionally, Garcia (2017) restates that by having access to the internet, pupils can copy projects, essays or other documents from other people, which is known as plagiarism; but many educators already have programmes that detect plagiarism directly. Apart from that, Bonilla Barbosa (2014, p. 128-129) examines other disadvantages like how expensive it can be to integrate ICT as well as how time-consuming it can be for teachers to search for the most accurate and suitable information. He also discusses that caution must be taken when data is retrieved from the internet because many sources are not completely reliable. Another negative effect to which Bonilla Barbosa draws attention is that young learners may become isolated and they may cease to develop interpersonal relationships if there is an abuse of ICT. Therefore, educators should make students aware that both socialising and a moderate utilisation of ICT is relevant. Further to this, this author takes into account that the digital gap is a major disadvantage since there are numerous social inequalities that hinder all pupils to have access to the same technological qualities. Along with this, Erben et al. (2009, p. 81) explore that ICT can present some constraints in terms of technical problems, such as the computer screen might freeze while teachers are showing an interactive presentation or that some webpage links might not work at that specific moment. Although these difficulties may occur, solutions can be adopted: the activities scheduled for that day could be postponed and other tasks could be prepared in advance that do not require electronic tools, for example.

As it has been seen, both upsides and downsides can be encountered when implementing ICT and it will work in one way or another depending on the type of students, the teacher and the resources available at that certain time. Despite any negative points there may be, attempts should be made to tackle them and focus on

strengthening the favourable ones in order to make the most of ICT within the classroom.

### **2.3.2. Resources and tools**

When ICT is involved, a huge number of resources can be found for English language teaching so as to make the lessons more dynamic and to improve students' motivation and engagement, as previously mentioned. The AulaPlaneta Team (n.d.) provides a series of resources to be used in the English subject in compulsory and non-compulsory secondary education to practise the different skills:

- BBC Learning English, which is a web page created by the British public television aimed at students who are learning the language. In this website, there are activities, grammatical theory, pronunciation tasks and videos.
- *La Mansión del Inglés*, which is another website intended for English language learners. It also contains videos, grammar and listening activities, games and tasks to acquire more vocabulary.
- engVid, which is a resource including several videos to review the content seen in lessons, either pronunciation, vocabulary or grammar. It can be quite useful for implementing the flipped classroom model.
- Oxford Learners Dictionary, which is an online dictionary containing lists of vocabulary grouped by topics and it can even notify learners of new words that have recently been introduced into the English language.
- Spell Up, which is an electronic game to improve pupils' English level regarding the distinct skills. The more the students level up in the game, the more difficult the game becomes.
- Write Source, which is a link to practice the writing skill. In this website, many topics to write about can be found for all levels and grades.
- Lyrics Training, which is a web page containing a wide selection of songs to work on the listening skill. Teachers or students can choose the level of the videoclip with the aim of filling in missing gaps from the songs.
- Podcast in English, in which different podcasts can be found to enhance listening skill and it includes activities as well as transcriptions.
- *Aprende Inglés Sila*, which is a website focusing on aspects of English pronunciation.
- LearnEnglish Teens, which is a website created by the British Council for teenagers to improve their English with various activities and videos.

- Bitesize, which is another BBC link where explanations of all skills are found, as well as history, literature or grammar.

Furthermore, there are numerous digital tools that English teachers can benefit from in their classes. One of the best known is Google Classroom. This platform helps teachers extensively since several folders can be generated for different grades, assignments can be created, comments to the students can be added or corrected tasks can be sent to each pupil in a rapid manner. In addition, Google Forms can be utilised. It is another technological instrument for conducting questionnaires or even exams. Teachers can add short questions, multiple-choice questions as well as matching questions, not to mention that it is automatically corrected once sent. These forms are easy to create and may serve to quickly assess the students' level of English at the beginning of the course, for instance. Another tool which is very useful is Edpuzzle because educators can create videos themselves for their students about any content and questions can be asked during the course of the video to check whether students have understood it. It is also possible to select videos made by other teachers. What is more, two platforms for creating interactive slides are Genially and Mentimeter. Nearpod is another one in which surveys, videos and online brainstorming can be conducted. Teachers create the content in this application and afterwards students can access it with an electronic gadget by means of a code that is provided to them. There are also collaborative tools such as Padlet, which is a kind of online board where educators can post relevant content and students can produce collaborative murals using an electronic device to share or discuss opinions related to the content studied. By the same token, online games such as Kahoot and Quizizz can be played in lessons, which both consist of creating interactive quizzes. These games can be shown in the interactive whiteboard and students can answer with their phones as if it were a competition. Another game-based platform is Baamboozle where all kinds of games can be found to review any English skill as well as grammar and vocabulary.

All of these resources and digital platforms have begun to be very successful especially during lockdown as educators had to teach all classes online and the majority started to explore ways to make videoconferencing lessons more interactive. Although some of these platforms may have a payment version, all of them have a cost-free option, which works perfectly. In addition to this, it is noteworthy that sometimes smartphones are necessary in the lessons when working with some of these tools, for example Nearpod, Padlet or Kahoot. Bearing this in mind, mobile phones are electronic devices which are increasingly being integrated into English classrooms in compulsory and non-compulsory secondary education for educational purposes.

## 2.4. Mobile learning

It has already been examined in previous sections that ICT is having a significant influence on education. Within ICT, one of the electronic devices which is starting to be used at the present time in compulsory and non-compulsory secondary education is the mobile phone, which has led to teaching and learning in a different way. This new style of learning can be called mobile learning (henceforth, M-Learning).

The term M-Learning originated in the 1970s and 1980s (Stošić & Bogdanović, 2013, p. 115). Stošić & Bogdanović (2013, pp. 115-116) reveal that around that time, Allan Key and his workmates suggested creating a small device capable of substituting books, which they called Dynabook. These authors point out that the first time such learning took place was in the 1990s and, as a result, the corporation Palm began providing some special promotions to enterprises and academic establishments utilising mobile learning on the PalmOS device. However, the European Commission did not actually commence to endorse projects dealing with M-Learning until the 21st century. Moreover, Stošić & Bogdanović (2013, p. 117) illustrate that young learners are interested in this type of mobile learning because they have been raised with the presence of these and they use them. They also say that M-Learning has some advantages since mobile phones can be utilised wherever and whenever, they are less expensive than desktops and they can be taken everywhere as they are small.

According to Laouris and Eteokleous (2005), the concept of M-Learning started to become popular in 2005. These authors used google to search for the term in January 2005 and only 1240 articles were found. Later, they searched for the same term again in June of the same year and found 22700 items. Therefore, it seems that the term began to gain recognition that year. In general terms, different authors provide a definition of M-Learning. Traxler (2005, p. 262) defines M-Learning as “any educational provision where the sole or dominant technologies are handheld or palmtop devices” but then the author remarks that this definition could prove to be very techno-centric. Likewise, Ramírez (2011) states that M-Learning is derived from E-learning, which refers to learning through ICT. This writer describes it as an apprenticeship in which mobile phones are integrated and she also comments that by using smartphones, teachers can interact with students while motivating them regardless of their location.

Over and above that, Sánchez (2017) explains that M-Learning is an educational procedure which is implemented via mobile tools. He notes that there is a more instant interaction between educators and learners when using these devices. He also articulates that the use of smartphones or social media for educational purposes contributes to a more unforced and fluent communication. In this way, pupils are more encouraged since they prefer to learn in informal contexts which are more

closely related to their daily lives. In addition, the author remarks that digital skills are enhanced, as well as cooperative work between classmates because they can ask each other doubts, exchange viewpoints and even produce collaborative tasks but each one from their mobile phone. Another key aspect is that it appeals more to students in the sense that learning is more visual: videos and images can be found with the employment of phones. This writer also restates that it is important to use learning apps in which both educators and pupils are actively involved in order to foster a favourable learning environment. On top of that, students can inquire into a variety of websites or blogs, which makes their learning more enriching.

Kurniawan (2018, p. 4) indicates that some of the features of implementing M-learning in education are that learners have the possibility to access the content of the subject and to undertake assignments in a rapid and easy way; students are more involved, which results in more interactivity in the classroom and they can consult the learning materials at any time and place. Additionally, the website Tekman Education (2021) presents that M-Learning is a subset of electronic learning in which mobile phones are used. It informs that students develop greater autonomy through the use of mobile phones for educational means because they can access the material at the time and place of their choice. Besides, students can receive feedback or marks rapidly from teachers due to the fact that comments are posted instantaneously (if teachers add any comment on a digital platform, for instance) and at the same time, students learn in a more natural context related to their daily lives. Similarly, Mosquera Gende and Fitzgerald Fortuny (2017) comment that ICT has made a powerful impact on education and educators have realised that smartphones are devices that can motivate students in their learning process. They articulate that it is difficult for teachers to avoid phones in the educational process when millions of people use them these days. Plus, the authors declare that it is not challenging to incorporate these devices into the classroom due to the fact that students seem to have a sufficient command of these. Thereby, if mobile phones are implemented for pedagogical purposes, pupils will be more encouraged to learn, their autonomy and control of learning will be strengthened; likewise, they will be able to develop other skills that will help them in their professional future.

Further, Jiménez Frías (2020) maintains that mobile teaching and learning is a fact that should not be forbidden in schools. He explores the Web of Science database in order to examine the progress of the application of mobile devices in education over the years. This educator uses the keywords “Mobile Learning” and it is perceived that this pedagogical approach is becoming rather popular since 2005, with a peak citation level in 2016 and 2017. By observing these data, he indicates that M-Learning in the classroom is a flourishing strategy nowadays. Likewise, the author expresses that education can be positively reinforced thanks to phones and that the assumption that

these electronic tools can distract or decontrol the classroom management is untrue. Jiménez Frías also illustrates some guidelines to bear in mind in order to work with mobile phones. One of them is that the teaching staff must be trained in ICT because many educators lack ICT skills, which means that they do not feel confident using phones. Another relevant point is that students must be given instructions on how to handle the devices properly inside the classroom and in this way, learners will see them as a potential tool for learning. Added to that, the author states very clearly that innovation does not mean solely the use of phones, because sometimes these are integrated in the lessons but there are still conventional classrooms, thus there would be no transformation in learning and teaching. Consequently, this educator concludes that teachers should adjust to new teaching methods in which learners feel they are in a “familiar” context, that is to say, young learners relate the information that they are taught in the classroom to their everyday life for better understanding and to avoid boredom and discouragement.

#### **2.4.1. Mobile phones and language learning**

With respect to English language learning, some researchers observe and analyse that M-Learning is becoming very prominent in English classrooms. According to Rao (2019, pp. 8-9), phones are the most popular device and young students use them quite extensively in their lives. He states that a lot of teachers and pupils apply them in the classrooms to retrieve knowledge of some topic at the present time. This writer highlights that phones enable students to gather the most appropriate information in the English subject. In addition, educators who make use of phones in their work have the opportunity to send students homework via these devices and young learners can send the task back to the teacher once they have completed it. Afterwards, teachers correct the assignment and transmit the result to the students effectively. In this manner, there is also a teacher-student interaction even if it is not face-to-face. Another relevant aspect that this author mentions is that students can rapidly search for facts about a topic when teachers teach the content in the classroom, thus boosting their learning skills and their English level. Rao (2019, p. 14) also contends that students can acquire further information if phones are utilised, and these tools are highly effective in engaging students in the lessons. Besides, pupils can use them to look up words in online dictionaries, to see synonyms of these and understand their meaning.

What is more, Godwin-Jones (2018, p. 2) argues that mobile phones have become very important in people’s daily lives in the present-day world, especially for the youth. Youngsters employ them to be in contact with their social circle, whether relatives or friends. Despite this, many secondary school students are not allowed to use their mobile phones in the classroom because teachers consider this device as a

means of distraction, resulting in the students not being engaged in learning (O'Bannon & Thomas, 2014, as cited in Godwin-Jones, 2018, p. 2). Nevertheless, this author assures that the prohibition of smartphones in the lessons may have negative consequences. One of them is that some students are probably still taking their phones without the permission of teachers, leading to tensions and problems in the classroom. Another negative effect is that learners might come to think that what is taught in English classes has nothing to do with their everyday life. The author also remarks that students may not perceive mobile devices as favourable tools for language learning and they could not benefit from the large amount of resources it offers for English language development.

As stated by Kukulska-Hulme et al. (2015, p. 5), mobile language learning can be defined as “learners and language learning being mobile, moving between places, linking classroom learning with work, home, play and other spaces and embracing varied cultural contexts, communication goals and people”. Kukulska-Hulme et al. (2015, p. 7) reflect their teaching philosophy by saying that an effective FL acquisition refers to knowing speech, grammar, vocabulary and discourse and to be able to use all of that in combination for coherent and cohesive communication. Moreover, they mention that both teachers and learners have to be actively engaged in the process of English learning, which means that students must be responsible for acquiring the knowledge and teachers must permit them to do so. What the authors intend to express with these last two statements is that it is possible to apply their philosophy if mobile phones are used for English language education, as these electronic tools are very useful for producing multimedia content with images, sound or videos; interacting with people from other countries; understanding the FL beyond the lesson room and self-assessing one's own development of linguistic skills. By the same token, Kukulska-Hulme et al. (2015, p. 8) declare that the main objective of English teachers is to achieve that the content that they teach their students is meaningful to their daily lives and to adjust to their linguistic needs. For this reason, they believe that the use of phones can contribute to reaching this goal.

#### **2.4.2. How to implement mobile phones in the English language classroom**

As maintained by Kukulska-Hulme et al. (2015, p. 13), English educators have always wondered what elements contribute to making a class completely successful. These researchers state that there is no exact answer to that question but that there are some ideas that can be taken into account to make classes go efficiently, such as implementing mobile phones for language learning. They affirm that mobile tools enable teachers to improve classroom management and to achieve the educational objectives in an innovative way. For this reason, Kukulska-Hulme et al. (2015, pp. 13-15) list a variety of characteristics to follow in order to apply phones appropriately in

TEFL, which are: to ask students to publish in an online collaborative tool or blog any doubts or questions that they may have related to English language. In this way, pupils highlight their needs for the teacher to analyse and consider when it comes to designing the sessions. Another interesting thing that could be done is to discuss with students which digital platforms, tools, webs or apps could be more appropriate to use in the English classroom and why. Consequently, learners are more involved in the learning and teaching process as they will be choosing the resources themselves. Further to this, teachers can ask students to explain the content seen through videos or images to other pupils who have been absent or are slow learners. Additionally, pupils who have special educational needs can benefit from using phones in the classroom. There are a number of tools that have screen reading, braille display or subtitles for those students who have visual or hearing difficulties, for example. Finally, these researchers indicate that diversity and inclusiveness are enhanced since students work with collaborative tools in which they work in teams with their peers.

Similarly, Norton (2014) points out that ICT allows teachers enormous possibilities to change the way that English language is taught and learnt. This author discusses that students and teachers can communicate smoothly in different learning scenarios thanks to mobile phones. She also outlines some elements that should be taken into account in order to achieve a favourable incorporation of electronic tools in the classrooms: teachers should also be aware of how to properly use mobile phones before applying them in the lessons; teachers need to be sure of the learning goals to be accomplished and they have to think of original ideas to introduce mobile phones in the teaching unit; instead of banning the use of social media in the lessons, teachers can engage their pupils by persuading them to post some of their class work on social media, for instance. Other pieces of advice that this writer gives are that teachers should investigate in depth which are the most convenient applications to implement in the language sessions and mobile phones must not be overused in the classroom but should be integrated from time to time. Likewise, Godwin-Jones (2018, p. 6) argues that mobile phones can enable pupils to practise English language effectively, since these have a large number of features such as email, recorder, photo camera, internet browser, social networks, media players or video calling tools. The author contends that learners can make extensive use of all these functions for learning English and even to become familiar with aspects of everyday life. For example, if students are learning the topic of shopping in the classroom, they could do some activity in which they have to search the internet for various furniture websites to furnish a flat or a room. In this way, students are learning vocabulary related to the topic that is being covered and at the same time they are learning how to search for economical webpages to find furniture, which may be useful when they reach adulthood.

What is more, different authors show in their publications how to integrate the different skills with the utilisation of mobile phones. Kukulska-Hulme et al. (2015, pp. 13-15) state that applications such as Thinglink can be used in the classroom, in which students can carry out activities combining images, videos, text and they can even record their own voices. Another activity could be that students record themselves outside the classroom with another classmate, either on video or voice only, and simulate an interview in English related to a topic which has been covered in the lessons: talking about friends, animals, recycling, for instance. Added to that, students can record themselves in the lessons when doing speaking activities, listen to these recordings with the whole class to analyse what mistakes they have made and then explain the grammatical aspects in which they have had troubles when speaking. These authors also mention that teachers can encourage learners to collect new vocabulary that they are learning virtually. This can be done using Evernote, which is an application where notes or important information from lessons can be collected. Thus, students can create online dictionaries themselves with this platform and gather all the words and their meanings which are new to them. Additionally, pupils can search for texts on the Internet related to the topic that they are studying and post them on a collaborative platform like Padlet. After that, the different texts can be read and discussed in the classroom. In addition, students can use their mobile phones and do activities such as storytelling to capture the content that they have studied in a more digital way. Furthermore, Kukulska-Hulme et al. (2015, p. 17) assert that students can practise the listening skill by listening to the audios using their own phones with headphones. In this manner, autonomy is enhanced because students themselves decide when to rewind or pause the audio, as well as when to subtitle the videos. These authors uphold that young learners will be more focused by doing the listening activities in this way. Along with that, learners can record themselves when they are working on speaking skills so that the teacher can subsequently listen to these recordings and give feedback. Besides, Mosquera Gende and Fitzgerald Fortuny (2017) claim that students can acquire a more varied English vocabulary by using applications on mobile devices, which will have a beneficial effect regarding the four English language skills. They recommend diverse applications such as Spelling City, in which teachers can add the new words taught in the lessons and this tool generates various interactive exercises in order to review the vocabulary in an entertaining way. LearnMatch is another app in which learners have to answer as many questions as possible in a limited amount of time. Distinct questions may appear in this game: Spanish translations, choosing the right word in a particular context or inserting the word that they listen to. Another dynamic game suggested by the authors is Words with Friends, in which pupils are given several consonants and vowels and they have to construct English words. Withal, Norton (2014) proposes some exercises to develop oral expression. By way of illustration, educators could ask learners to take photos of

themselves with their phones. In these photos, activities from their daily routines should be shown so that students describe their regular habits to teachers in a visual way. Other examples in order to practise speaking skills could be that learners show a photo of themselves from the weekend to depict and talk about what they did or even students can record their voice speaking in English with their own phone and then, in pairs, they can analyse that recording to see in which part they can improve. Another interesting activity that the author remarks is to encourage pupils to give a description of someone that they follow on a social network and then asking questions such as: "Why do you follow this person?"; "What do you appreciate about that person?" In this way, speaking is fostered by adopting strategies that capture learners' attention: using mobile phones and talking about aspects that usually interest them like social media. Furthermore, Rodríguez Núñez et al. (2017, pp. 42-43) suggest some activities which require the implementation of smartphones to put into practice in the English classroom. To practise the speaking skill, learners can record a pronunciation exercise or an oral conversation of any topic being taught in the classroom. To develop listening comprehension, students can listen to audios, songs or videos from their own devices so that they can reproduce it as many times as they want and, in this manner, they can analyse various language elements like rhythm, pronunciation, intonation, lexicon and grammatical aspects. With reference to the writing skill, these authors instruct that tasks involving email, messages or forums can be carried out in order to have a more fluid interaction and writing. Lastly, the reading comprehension can be enhanced by using online dictionaries in the classroom. Moreover, Godwin-Jones (2018, p. 11-14) shows more possibilities to work on different skills. He says that learners can access many online sites with mobile phones to acquire knowledge of grammar and vocabulary, for instance Quizlet, Grammaropolis, Johnny Grammar's Word Challenge (British Council) and The Phrasalstein app. All these sites include dynamic games and exercises; and the latter is based on cartoon characters that resemble Frankenstein in order to practise phrasal verbs. As far as reading and writing, the use of social media can be very helpful as learners can be in contact with authentic language and can learn both grammatical and social aspects (Thorne, 2003; as cited in Godwin-Jones, 2018, p. 12). The author also highlights that audios, podcasts or videos can be accessed on the web through smartphones to develop the listening skill and that students can record interviews with their classmates to train the oral comprehension.

Apart from this, Godwin-Jones (2018, p. 8) clarifies that the application of mobile phones in English language acquisition will be different depending on the existing conditions: the objectives to be determined by the educator, the type of skill being worked on, whether all students have mobile phones in the classroom or have to share them, the knowledge that students and teacher have of using ICT, to name a few. The author also suggests some recommendations in order to ensure a more

effective use of mobiles in the language classroom. One of them is that teachers should explore the applications to be utilised beforehand to verify that they will function correctly. Another point to consider is that these electronic devices should only be present in activities that require them to avoid possible attempts to employ them for purposes other than learning.

#### **2.4.3. Covid-19's effects on the application of mobile phones in the process of teaching and learning English**

Education is changing and progressing over the years and new teaching methodologies or approaches are emerging to make language learning more appealing. That is why for some time now, some English educators have tried to adapt to these changes as well as to modify their methodologies in order to innovate in the classroom and to make students feel more interested in learning. This has been done gradually and even some teachers were reluctant to do so perhaps because of fear that it would not work or because they were not sufficiently trained in new teaching techniques. Nevertheless, it has been a fundamental necessity to completely change the teaching method when the pandemic started. Due to the Covid-19 pandemic, smartphones have been an essential tool in terms of education during and after lockdown, both for teachers and learners. When the confinement began, teachers tried to do their best to keep students attentive to the subject or the lessons. That is why digital platforms such as Google Classroom, Nearpod, Quizlet or Mentimeter started to be used by teachers and students, who mostly accessed them with their mobile phones. As a result, more and more teachers are implementing mobile phones in their classrooms in the current climate. They have realised that these are a very effective and helpful instrument for learning English since many interactive tasks can be carried out while working with them as well as students are more involved and enthusiastic in the lessons.

Over the course of my internship period, I have also experienced how mobile phones are applied in TEFL. At first, the fact that students used their smartphones for carrying out activities in the English class came as quite a surprise to me, because when I studied in that same high school five years ago, phones were totally forbidden in classes and we did not use them for any academic purpose. At the beginning of the pandemic and during the lockdown, my trainee tutor started to conduct different activities in which telephones were involved, as it was one of the few ways to keep students attentive in the subject. Now that lessons are being face-to-face again, she has continued to carry out tasks which require the usage of phones, since she has observed that students truly enjoy using them to do their duties. For example, she asked the third-year students to look for a photograph in their phones with the aim of practising the description of images and introducing new vocabulary such as “on the

left", "on the right", "in the background", "in the foreground", "at the bottom". Afterwards, they had to vote for the best description. Apart from that, she sometimes allows them to take their mobiles to look up words whose meaning they do not understand. Her perceptions of applying mobile phones moderately for English language learning are positive. She uses Google Classroom to organise the groups that she has, as well as the different contents taught. She considers that Google Classroom is a very effective tool since it can be easily accessed from mobile phones at any time and place, and thus considerably facilitates the work of teachers. With just a few clicks, she uploads materials for students, adds comments, assigns activities or provides feedback. If she assigns a task through the platform, a writing, for instance, she can even set the deadline and write a description of the activity, and students automatically receive an email informing them of the activity that they have to do. Once students have completed the activity, they can attach it for the teacher to check from their device. Then, the teacher can even correct it from her mobile phone, add comments directly to the exercise and send it back to the students with the corresponding feedback. Beyond that, students do interactive worksheets related to the unit that they are currently viewing. The advantage of these worksheets is that they are automatically corrected as soon as learners finish them, which makes the teachers' job considerably easier when it comes to correcting and marking. For all the above reasons, my internship tutor thinks that it is a convenient and practical way for both her and the pupils. Moreover, the perceptions of her students regarding the use of mobile phones for learning English are satisfactory as well. This fact was proven when I taught for several days at my internship centre and I saw the reactions of the students in the third year of CSE: all learners asked me if we were going to play Kahoot, they were very receptive when I used the Mentimeter tool for them to do brainstorming by typing words from their smartphones as well as when I asked them to produce a writing in a digital platform of their choice, either Canva or PowerPoint, employing their mobile phones. In general, it is noticeable that students are fond of implementing mobiles for language learning in this high school. The majority of pupils take them to the centre and they actually make a proper use of them, because they know from the beginning of the course when to use them and when not to employ them. They even ask themselves if they can use them when a task is done in the classroom, and they are allowed to do so or not depending on the type of activity. Besides, if there is a student who does not have a mobile phone inside the classroom, it is paired with a classmate and, in this way, the ability to work in teams or pairs is also developed. Hence, there is much to be gained from the application of mobile phones in the classroom to make activities more varied and interactive, as well as to keep learners more involved and motivated.

#### **2.4.4. Positive and negative effects**

The positive effects of using mobile English learning have already been outlined in the previous sections. To summarise briefly, various authors agree that phones awaken students' interest in learning, increase their motivation and they participate more in the lessons, as more dynamic and interactive activities are carried out. Added to that, there is access to a wide range of useful resources for using inside or outside the classroom, like interactive worksheets, it is possible to work collaboratively, students' autonomy is promoted, it is a tool that is easy to handle and most students know how to use it. Nevertheless, smartphones can also have a detrimental effect. In accordance with Mosquera Gende (2018), students may inappropriately use mobile phones and they can chat with friends through WhatsApp; phones can be stolen; cyberbullying may occur; and these can also lead to physical consequences like eyestrain, cervical pain, addiction, sedentary lifestyle or insomnia. Other disadvantages that this author mentions are that a lot of teachers are not digitally trained to be able to implement them correctly in the sessions and that its use may accentuate socio-economic inequalities among pupils. Parsons (2014, p. 225) also agrees with this fact by stating that M-Learning reveals digital gaps not only because all learners do not have equal access to facilities but also because young students do not have the same level of digital literacy to use these portable devices. As claimed by Kukulska-Hulme et al. (2015, p. 22), all students do not possess a mobile phone and for this reason teachers have to think of possible solutions so that students who lack this device are not left behind in the learning process. They posit that learners can conduct the tasks in pairs or in groups in such cases. Another constraint is that Wi-Fi connection may fail in the classroom but these researchers report that pupils could complete the activities at home or elsewhere when an internet network is available.

As it can be observed, the use of mobile phones has benefits but also drawbacks. There are many English teachers who already use them in their sessions and its use has increased particularly because of the Covid pandemic. Still and all, there are several schools where the employment of these devices is forbidden for fear of triggering significant negative consequences. But it should be borne in mind that even if they are banned, students may still use them in hiding from teachers, which can be worse. It is better for educators to see when they are using them and try to prevent students from utilising them inaccurately. Therefore, teachers could encourage students to apply them for learning purposes so that they themselves realise that these are very useful tools for learning the language in a more enjoyable way. However, this does not mean that students have their mobile phones on the top of the desks at every session, but should only be used when required by the teacher. In order to avoid problems and to ensure that learners employ them strictly for educational reasons, teachers should monitor them from time to time to observe if

they are actually paying attention to the content of the lesson. This could be done by moving around the classroom, for instance. Likewise, educators should establish rules from the beginning of the course so that students have a clear understanding of when they have to use them and when they should keep them.

### **3. DIDACTIC UNIT: LET'S LEARN ENGLISH WITH MOBILE PHONES**

#### **3.1. Justification**

Under the title “Let’s learn English with mobile phones”, this didactic unit is intended for students to develop skills regarding the use of ICT to obtain new insights with a sense of critical thinking and, at the same time, to develop work habits both individually and collectively for a successful completion of the tasks (RD 1105/2014: Objectives b + e). To accomplish this, students will carry out different activities individually, in pairs and in groups, in which mobile phones are involved.

#### **3.2. Contextualisation**

This didactic unit has been designed for the 3<sup>rd</sup> grade of CSE in the secondary school *I.E.S. La Pandera*. It is a small state high school located in the town of Los Villares, in the South of the province of Jaén and it is very close to the capital city, about 14 kilometres away. Generally, the socio-economic background of the students is middle-class and most of these students’ families are dedicated to the primary sector, as they work mainly in the fields, especially during the olive harvesting season.

The group for which this unit has been developed is composed of 24 students: 13 of them are girls and 11 are boys. The average level of English is A2/B1 according to the Common European Framework of Reference (CEFR), although there is one highly gifted student and three slow learners in the classroom. Regarding the sequencing and the number of sessions, the didactic unit consists of 7 sessions of 55 minutes each and it will be developed during the 3<sup>rd</sup> term of the academic year 2020/2021.

#### **3.3. Objectives and key competences**

This section is dedicated to presenting the objectives, including the didactic, stage and FL, as well as the key competences.

The curricular particularisation for this unit comprises seven didactic objectives. Taking into account that this lesson plan is for the 3<sup>rd</sup> year of CSE, the stage objectives are taken from the Royal Decree 1105/2014, whereby the core curriculum corresponding to Statutory Secondary Education is established. With respect to the foreign language objectives, these are taken from the Order of January 15th, 2021, by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students’ learning

process is established and the transition process between different educational stages is ascertained.

According to the Order of January 15<sup>th</sup>, 2021, the key competences that students are expected to develop in this teaching unit are:

- Competence in Linguistic Communication (CLC)
- Digital Competence (DG)
- Social and Civic Competence (SCC)
- Cultural Expressions and Artistic Awareness (CEAA)

The following table presents all the objectives and key competences which are integrated in this lesson plan:

Table 1:

*Didactic objectives, stage objectives, FL objectives and key competences*

| DIDACTIC OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | STAGE OBJECTIVES                                                                                                                                                                                           | FL OBJECTIVES                                                                                                                                                                                                                 | KEY COMPETENCES                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <p><b>1.</b> To understand and identify vocabulary of feelings and behaviour</p> <p><b>2.</b> To understand oral information related to the topic</p> <p><b>3.</b> To produce brief written texts in digital format, using modal verbs and expressions of asking for and offering help</p> <p><b>4.</b> To take part in informal conversations related to the topic</p> <p><b>5.</b> To create a collaborative project in digital format and present it orally, using expressions and grammatical aspects of the unit</p> | <p>(RD 1105/14)</p> <p><b>b, e, g, i</b></p> <p>To develop basic skills by using information sources in order to obtain new knowledge in a critical way and to develop basic skills related to ICT (e)</p> | <p>(Order 15th Jan, 2021)</p> <p><b>1,2,5,8,9</b></p> <p>To use properly learning strategies and all available resources, including ICT to retrieve, select and present information both orally and written in the FL (9)</p> | <p><b>CLC</b></p> <p><b>DC</b></p> <p><b>SCC</b></p> <p><b>CEAA</b></p> |

### 3.4. Contents

The following table shows the contents to be covered:

Table 2:

*Contents of the didactic unit*

| COMPREHENSION AND PRODUCTION STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | COMMUNICATIVE FUNCTIONS                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Block 1: Oral texts comprehension</b></p> <ul style="list-style-type: none"><li>• Listening and understanding oral texts related to the tasks covered in the unit</li></ul> <p><b>Block 2: Oral texts production: expression and interaction</b></p> <ul style="list-style-type: none"><li>• Understanding and producing utterances in a clear and coherent manner about the topic</li></ul> <p><b>Block 3: Written texts comprehension</b></p> <ul style="list-style-type: none"><li>• Understanding guidelines for the correct completion of the activities</li><li>• Identifying the communicative purpose of the texts in digital form</li><li>• Skimming and scanning texts related to feelings</li></ul> <p><b>Block 4: Written texts production: expression and interaction</b></p> <ul style="list-style-type: none"><li>• Writing texts using modal verbs and expressions of asking for and offering help in digital form</li><li>• Expressing the information clearly according to the patterns of each type of text</li></ul> | <ul style="list-style-type: none"><li>• Recognising modal verbs within a narrative</li><li>• Asking for and offering help in different situations</li><li>• Giving pieces of advice and opinions using modal verbs</li></ul> |

| SYNTACTIVE-DISCURSIVE STRUCTURE                                                                                                                                                                                                                                                | SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Modal verbs: ability, permission, advice, obligation, no obligation, necessity and prohibition</li> <li>• Vocabulary related to feelings and behaviour: anxious, depressed, offensive, dull, lonely, cheerful, grateful...</li> </ul> | <ul style="list-style-type: none"> <li>• Recognising the FL as a means of communication with people from other countries</li> </ul> |

### 3.5. Transversality/ Cross-curricular elements

According to the Royal Decree 1105/2014, the transversality/cross-curricular elements included in this unit are:

- ICT
- Audio-visual communication
- Moral and Civic education

### 3.6. Interdisciplinarity

- Computer Science

### 3.7. Methodology

The methodology implemented in this lesson plan is the communicative approach. The activities have been designed with the intention of involving the students to interact in English with their classmates. Moreover, the tasks involve real communication and the language is meaningful because most of them have to do with aspects of students' everyday lives. Likewise, the four skills are integrated into the different exercises, as it happens in real life. Further, it is very likely that some of the expressions covered through the unit will help them to be able to communicate with English speakers in the future. Apart from that, the flipped classroom model is applied in some lessons, since the theoretical part covered in these sessions is taught through a video which students have to watch at home, thus letting the class hours be used to solve doubts or problems, carry out a wide variety of activities and work in a cooperative way. Besides, students will have to watch some videos at home on how to use an online application in order to do their final projects. In this way, no time is wasted in class explaining step by step how to utilise the platform and students will have more time to successfully finish their tasks in the classroom. In addition, by

watching these videos at home, students can watch them as many times as they want and at their own pace.

### 3.8. Outline of the sessions

Table 3:

*Abbreviations of the interactive patterns*

| INTERACTIVE PATTERNS ABBREVIATIONS |                |                 |                  |
|------------------------------------|----------------|-----------------|------------------|
| Individual work (IW)               | Pair work (PW) | Group work (GW) | Whole class (WC) |

Table 4:

*Outline of the different sessions*

| SESSION 1                                   |        |                      |                     |                                                        |
|---------------------------------------------|--------|----------------------|---------------------|--------------------------------------------------------|
| Activities                                  | Timing | Interactive patterns | Skills practised    | Materials and resources                                |
| 1. Warming-up: What or who makes you happy? | 5'     | WC                   | Speaking            | Mobile phones, whiteboard, Mentimeter                  |
| 2. Analysing feelings                       | 10'    | PW                   | Speaking            | Whiteboard, Google Classroom                           |
| 3. How did you feel at that moment?         | 10'    | WC                   | Speaking            | Mobile phones                                          |
| 4. Happiness                                | 10'    | WC/IW                | Reading             | Whiteboard, notebooks                                  |
| 5. Sentences about feelings                 | 10'    | IW/WC                | Writing             | Mobile phones, whiteboard, Google Drive                |
| 6. Homework explanation: Edpuzzle           | 5'     | WC                   | Listening           | Mobile phones and Edpuzzle                             |
| 7. Exit tickets                             | 5'     | IW                   | Reading and writing | Exit tickets                                           |
| SESSION 2                                   |        |                      |                     |                                                        |
| 1. Warming up: Questions to debate          | 5'     | PW                   | Speaking            | Whiteboard                                             |
| 2. How much do you know about modal verbs?  | 10'    | WC                   | Speaking            | Blackboard, mobile phones, whiteboard                  |
| 3. Analysing happiness                      | 35'    | IW                   | Reading             | Google Classroom, interactive worksheet, mobile phones |

|                                             |     |        |                        |                                                                                     |
|---------------------------------------------|-----|--------|------------------------|-------------------------------------------------------------------------------------|
| 4. Exit tickets                             | 5'  | IW     | Reading and writing    | Exit tickets                                                                        |
| <b>SESSION 3</b>                            |     |        |                        |                                                                                     |
| 1. Let's listen to music                    | 10' | IW/WC  | Listening and speaking | Blackboard, mobile phones, headphones, Lyrics Training Website                      |
| 2. Asking for and offering help             | 40' | WC/ PW | Speaking               | Whiteboard, Google Classroom, notebooks, mobile phones                              |
| 3. Exit tickets                             | 5'  | IW     | Reading and writing    | Exit tickets                                                                        |
| <b>SESSION 4</b>                            |     |        |                        |                                                                                     |
| 1. What can you understand from this video? | 20' | IW     | Listening              | Whiteboard, LearnEnglishTeens webpage, mobile phones, Google Classroom, Google Form |
| 2. Giving advice through WhatsApp           | 30' | IW/WC  | Writing                | Mobile phones, WhatsApp Fake Chat website, Google Classroom, Padlet                 |
| 3. Exit tickets                             | 5'  | IW     | Reading and writing    | Exit tickets                                                                        |
| <b>SESSION 5</b>                            |     |        |                        |                                                                                     |
| 1. Warming up: Sentence construction        | 5'  | PW     | Speaking               | Whiteboard                                                                          |
| 2. Playing through Quizlet                  | 10' | GW     | Reading                | Quizlet tool, mobile phones, whiteboard                                             |
| 3. Playing through Quizizz                  | 10' | WC     | Reading                | Quizizz app, mobile phones, whiteboard                                              |
| 4. Famous people                            | 10' | WC     | Speaking               | Genially, whiteboard, blackboard                                                    |
| 5. Guess what!                              | 5'  | WC     | Speaking               | No material is needed                                                               |
| 6. Explanation of the final project         | 10' | WC     | Speaking and listening | Whiteboard, Google Classroom, YouTube                                               |
| 7. Exit tickets                             | 5'  | IW     | Reading and writing    | Exit tickets                                                                        |

| SESSION 6                        |     |    |                                          |                                 |
|----------------------------------|-----|----|------------------------------------------|---------------------------------|
| 1. Working on the final projects | 55' | GW | Speaking, reading, listening and writing | Mobile phones, Netboard, Google |
| SESSION 7                        |     |    |                                          |                                 |
| 1. Final oral presentations      | 55' | GW | Speaking                                 | Netboard, whiteboard            |

### 3.9. Activities step by step

#### SESSION 1

#### Activity 1. Warming-up: What or who makes you happy? (WC) 5'

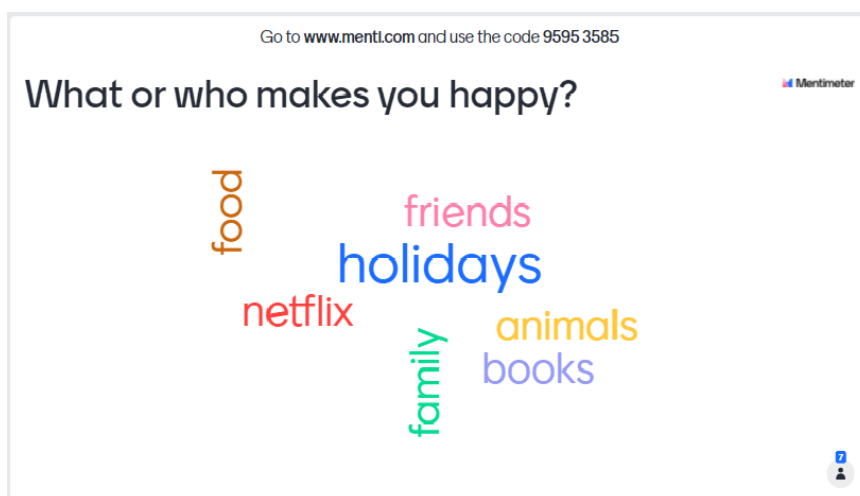
The teacher presents the app Mentimeter on the digital whiteboard, showing a slide with the question: "What or who makes you happy?" Students have to use their phones, go to the app and introduce a code given by the teacher to be able to answer this question. Their answers will appear on the screen forming a word cloud:

Link:

<https://www.mentimeter.com/s/34d4e6b2a676b5864e83b2cabba38fc5/255e9be25c43/edit>

Figure 1:

*Screenshot of a word cloud created through Mentimeter*

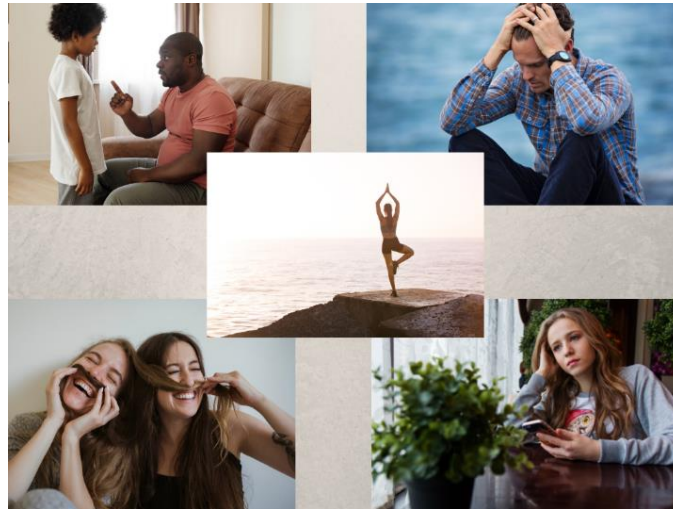


## Activity 2. Analysing feelings (PW) 10'

The teacher presents on the whiteboard pictures of people in different moods. In pairs, students have to observe them and they are asked to talk about how they think people in those photographs feel and why:

Figure 2:

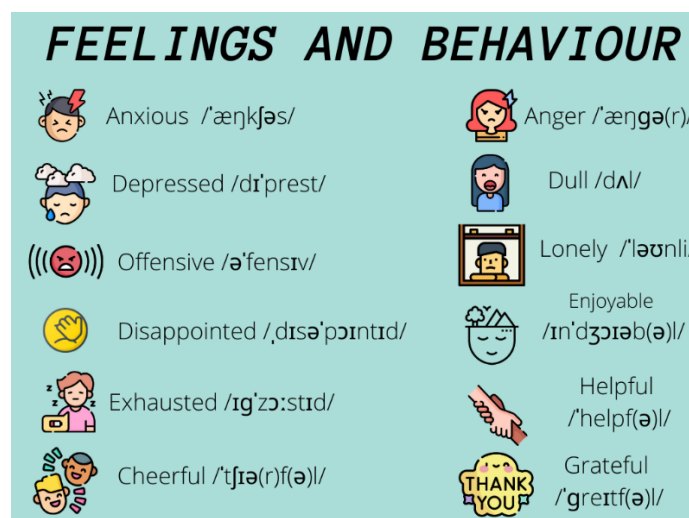
*Collage created through Genially*



After they have spoken, the teacher asks pupils to describe aloud the pictures that they have just discussed with their partner. When they have finished speaking, the teacher introduces them to new vocabulary related to feelings so that they have a wider range of vocabulary when talking about emotions. The educator shows them the new words on the digital whiteboard in a self-designed image and they analyse their meaning:

Figure 3:

*Image which presents feelings and behaviour, created through Canva*



The teacher will upload this image to the Google Classroom platform for students to access it at any time from their mobile devices.

**Activity 3.** How did you feel at that moment? (WC) 10'

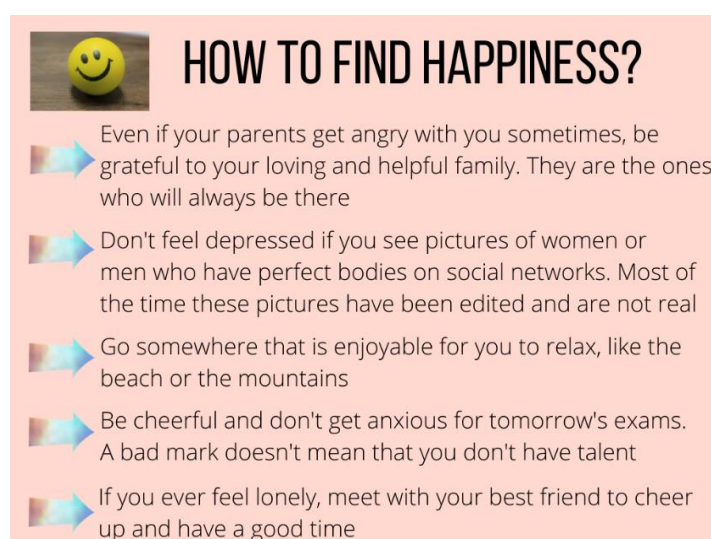
The teacher asks the learners to take out their mobile phones and look for a photo of themselves with the aim of describing how they felt at that moment and why they felt that way. Meanwhile, the educator shows on the whiteboard the document containing the new vocabulary presented previously for students to observe and introduce it while speaking.

**Activity 4.** Happiness (WC/IW) 10'

The teacher tells different students to read one paragraph each from a text that the educator has created. Once read, students individually have to relate and match these paragraphs with the images that they have described in activity 2. When finished, the exercise is corrected and discussed with the whole class:

Figure 4:

*Image which presents a reading about happiness, created through Canva*



As can be seen, the sentences contain some new vocabulary that the teacher has introduced to them before so that they can become familiar with it.

**Activity 5.** Sentences about feelings (IW/WC) 10'

The teacher asks pupils to take their phones and click on a link that is posted in their Google Classroom. That link directs them to a Google Drive document created by the teacher in which it indicates: "Write some sentences using the vocabulary of feelings". Thus, students have to invent examples and as they type, the different statements of each student will appear. The teacher has the document open at the same time and presents it on the whiteboard for all to see in a large view. They should add their name next to their sentences so that the teacher knows who has written

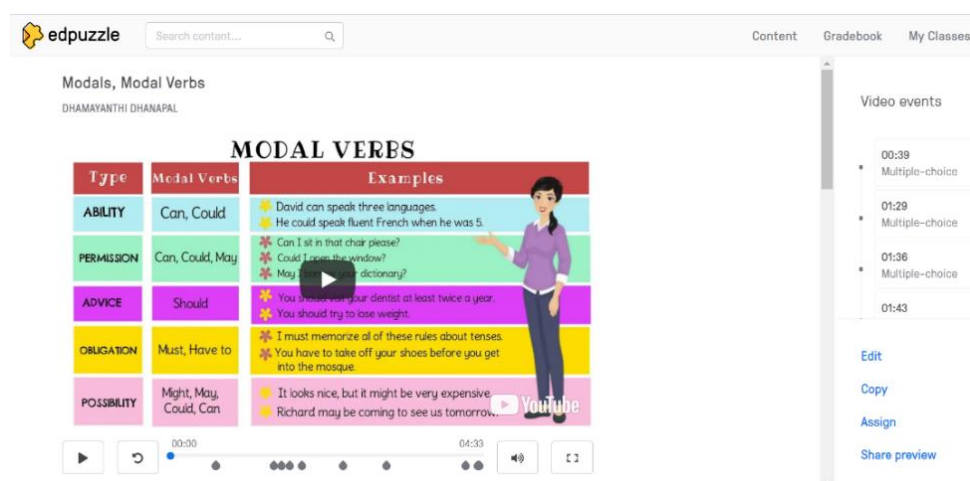
them. Once all students have produced two or three phrases, the educator corrects them together with the students. The whole class analyses the mistakes that may have been made and the teacher explains what they do not understand. Although in this task students write their own sentences individually, it could be said that it is a collaborative activity because they all write in the same document and can learn from each other.

#### Activity 6. Homework explanation: Edpuzzle (WC) 5'

The teacher explains to the students that they have to watch a video about modal verbs at home with the app Edpuzzle. During the video, comprehension questions related to this grammar appear and learners have to answer them. The teacher creates an online class in Edpuzzle and adds the video in it so that she can check who has watched it and who has asked the corresponding questions:

Figure 5:

*Screenshot of a video on modal verbs*



Note: Screenshot of a video on modal verbs retrieved from Edpuzzle

<https://edpuzzle.com/media/60bef39a4a656f416aa85861>

#### Activity 7. Exit tickets (IW) 5'

At the end of the session, students should complete these exit tickets that will be useful for the teacher to check how the learning and teaching process is going.

Figure 6:

*Image of exit tickets created through Canva*



## SESSION 2

### Activity 1. Questions to debate (PW) 5'

The teacher presents some questions related to the vocabulary seen in session 1 on the whiteboard. In pairs, students have to answer them:

Figure 7:

*Image which presents questions to practise the speaking skill, created through Canva*



### Activity 2. How much do you know about modal verbs? (WC) 10'

The teacher asks students if they have any doubts about the video on modal verbs. If there are doubts, the teacher solves them by providing examples on the blackboard. After resolving the doubts, the teacher gives a code for students to go to Mentimeter with their phones. They have to do a quiz with this app to see if they have understood the grammar correctly:

Link:

<https://www.mentimeter.com/s/031a257e409d19c59380edc0d25ab967/e475f72798ef/edit>

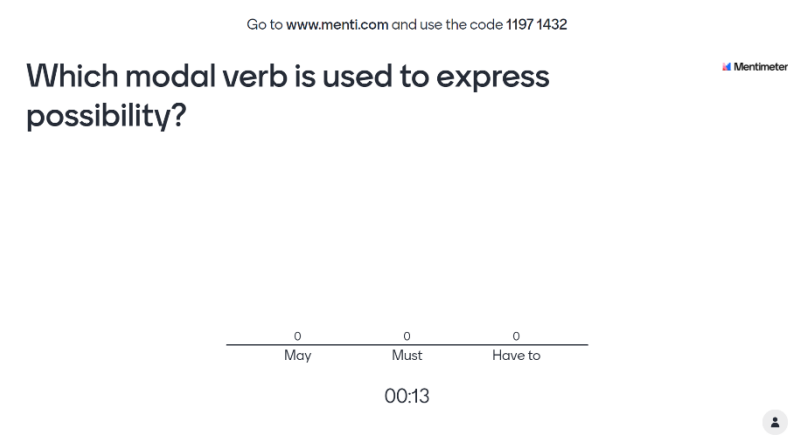
Figure 8:

*Screenshot of a modal verbs quiz created through Mentimeter*



Figure 9:

*Screenshot of a modal verbs quiz created through Mentimeter*



### Activity 3. Analysing happiness (IW) 35'

The teacher posts on Google Classroom an interactive worksheet (<https://es.liveworksheets.com/jc1207056fp>). This worksheet is a reading which talks about feelings and it also contains modal verbs. After the text, there are some comprehension questions as well as some exercises of vocabulary and grammar for students to carry out. Consequently, pupils have to do this interactive worksheet through their smartphones. Once they have completed it, they should click on the bottom *terminado* and it will automatically be corrected. This activity will be assessed as a class work with a score of up to ten.

#### **Activity 4.** Exit tickets (IW) 5'

At the end of the session, students should complete these exit tickets that will be useful for the teacher to check how the learning and teaching process is going.

Figure 10:

*Image of exit tickets created through Canva*



### **SESSION 3**

#### **Activity 1.** Let's listen to music (IW/WC) 10'

##### **Part 1.** Pre-listening: Looking up unknown words (IW)

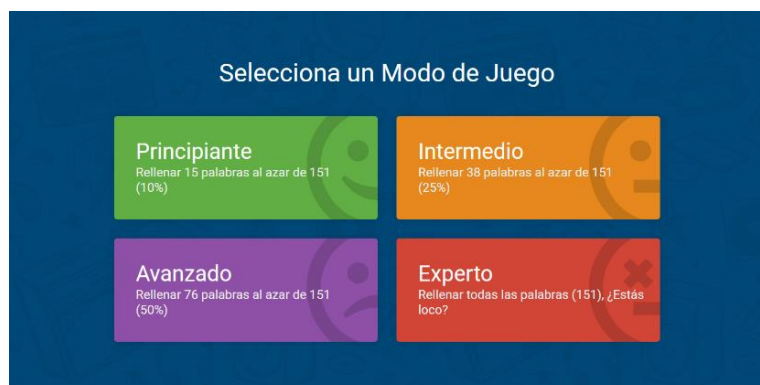
Before listening to the song for the first time, the teacher writes on the blackboard some difficult words for students that appear in the song: spotlight, shine, deny, load, lighter, float. Students should take their phones and look them up in an online dictionary in order to understand more clearly the meaning of the song.

##### **Part 2.** While listening: Let's play! (IW)

Students have to take their phones and headphones (learners are told the previous session to bring both smartphones and headphones for session 4). They have to go to the Lyrics Training Website and look for the song called "Green Eyes" by Coldplay. The lyrics of this song contain modal verbs; thus, it will be very useful for students. Through this application, pupils can access with their mobile device, select the song and choose the game mode depending on their level. Then, the song begins to play and gaps appear to write the missing word. Another option is to activate the game in selection mode, in which there are also gaps but they do not have to write anything: some words appear and pupils have to choose the correct word that they hear. Meanwhile, the teacher moves around the tables to solve possible doubts of vocabulary or grammar and to monitor that they are doing the activity. Students are asked to play the song twice to better understand the meaning as well as to try to write or select the right words that they failed on first listening:

Figure 11:

*Screenshot of a song game*



*Note:* Screenshot of a song game retrieved from Lyrics Training

<https://es.lyricstraining.com/en/play/coldplay/green-eyes/HbW8nMdUxb>

Figure 12:

*Screenshot of a song game consisting of filling in the gaps*



*Note:* Screenshot of a song game retrieved from Lyrics Training

<https://es.lyricstraining.com/en/play/coldplay/green-eyes/HbW8nMdUxb>

### **Part 3.** After listening: analysing the song (WC)

The teacher asks students some questions related to the song and they have to answer orally:

- What is the song about?
- What is the mood of the song (sad/happy/philosophical/ romantic)? Why do you think so?
- Can you give the song a title?

## **Activity 2.** Asking for and offering help (WC/ PW) 40'

### **Part 1.** Explanation (WC)

The educator teaches pupils what expressions they can use in English to ask for help or to give help. To do so, an illustration is displayed on the digital screen:

Figure 13:

*Image with expressions to ask for and offer help, created through Canva*



The whole class discusses the meaning of these sentences and the teacher uploads the image to the Google Classroom platform for students to download with their mobile phones.

### **Part 2.** Let's put it into practice! (PW)

In pairs, students have to perform a role play and simulate an everyday life situation in which one of the partners asks for help and the other offers it. Learners have to invent the situation and they should use some of the expressions that the teacher has provided them. The teacher can give them some ideas, such as pretending that they are in a clothes shop, that they have lost something, that they need help with homework, etc. The educator will allow a few minutes for the students to prepare it. When they are ready, each pair has to stand in front of the class and simulate a conversation in English. In this activity the teacher will assess the students' oral skills and will count as a class work.

## **Activity 3.** Exit tickets (IW) 5'

At the end of the session, students should complete these exit tickets that will be useful for the teacher to check how the learning and teaching process is going.

Figure 14:

*Image of exit tickets created through Canva*



## SESSION 4

**Activity 1.** What can you understand from this video? (IW) 20'

The teacher shows a video from the website British Council Learn English Teens on the digital whiteboard:

Figure 15:

*Screenshot of a video on modal verbs*



**Note:** Screenshot of a video on modal verbs retrieved from British Council Learn English Teens

<https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/can-could-would-invitations-offers-requests-permission>

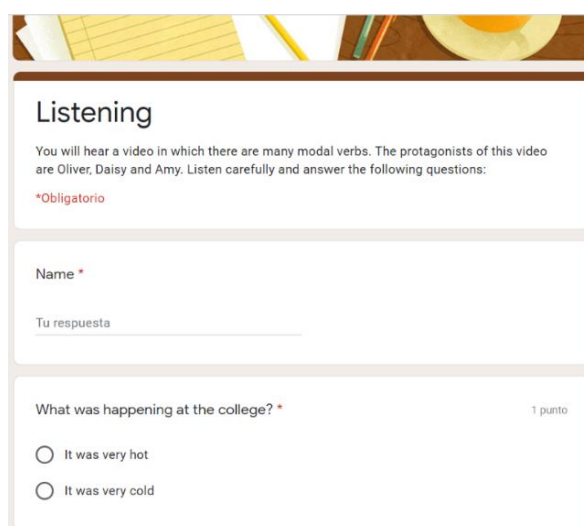
In this video, there is a conversation between some people who frequently use modal verbs while they are speaking. The teacher plays the video once for students to become familiar with the context. Then, learners are asked to take their phones and they should access a link that is posted on Google Classroom. That link contains a Google Form elaborated by the teacher

([https://docs.google.com/forms/d/e/1FAIpQLSdbid4blAouN002QP8ufzZoxS-kzddDyTkHUL6GVBedAxL9IA/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdbid4blAouN002QP8ufzZoxS-kzddDyTkHUL6GVBedAxL9IA/viewform?usp=sf_link)).

This form contains multiple choice and true or false questions concerning the video. The educator tells the pupils to read the questions and to ask any vocabulary queries that they may have before starting the listening. When learners have read all of them, the teacher replays the video on the white screen. Students can watch and listen to the video whilst answering the questions. The teacher plays it a third time so that students can comprehend it better. The questions of the Google Form are the following:

Figure 16:

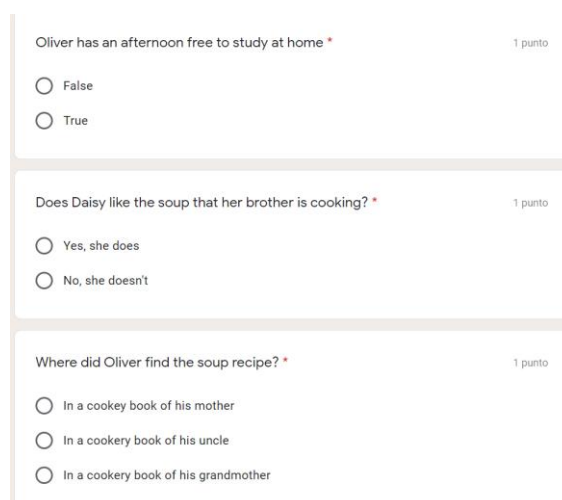
*Screenshot of a test to practise listening skill, created through Google Forms*



The screenshot shows a Google Form titled "Listening". Below the title, there is a paragraph of instructions: "You will hear a video in which there are many modal verbs. The protagonists of this video are Oliver, Daisy and Amy. Listen carefully and answer the following questions:". Below this, there is a red asterisk followed by the word "Obligatorio". The form then asks for the user's "Name" with a text input field. Below that, it says "Tu respuesta" with a text input field. The next question is "What was happening at the college?" with a red asterisk and "1 punto" to the right. There are two radio button options: "It was very hot" and "It was very cold".

Figure 17:

*Screenshot of a test to practise listening skills, created through Google Forms*



The screenshot shows three questions from a Google Form. The first question is "Oliver has an afternoon free to study at home" with a red asterisk and "1 punto" to the right. There are two radio button options: "False" and "True". The second question is "Does Daisy like the soup that her brother is cooking?" with a red asterisk and "1 punto" to the right. There are two radio button options: "Yes, she does" and "No, she doesn't". The third question is "Where did Oliver find the soup recipe?" with a red asterisk and "1 punto" to the right. There are three radio button options: "In a cookey book of his mother", "In a cookery book of his uncle", and "In a cookery book of his grandmother".

Figure 18:

*Screenshot of a test to practise the listening skill, created through Google Forms*

When Daisy calls Amy... \*

1 punto

☐ Amy's mother answers the phone first

☐ Amy answers the phone first

---

Daisy invites Amy to dinner \*

1 punto

☐ False

☐ True

---

Amy is going to cook \*

1 punto

☐ Bread

☐ An apple pie

☐ A meat pie

Figure 19:

*Screenshot of a test to practise the listening skill, created through Google Forms*

Amy and her parents are \*

1 punto

☐ British

☐ Scottish

☐ Chinese

---

Oliver and Daisy's mother is having fun in Hong Kong \*

1 punto

☐ True

☐ False

---

Oliver and Daisy go to Amy's house for dinner to celebrate \*

1 punto

☐ Amy's birthday

☐ Mother's day

☐ Chinese New Year

It is important to mention that the teacher has blocked the option to open website taps while the questionnaire is open so that the students cannot open another tab when filling in the form. There are ten questions, each worth one point and this task will be evaluated as class work. When pupils send in the form, they will receive the score automatically, together with the failed and correct answers. If necessary, the teacher can play the video again and pause it slowly to resolve doubts.

## **Activity 2. Giving advice through WhatsApp (IW/WC) 30'**

Students have to use their phones for this activity. They are asked to go to Google and look for the WhatsApp Fake Chat website. On this site, learners can generate a WhatsApp conversation between two people. Thus, what the students have to do in this activity is to create a WhatsApp Conversation and they have to simulate

that one of their friends has a problem. Students should write about the imaginary friend's problem and they have to give her or him advice. The conversation should include some vocabulary that has been covered throughout the unit, modal verbs and expressions related to asking for or offering help. The educator shows students the instructions that they must follow:

Figure 20:

*Image of a writing guideline, created through Canva*

## WRITING GUIDELINE

You have to follow a proper order:



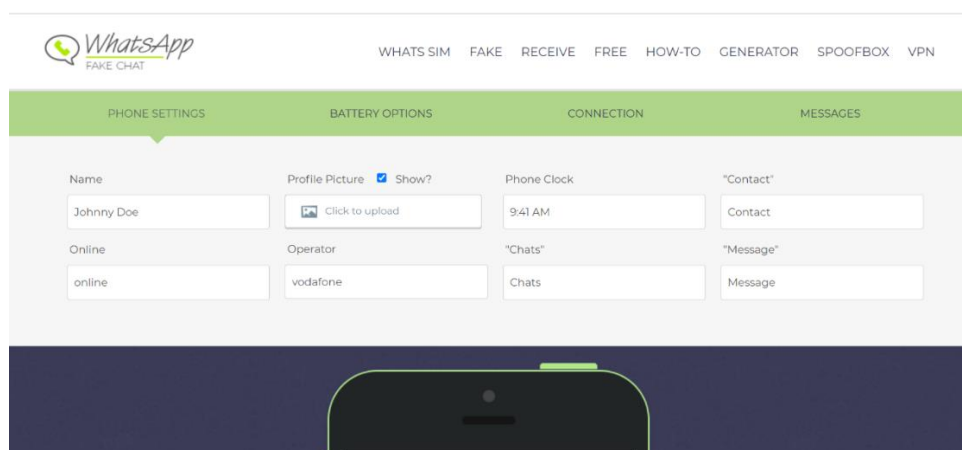
- 1** Greeting
- 2** Presentation of the problem
- 3** Solution or advice
- 4** A few words of thanks

**USE VOCABULARY OF FEELINGS, MODAL VERBS AND EXPRESSIONS OF ASKING FOR OR OFFERING HELP**

Apart from writing the messages, learners can even edit the name of the participants in the conversation, add a profile photo, the time, the phone battery, the type of connection (Wi-Fi, 3G, 4G) as well as the operator they have a contract with:

Figure 21:

*Screenshot of how to create a WhatsApp Fake Chat*



The screenshot shows the 'WhatsApp FAKE CHAT' website interface. At the top, there are navigation links: WHATS SIM, FAKE, RECEIVE, FREE, HOW-TO, GENERATOR, SPOOFBOX, and VPN. Below this is a green header with four tabs: PHONE SETTINGS, BATTERY OPTIONS, CONNECTION, and MESSAGES. The 'PHONE SETTINGS' tab is active. The form contains several input fields:

- Name:** Johnny Doe
- Profile Picture:** Click to upload (with a 'Show?' checkbox)
- Phone Clock:** 9:41 AM
- "Contact":** Contact
- Online:** online
- Operator:** vodafone
- "Chats":** Chats
- "Message":** Message

At the bottom, there is a dark blue area with a white outline of a smartphone.

Note: screenshot retrieved from WhatsApp Fake Chat

<https://www.fakewhats.com/generator>

The teacher shows students an example so that they have an idea of how they have to do it:

Figure 22:

*Image of a fake chat created through WhatsApp Fake Chat*



Figure 23:

*Image of a fake chat created through WhatsApp Fake Chat*



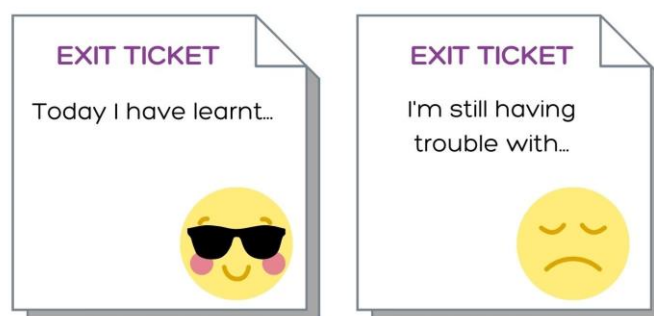
When the writings are finished, students have to download the conversation to be saved. Afterwards, students have to access a link that the teacher has added on Google Classroom. This link directs them to the collaborative tool named Padlet, in which pupils have to upload their writings. In this way, the teacher has compiled all the writings on this platform for later correction and students can observe the writings of their classmates and they can also learn from each other. This task will be evaluated as class work.

### Activity 3. Exit tickets (IW) 5'

At the end of the session, students should complete these exit tickets that will be useful for the teacher to check how the learning and teaching process is going.

Figure 24:

*Image of exit tickets created through Canva*



## SESSION 5

### Activity 1. Warming up: Sentence construction (PW) 5'

In pairs, learners are asked to form sentences that have to do with activities in daily life using modal verbs. For this purpose, the teacher presents some instructions on the digital whiteboard, which has been of own production:

Figure 25:

*Image to practise speaking skills, created through Canva*

## SPEAKING

Use modal verbs to form sentences. You can use the subject that you want: I, you, she, he, we, they

Example: Every Tuesday I **have to go** with my grandmother to the doctor

- Since I was five / can
- Every Saturday / have to
- Everyday / must
- Today / don't have to
- Last night / I had to

Here are some examples to form sentences. You can use them but you can also **make up** other sentences

### Activity 2. Playing through Quizlet (GW) 10'

The teacher presents the Quizlet tool on the whiteboard in order to review the vocabulary covered throughout the unit. Pupils have to use their phones to play Quizlet Live, which is a contest in which students have to choose the correct answer. Learners have to write a code and their names to be able to participate in the competition. In this case, the game will be organised in teams. If a student chooses an incorrect answer, the group has to start answering the questions from the beginning, thus the members of one specific group will be ranked below other teams. At the same time, the teacher shows the live positions of the pupils on the screen. The winner is the student who answers the most questions in a row:

Link: <https://quizlet.com/es/600898328/feelings-and-behaviour-flash-cards/>

Figure 26:

*Screenshot of a quiz to review vocabulary, created through Quizlet Live*

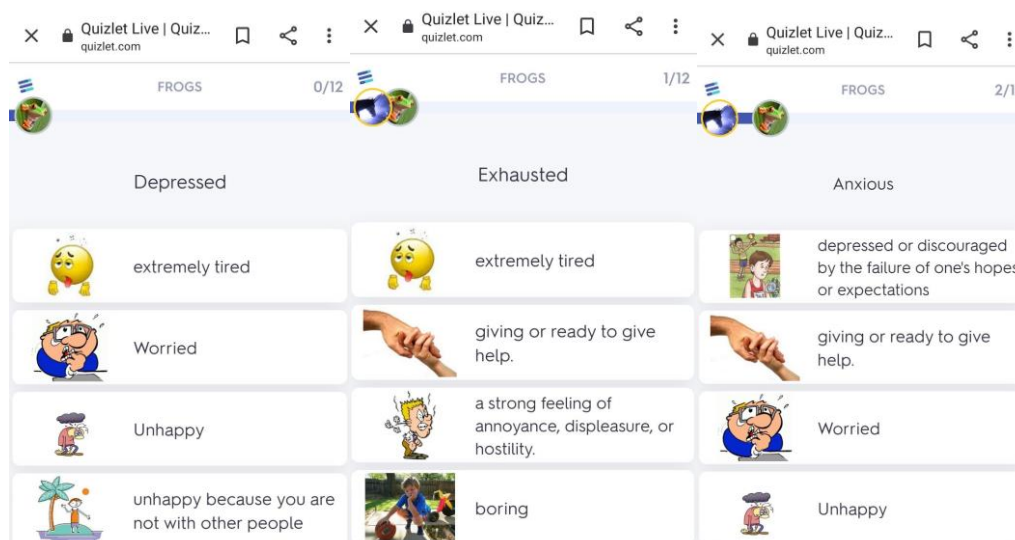
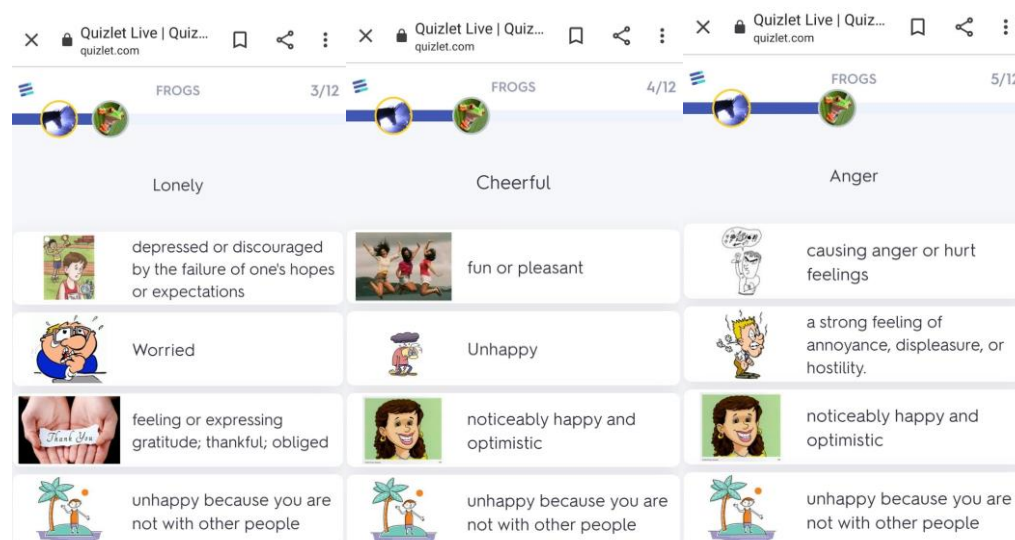


Figure 27:

*Screenshot of a quiz to review vocabulary, created through Quizlet Live*



### Activity 3. Playing through Quizizz (WC) 10'

In order to review the grammar, the teacher creates a quiz about modal verbs using the App Quizizz. The teacher tells pupils the code and students have to access it with their phones:

Link: <https://quizizz.com/admin/quiz/60c13a29add849001be04f0a/modal-verbs>

Figure 28:

*Screenshot of a quiz to review vocabulary, created through Quizizz*

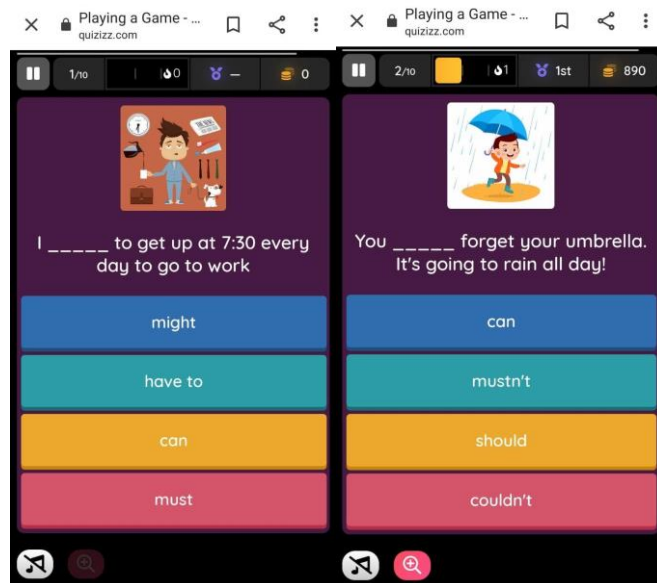
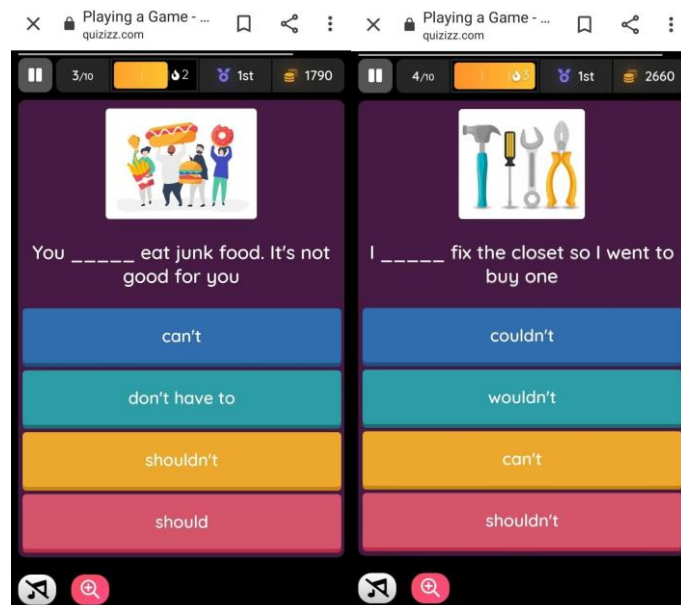


Figure 29:

*Screenshot of a quiz to review vocabulary, created through Quizizz*



#### Activity 4. Famous people (WC) 10'

The teacher presents an interactive presentation created through Genially to practise modal verbs. In this presentation, there are different characters from series or films who explain their problems. Students should do this activity orally to practise the speaking skill. The teacher asks students to choose a character and they must use modal verbs to give them pieces of advice and help them. The teacher writes down the pieces of advice on the blackboard and then they have to decide together which is the best tip.

Link:

<https://view.genialy.ly/60bfddbef0ac00d5fd14678/interactive-content-review-modal-verbs>

Figure 30:

*Screenshot of interactive presentation to review modal verbs, created through Genially*



Note: Adapted from @teachingteacup

[https://www.instagram.com/p/CLTufvlVBGj/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CLTufvlVBGj/?utm_medium=copy_link)

Figure 31:

*Screenshot of interactive presentation to review modal verbs, created through Genially*



Figure 32:

*Screenshot of an interactive presentation to review modal verbs, created through Genially*

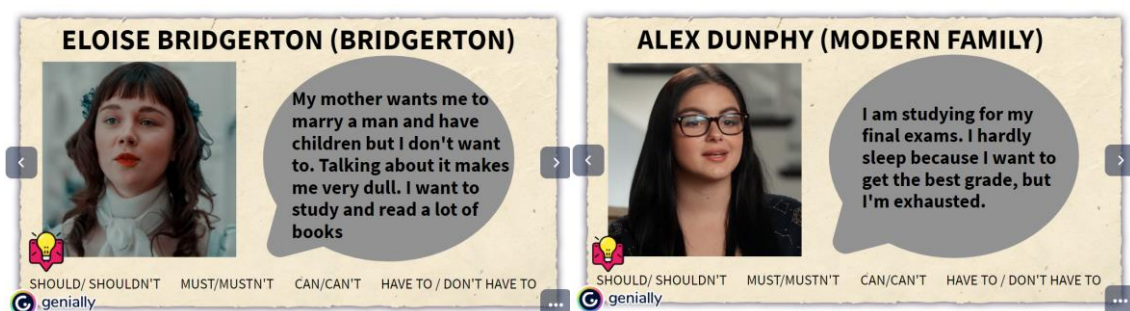


Figure 33:

*Screenshot of an interactive presentation to review modal verbs, created through Genially*

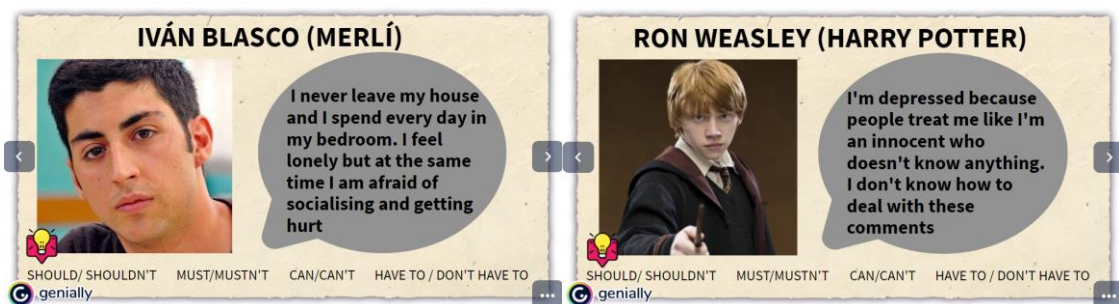


Figure 34:

*Screenshot of an interactive presentation to review modal verbs, created through Genially*



Figure 35:

*Screenshot of an interactive presentation to review modal verbs, created through Genially*



### Activity 5. Guess what! (WC) 5'

The teacher asks for a volunteer to stand in front of the classroom. Then, the teacher says a word to the student without the rest of the class knowing so that they can guess it. The words used for this game are the vocabulary of feelings and the pupil who guesses the word has to mime the next word that the teacher says.

### Activity 6. Explanation of the final project (WC) 10'

The teacher explains the final project that students have to elaborate the next session and to present orally in the last one. In groups of three, they have to create a website where they have to talk about something or someone that they are fanatical about: favourite band, sports team, musician, singer, painter, writer, sculptor, actor, etc. (it always has to be related to the Anglo-Saxon or American world). This website has to be created with Netboard, which is an online and free tool to post and collect content. In this tool, students can publish texts, images, videos and website links. The creation of the website can be done either via computer or mobile phone, but in this case the teacher asks the students to do it through phones. Each student has to work from his or her mobile phone but in a collaborative way (they should discuss the content that they are going to upload and each one can post things). Although each group only creates one account, all members of the group can work on and edit the webpage from their devices as they can be co-authors. The teacher uploads the instructions to Google Classroom to be followed by the pupils:

Figure 36:

*Screenshot of the instructions for the final project, created through Canva*

## FINAL PROJECT - INSTRUCTIONS



1. Form groups of 3
2. You have to create a **fan page**
3. Each team has to create an account on **Netboard** and **write a title**
4. In the tool, there is a profile section where you have to **describe yourself**
5. You have to **discuss what content** you are going to publish: favourite band, sports team, musician, singer, painter, writer, sculptor, actor, etc
6. You have to write the **reasons** why you have published that content
7. You have to write a **general description** of the **content** that you are going to present

Figure 37:

*Screenshot of the instructions for the final project, created through Canva*

## FINAL PROJECT - INSTRUCTIONS



8. The website should contain: **texts, videos, images and website links.**
9. You have to **insert** some **text below** the **images, videos or links** that you post, so that viewers understand the content better
10. In the **texts**, you have to use **modal verbs**. Here you have some **examples** that you can use:
  - On this website, you **can** find/listen/see
  - In this image you **can** see...
  - You **should** visit this link because...
  - You **should** watch this video because...

Figure 38:

*Screenshot of the instructions for the final project, created through Canva*

## FINAL PROJECT - INSTRUCTIONS



11. You have to **give your opinions** on the topic that you want to publish. Here you have some **useful expressions**:
  - Some people think that basketball is dull, but I can assure you that...
  - In our opinion, she is the best singer in the world because...
  - As we see it,...
  - We believe that...
  - On the one hand,... On the other hand...
  - We consider that...
  - We think that...



Moreover, the teacher provides them a guideline for the oral presentation:

Figure 39:

*Screenshot of the instructions for the oral presentation*

## ORAL PRESENTATION - INSTRUCTIONS

You have to prepare an **oral presentation** and talk about your website

You have to **show** your web page on the digital **whiteboard**

You should **show** the rest of the class **all the content** that you have posted

You have to **explain** the most **important aspects** of your website

**All members** have to **speak**. Use **modal verbs** when speaking

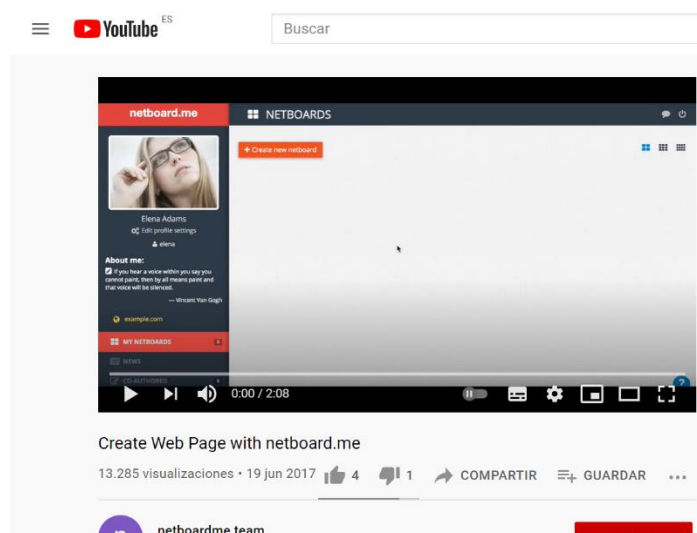
Maximum speaking time: **5 minutes**



Apart from that, the teacher explains to the students that they have to watch two short video tutorials at home on how to edit Netboard and upload content. In this way, students will already start working directly on the project in the next session:

Figure 40:

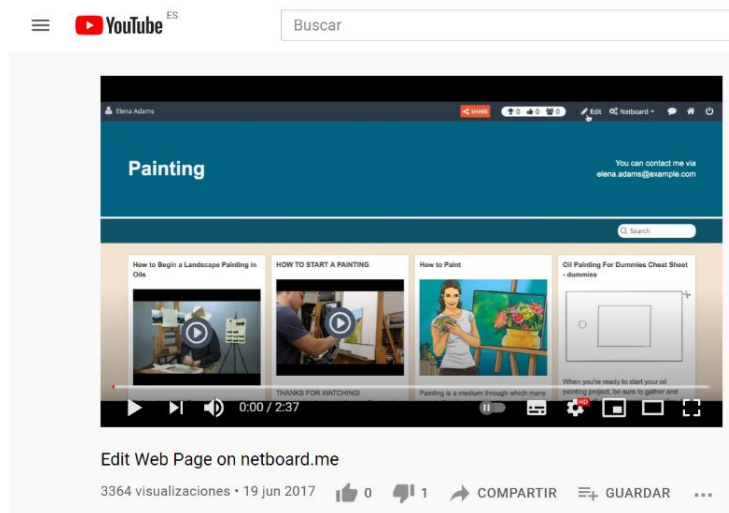
*Screenshot of a YouTube video*



*Note:* Screenshot of video which explains how to create a Netboard, retrieved from YouTube <https://www.youtube.com/watch?v=L8HnnSeGM-8>

Figure 41:

*Screenshot of a YouTube video*

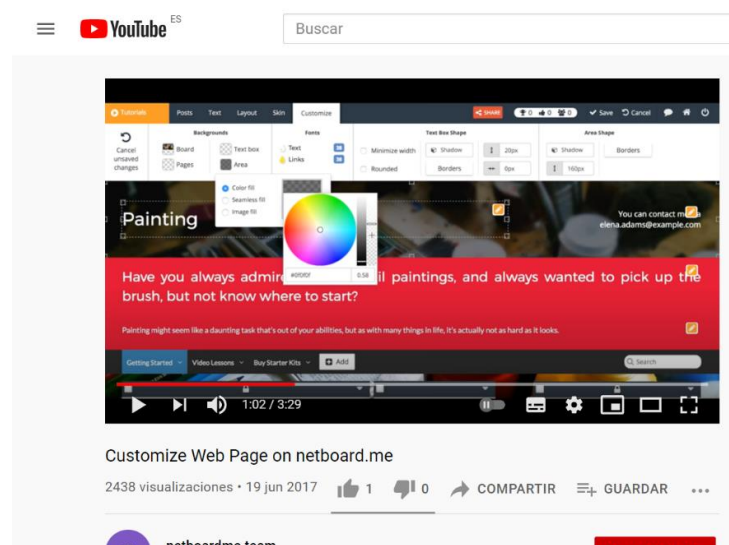


*Note:* Screenshot of a video which explains how to edit Netboard, retrieved from Youtube <https://www.youtube.com/watch?v=CHPDU6NabU8>

Further, the teacher provides an extra video for students who want to know how to edit in relation to page layout:

Figure 42:

*Screenshot of a YouTube video*



*Note:* Screenshot of a video which explains how to customise Netboard, retrieved from Youtube <https://www.youtube.com/watch?v=XwpZ3Pw1zLk>

## Activity 7. Exit tickets (IW) 5'

At the end of the session, students should complete these exit tickets that will be useful for the teacher to check how the learning and teaching process is going.

Figure 43: *Image of exit tickets created through Canva*



## SESSION 6

### **Activity 1.** Working on the final projects (GW) 55'

Each group will be working on their final project. Students have to bring their mobile phones to the classroom to be able to do the task. If there are any students who do not have a mobile phone, one of his or her teammates will share it with him or her. The teacher will be helping and supervising them in case they have problems or doubts and, at the same time, the educator will check if students are working in a collaborative way and will ensure that they seek information from reliable websites.

## SESSION 7

### **Activity 1.** Final oral presentations (GW) 55'

Students have to present orally their final project to the rest of the class. Each group has a maximum of five minutes.

When all work is accomplished, the members of each group have to complete a peer evaluation form so that students will be able to evaluate the work that their classmates have done:

Figure 44:

*Image of a Peer Evaluation Form*

## Quick Peer Evaluation Form

Name \_\_\_\_\_ Class Period \_\_\_\_\_ Date \_\_\_\_\_

Write the names of your group members in the numbered boxes. Then, assign yourself a value listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

| Attribute                          | Myself | 1. | 2. | 3. | 4. |
|------------------------------------|--------|----|----|----|----|
| Participated in group discussions. |        |    |    |    |    |
| Helped keep the group on task.     |        |    |    |    |    |
| Contributed useful ideas.          |        |    |    |    |    |
| How much work was done.            |        |    |    |    |    |
| Quality of completed work.         |        |    |    |    |    |
| Totals                             |        |    |    |    |    |

Note: taken from Pinterest <https://www.pinterest.es/pin/431853051769753097/>

### 3.10. Diversity outreach

- Reinforcement activities:
  - Remedial work for slow-learners to review modal verbs:
   
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Must or mustn't/Must or mustn't \(classroom rules\) lo2137pn](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Must+or+mustn't/Must+or+mustn't+(classroom+rules)+lo2137pn)
  
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal verbs - quiz cm355id](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Modal+verbs/Modal+verbs+-+quiz+cm355id)
  
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal verbs practice re273526rr](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Modal+verbs/Modal+verbs+practice+re273526rr)
  - Remedial work for slow learners to review vocabulary of feelings:
   
[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Feelings and emotions/Feelings and Emotions lc218118fk](https://es.liveworksheets.com/worksheets/en/English+as+a+Second+Language+(ESL)/Feelings+and+emotions/Feelings+and+Emotions+lc218118fk)
- Extension activities:
  - Extra listening for fast-finishers and gifted students. The following link contains a listening about the feeling of boredom with two comprehension activities: <https://learnenglishteens.britishcouncil.org/study-break/video-zone/cure-boredom>
  - Extra vocabulary for fast-finishers and gifted students. The following link contains a list of further vocabulary related to feelings and it also has an interactive exercise:
   
<https://www.myenglishpages.com/english/vocabulary-lesson-feelings.php>

### 3.11. Evaluation

Table 5:

*Evaluation of the lesson plan*

| <b>EVALUATION CRITERIA</b><br>(Order of Jan 15 <sup>th</sup> 2021-CSE-)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>ASSESSABLE LEARNING STANDARDS</b><br>(RD 1105/2014)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. To comprehend and identify vocabulary of feelings and behaviour with electronic devices <b>(3.1. + 3.6. CLC, DC)</b></li> <li>2. To understand oral information about videos and a song in which modal verbs appear <b>(1.1. CLC, DC)</b></li> <li>3. To produce brief written texts in digital format, using modal verbs and expressions of asking for and offering help <b>(4.1. CLC, DC)</b></li> <li>4. To take part in informal conversations related to the topics covered: feelings, modal verbs, opinions and expressions of asking for and offering help <b>(2.1. CLC)</b></li> <li>5. To create collaboratively a fan website (either music, art, cinema, sports, etc.) in digital format and present it orally, containing modal verbs and opinions <b>(2.1. + 4.1. CLC, DC, CEAA)</b></li> </ol> | <ol style="list-style-type: none"> <li>1. Comprehends and identifies vocabulary of feelings and behaviour with the use of electronic devices</li> <li>2. Captures details of oral information in different scenarios in which modal verbs appear</li> <li>3. Produces messages which deal with everyday life situations using modal verbs and expressions of asking for and offering help</li> <li>4. Is able to participate and exchange information in informal conversations related to everyday life issues</li> <li>5. Writes notes, announcements and short messages on specific aspects of his/her interest in a webpage, with the aim to create a collaborative project and presents it orally with visual support</li> </ol> |
| <b>INSTRUMENTS OF EVALUATION AND MARKING CRITERIA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>EVALUATION OF THE TEACHING PROCESS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Daily observation: 10%</li> <li>• Final project                             <ul style="list-style-type: none"> <li>Written part (rubric<sup>2</sup>): 20 %</li> <li>Oral presentation (observation scale<sup>3</sup>): 20%</li> <li>Peer assessment (peer evaluation form): 10 %</li> </ul> </li> <li>• Class work (score out of 10):                             <ul style="list-style-type: none"> <li>Listening: 10 %; Speaking: 10 %;</li> <li>Reading: 10 %; Writing: 10 %</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Exit tickets:<br/>At the end of each session, students are provided with exit tickets that they have to complete and give back to the teacher before leaving the class. In this way, the teacher will be aware of the progress of the learning and teaching process</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |

<sup>2</sup> See Appendix, p. 73

<sup>3</sup> See Appendix, p. 74

### **3.12. Resources and materials**

The necessary resources and materials for the development of this didactic unit are:

- Mobile phones
- Headphones
- Interactive whiteboard
- Blackboard
- Internet connection
- Online worksheets
- Notebooks
- School supplies
- Exit tickets
- Google, Google Classroom, Google Drive and Google Forms
- YouTube, Mentimeter, WhatsApp Fake Chat, Lyrics Training, Padlet, Quizlet, Netboard, Quizizz, Edpuzzle, Genially

### **4. CONCLUSIONS**

Needless to say, ICT has transformed the notion of teaching and learning process. It has been gradually implemented in the educational area over the past few years. However, it has been of extreme significance since last year due to the global pandemic. It has been demonstrated through this project that the virus has had a strong impact on education, resulting in all educational centres going digital much more rapidly, as there was a need for teachers to continue their work and it was also necessary for students to be able to develop their learning process. Moreover, it is important to note that Covid has caused the digital divide to widen, leading to greater inequality among young people in terms of education, since there are students who cannot afford to buy electronic devices or they lack digital skills. For this reason, it is the responsibility of the authorities to provide these people in need with adequate electronic equipment or training so that all pupils are on an equal basis. It seems that Spanish authorities are pursuing this and tackling the problem by providing devices and internet access lines.

With respect to TEFL, ICT is more and more being implemented in the English classroom to make the sessions more innovative and entertaining, rather than the typical conventional classroom where the teacher is only the one who talks and the students listen. Some English teachers outline on social networks that a certain use of

ICT in the classroom is beneficial to the learning process. Research also shows that ICT offers numerous benefits such as students are much more engaged in the classroom, they are more encouraged to practise the FL, they develop digital literacy and they have access to a wide range of materials. Nevertheless, some disadvantages can also be found but should be minimised as much as possible by taking certain precautions. Moreover, it has been observed that there is a large number of ICT resources and tools for working in the classroom, including websites, online dictionaries and interactive and cooperative games. All of these resources can be accessed through mobile phones, an electronic device that is becoming highly popular for educational purposes these days.

What is more, it has been observed that the employment of mobile phones for pedagogical ends is called M-Learning. Different authors explain in broad terms what M-Learning consists of, including the characteristics of this type of learning. Besides, it has been revealed in this work that numerous researchers agree that the use of phones can have a positive effect on English language learning since the four skills as well as grammar and vocabulary can be practised in an entertaining way with a wide range of dynamic activities and interactive videos. In addition, it has been found that smartphones foster student motivation to learn another language, as they feel that they are in a more real environment. Likewise, some authors propose multiple ideas in order to effectively implement mobiles in the English classroom and make the most out of them. Nevertheless, there may also be some disadvantages when applying phones as students may misuse them. To prevent this, teachers could establish strict rules from the beginning of the course to make it clear what mobiles are used for in the lessons. Apart from that, it could be argued that the application of phones in TEFL is increasing, since some teachers have started to implement them on account of the Covid-19 pandemic. In order to analyse Covid's effect on the application of mobile phones in the process of teaching and learning English, my internship experience in a compulsory and non-compulsory secondary school has been highlighted, in which I have witnessed that due to the virus, both teachers and learners have realised that phones can be very helpful for continuing learning in these difficult circumstances: to communicate with students or teachers if they are confined, attach activities or notes in a quick way or submit assignments online without having to manipulate physical material. Consequently, for all the reasons mentioned above, mobile devices are no longer banned in English lessons, but encouraged.

Finally, a didactic unit has been created with the objective of putting into practice some of the theory that has been explained throughout the project. Thus, a number of sessions has been elaborated with a wide variety of activities, in which the use of phones is highly involved. It is also important to mention that it would be convenient to develop this lesson plan in a real learning scenario in order to determine

the effect it has on students, the learners' perceptions, whether it is useful and whether it truly encourages them. It should also be emphasised that this teaching unit would have to be adapted in one way or another depending on different aspects, such as the context of the educational centre, the number of class hours, the resources available in the classroom, the pupils' level of English and the students' circumstances. To conclude, if well implemented, mobile phones can be a powerful tool for TEFL. If some activities in which phones are required do not work as intended, teachers can always find some others that are more suitable to the needs and interests of the learners, especially now that society lives in a world surrounded by ICT where numerous alternatives are available to implement in the English classroom and achieve successful lessons.

## 5. REFERENCES

- Ángeles Ruiz, J.M. (2003). *Selection Process: A syllabus for Secondary Teachers*. First Edition: June 2003. ISBN: 84-688-2810-6. Depósito Legal: J-289-2003. Revised June 2018.
- Aula Planeta (n.d.). *40 herramientas TIC imprescindibles para el aula de Inglés [Infografía]*.  
<https://www.aulaplaneta.com/2015/09/17/recursos-tic/40-herramientas-tic-imprescindibles-para-el-aula-de-ingles/#comment-165061>
- Bali, M. (2016, February 3<sup>rd</sup>). *Knowing the Difference Between Digital Skills and Digital Literacies, and Teaching Both*. International literacy association.  
<https://literacyworldwide.org/blog/literacy-now/2016/02/03/knowning-the-difference-between-digital-skills-and-digital-literacies-and-teaching-both>
- Bonilla Barbosa, J. H. (2014). Ventajas y desventajas de las TIC en el aula. *#ashtag*, (4&5), 124-131. <https://revistas.cun.edu.co/index.php/hashtag/article/view/46>
- Çakici, D. (2016). The use of ICT in teaching English as a foreign language. *Participatory Educational Research*, 4(2), 73-77. <https://www.perjournal.com/volume-4-issue-2/>
- Carey, J. (2014, March 26<sup>th</sup>). *How to Infuse Digital Literacy Throughout the Curriculum*. Powerful Learning Practice. <https://plpnetwork.com/2014/03/26/infuse-digital-literacy-curriculum/>
- Chen, C. (2019, May 21<sup>st</sup>). *Significado de TIC (Tecnologías de la información y la comunicación)*. Significados. <https://www.significados.com/tic/>
- Cole, K. (2019, May 23<sup>rd</sup>). *The Epic Guide to Digital Literacy in Education*. Schoology exchange.  
<https://www.schoology.com/blog/epic-guide-digital-literacy-education#:~:text=Digital%20literacy%20is%20crucial%20to,as%20well%20as%20academic%20skills.&text=They%20help%20students%20use%20critical,turn%20helps%20students%20communicate%20better>
- Erben, T., Ban, R. & Castañeda, M. (2009). *Teaching English Language Learners through Technology*. Routledge.
- Fernández Alvarez, A. (2017, October 2<sup>nd</sup>). *Ventajas y riesgos de las TIC en educación*. Nubemia.  
<https://www.nubemia.com/ventajas-y-riesgos-de-las-tic-en-educacion/>

- Fernández, P. & Vergara, D. (2020, June 9<sup>th</sup>). La digitalización del sistema educativo como consecuencia del Covid-19. *Magisnet*.  
<https://www.magisnet.com/2020/06/la-digitalizacion-del-sistema-educativo-como-consecuencia-del-covid-19/>
- Fratini, F. (2021, February 15<sup>th</sup>). *The acceleration of digitalisation within education as a result of COVID-19*. Global Focus Magazine.  
<https://www.globalfocusmagazine.com/the-acceleration-of-digitalisation-within-education-as-a-result-of-covid-19/>
- García, C. (2017, January, 27<sup>th</sup>). *Desventajas del uso de la tecnología en el aula*. Revista Educación virtual. <https://revistaeducacionvirtual.com/archives/2869>
- Garrido Agudo, E. & Ortega Martín, J. L. (2014). The implementation of ICT in the English class in Andalucía. *Revista Curriculum*, (27), 55-84.  
<http://riull.ull.es/xmlui/handle/915/4426>
- Godwin-Jones, R. (2018). *Using mobile devices in the language classroom: Part of the Cambridge Papers in ELT series*. Cambridge University Press.
- Gómez Gallardo, L. M. & Macedo Buleje, J. C. (2010). Importancia de las TIC en la educación básica regular. *Investigación educativa*, 14(25), 210-225.  
<https://revistasinvestigacion.unmsm.edu.pe/index.php/educa/article/view/4776>
- Hague, C. & Payton, S. (2010). *Digital literacy across the curriculum*. Futurelab
- Jiménez Frías, J. (2020, July 24<sup>th</sup>). *Mobile Learning. Una Propuesta Para Usar El Móvil Dentro del Aula*. JjFrías. Retrieved on 1<sup>st</sup> June 2021 from  
[http://jjfrias.com/mobile-learning-en-educacion#De\\_las\\_redes\\_sociales\\_a\\_la\\_socializacion\\_del\\_alumnado](http://jjfrias.com/mobile-learning-en-educacion#De_las_redes_sociales_a_la_socializacion_del_alumnado)
- Junta de Andalucía. (2021, March 17<sup>th</sup>). *La Consejería de Educación ya ha repartido casi 71.000 ordenadores a los centros docentes públicos*.  
<http://www.juntadeandalucia.es/presidencia/portavoz/educacion/159002/educacionydeporte/javierimbroda/parlamento/ordenadores/centrospublicos/reparto/brechadigital/alumnos/docentes>
- Kukulsa-Hulme, A.; Norris, L. & Donohue, J. (2015). *Mobile pedagogy for English language teaching: a guide for teachers*. British Council 2015.

- Kurniawan, M. (2018). The Use of Mobile Phone in English Language Lesson: A Shift from Teacher-Centred to Student-Centred through Mobile Learning. *SHS Web of Conferences*, 42(00076), 1-7. <https://doi.org/10.1051/shsconf/20184200076>
- Langthaler, M. (2021, March 16<sup>th</sup>). *Lessons from COVID 19: Digitalization calls for strong public education systems by Margarita Langthaler*. NORRAG. <https://www.norrag.org/lessons-from-covid-19-digitalization-calls-for-strong-public-education-systems-by-margarita-langthaler/>
- Laouris, Y. & Eteokelous, N. (2005). *We need an educationally relevant definition of mobile learning*. [Paper presented]. 4<sup>th</sup> World Conference on Mobile Learning, Cape Town, South Africa.
- Learning Portal (2021, January 11<sup>th</sup>). *Information and communication technology (ICT) in education*. [https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/information-and-communication-technology-ict#:~:text=Information%20and%20Communications%20Technology%20\(ICT,%2C%20store%2C%20and%20manage%20information.](https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-materials/information-and-communication-technology-ict#:~:text=Information%20and%20Communications%20Technology%20(ICT,%2C%20store%2C%20and%20manage%20information.)
- Loveless, B. (n.d.). *The Importance of Digital Literacy in K-12*. Education corner. <https://www.educationcorner.com/importance-digital-literacy-k-12.html>
- Ludus. (2020, December 11<sup>th</sup>). *How COVID has accelerated education's digital transformation*. <https://ludusglobal.com/en/covid-digital-transformation-teaching>
- Mosquera Gende (2018, March 14<sup>th</sup>). *M-learning: ventajas e inconvenientes del uso educativo del móvil*. UNIR. <https://www.unir.net/educacion/revista/m-learning-ventajas-e-inconvenientes-del-uso-educativo-del-movil/>
- Mosquera Gende, I. & Fitzgerald Fortuny, E. (2017, November 20<sup>th</sup>). *El aprendizaje móvil aplicado al estudio del vocabulario de la lengua inglesa*. UNIR. <https://www.unir.net/educacion/revista/el-aprendizaje-movil-aplicado-al-vocabulario-en-lengua-inglesa/>
- Norton, J. (2014, May 19<sup>th</sup>). *How students can use mobiles to learn English*. British Council. <https://www.britishcouncil.org/voices-magazine/teaching-tips-how-students-can-use-mobiles-to-learn-english>

- Parsons, D. (2014). The Future of Mobile Learning and Implications for Education and Training. In M. Ally & A. Tsinakos (Eds.), *Increasing Access through Mobile Learning* (pp. 217-229). Commonwealth of Learning and Athabasca University.
- Pedagoo. (2020, June 28<sup>th</sup>). *¿Cuál es el uso de las TIC en el aula?*  
<https://pedagoo.com/cual-es-el-uso-de-las-tic-en-el-aula/>
- Ramírez, M. (2011, October 24<sup>th</sup>). *La Educación al Alcance de tu móvil. Mobile Learning*. Informática para la Educación.  
<https://milagrosrp.wordpress.com/tag/m-learning/>
- Rao, P. S. (2019). The use of mobile phones in the English classrooms. *ACADEMICIA: An International Multidisciplinary Research Journal*, 9(1), 6-17. 10.5958/2249-7137.2019.00001.6
- Ratheeswari, K. (2018). Information Communication Technology in Education. *Journal of Applied and Advanced Research*, 3(1), 45-47. [10.21839/jaar.2018.v3iS1.169](https://doi.org/10.21839/jaar.2018.v3iS1.169)
- Rico Sirvent, C. (2017). *La ayuda de las nuevas tecnologías en el aprendizaje del inglés como lengua extranjera*. [Degree dissertation, Comillas Pontificia University]. Comillas Repository.  
<https://repositorio.comillas.edu/xmlui/handle/11531/21568>
- Rodinadze, S. & Zarbazoia, K. (2012). The Advantages of Information Technology in Teaching English Language. *Frontiers of Language and Teaching*, 3, 271-275.  
[https://www.academia.edu/2464880/The\\_Advantages\\_of\\_Information\\_Technology\\_in\\_Teaching\\_English\\_Language](https://www.academia.edu/2464880/The_Advantages_of_Information_Technology_in_Teaching_English_Language)
- Rodríguez Núñez, L. I.; Vallejo Vallejo, G. E.; Proaño Brito, F.; Romero Rojas, H. H.; Solís Viteri, L. P. & Erazo Parra, J. L. (2017). Diseño de una metodología m-learning para el aprendizaje del idioma inglés. *Revista Boletín Redipe*, 6(6), 35-48.  
<https://revista.redipe.org/index.php/1/article/view/241>
- Sánchez, D. (2017, August 10<sup>th</sup>). *¿Sabes qué es el Aprendizaje Móvil o Mobile Learning?* Vértice Formación y Empleo. <https://www.vertice.org/blog/sabes-aprendizaje-movil-mobile-learning/>
- Schleicher, A. (2020). *The Impact of COVID-19 on Education: Insights From Education at a Glance 2020*. OECD Publishing.  
<https://www.gcedclearinghouse.org/resources/impact-covid-19-education-insights-education-glance-2020>
- Shalini Jayanthi, N. & Vijay Kumar, R. (2016). Use of ICT in English language teaching and learning. *Journal of English language and literature (JOELL)*, 3(2), 34-38.  
<https://www.semanticscholar.org/paper/USE-OF-ICT-IN-ENGLISH-LANGUAGE->

[TEACHING-AND-Jayanthi-Kumar/d6eb47ef6f19532f770fc9615071ef7d14bd9b3e](#)

Sharma, V. K. (2016, October 18<sup>th</sup>). *How important is technology in education*. Klient Solutech.

<https://www.klientsolutech.com/how-important-is-technology-in-education/>

Stošić, L. & Bogdanović, M. (2013). M-learning - a new form of learning and education. *International Journal of Cognitive Research in science, engineering and education: (IJCRSEE)*, 1(2), 114-118.

<https://dialnet.unirioja.es/servlet/articulo?codigo=4909337>

Tekman Education (2021, March, 4<sup>th</sup>). *¿Qué es el M-learning y qué ventajas tiene?*

<https://www.tekmaneducation.com/blog/que-es-el-m-learning/>

Traxler, J. M. (2005). *Defining mobile learning*. [Paper presented]. IADIS International Conference Mobile Learning 2005, Qawra, Malta.

OECD. (2019). *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>

Vega Vivar, B. (2016). *Uso de las TIC en el aula de lenguas extranjeras en educación primaria / Use of ICT tools in the foreign language classroom in primary education* [Degree dissertation, University of Cantabria]. University of Cantabria Institutional Repository.

<https://repositorio.unican.es/xmlui/handle/10902/9316>

Vivancos Martí, J. (2013). El futuro de la educación y las TIC. *Revista padres y maestros / Journal of parents and teachers*, (351), 22-26.

<https://revistas.comillas.edu/index.php/padresymaestros/article/view/1047>

Vives, J. (2020, September 21<sup>st</sup>). Centros escolares más y mejor digitalizados. *La Vanguardia*.

<https://www.lavanguardia.com/vida/junior-report/20200921/483595186947/centros-escolares-mas-mejor-digitalizados.html>

## WEBOGRAPHY

British Council LearnEnglishTeens. (n.d.). *The cure for boredom*.

<https://learnenglishteens.britishcouncil.org/study-break/video-zone/cure-boredom>

British Council LearnEnglish Teens. (n.d.). *Can, could and would for invitations, offers, requests and permission*.

<https://learnenglishteens.britishcouncil.org/grammar/intermediate-grammar/can-could-would-invitations-offers-requests-permission>

Canva. (n.d.). [https://www.canva.com/es\\_es/](https://www.canva.com/es_es/)

Edpuzzle. (n.d.). <https://edpuzzle.com/media/60bef39a4a656f416aa85861>

Flaticon. (n.d.). <https://www.flaticon.es/>

Freepik. (n.d.). <https://www.freepik.es/>

Google Forms. (n.d.). <https://www.google.es/intl/es/forms/about/>

Genially. (n.d.). <https://www.genial.ly/es>

Netboardme team. (2017, June 19<sup>th</sup>). *Create Web Page with netboard.me* [Video]. Youtube. <https://www.youtube.com/watch?v=L8HnnSeGM-8>

Netboardme team. (2017, June 19<sup>th</sup>). *Customize Web Page on netboard.me* [Video]. Youtube. <https://www.youtube.com/watch?v=XwpZ3Pw1zLk>

Netboardme team. (2017, June 19<sup>th</sup>). *Edit Web Page on netboard.me* [Video]. Youtube. <https://www.youtube.com/watch?v=CHPDU6NabU8>

Liveworksheets. (n.d.). *Feelings and Emotions*.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Feelings and emotions/Feelings and Emotions lc218118fk](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Feelings%20and%20emotions/Feelings%20and%20Emotions%20lc218118fk)

Liveworksheets. (n.d.). *Must or mustn't (classroom rules)*.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Must or mustn't/Must or mustn't \(classroom rules\) lo2137pn](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Must%20or%20mustn%27t/Must%20or%20mustn%27t%20(classroom%20rules)%20lo2137pn)

Liveworksheets. (n.d.). *Modal verbs – quiz*.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal verbs - quiz cm355id](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Modal%20verbs/Modal%20verbs%20-%20quiz%20cm355id)

Liveworksheets. (n.d.). *Modal verbs practice*.

[https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Modal verbs/Modal verbs practice re273526rr](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Modal%20verbs/Modal%20verbs%20practice%20re273526rr)

Lyrics Training. (n.d.). <https://es.lyricstraining.com/en>

Mentimeter. (n.d.). <https://www.mentimeter.com/>

MyEnglishpages. (n.d.). *Vocabulary. Emotions: feelings of happiness, sadness and anger*.

<https://www.myenglishpages.com/english/vocabulary-lesson-feelings.php>

Pinterest. (n.d.). <https://www.pinterest.es/>

Pinterest. (n.d.). <https://www.pinterest.es/pin/367536019582883976/>

Quizlet. (n.d.). <https://quizlet.com/latest>

Quizizz. (n.d.). <https://quizizz.com/>

Teachingteacup. [@teachingteacup]. (2020, February 15<sup>th</sup>) *¡Hola, profes! 🙌 ¿Alguien más de puente por aquí? 🙌 Hoy os traigo una actividad que ya os conté que* [Image]. Instagram.

[https://www.instagram.com/p/CLTuflvIBGj/?utm\\_medium=copy\\_link](https://www.instagram.com/p/CLTuflvIBGj/?utm_medium=copy_link)

WhatsApp Fake Chat. (n.d.). <https://www.fakewhats.com/generator>

## LEGAL REFERENCES

Council of Europe (2020). Common European Framework of Reference for Languages: Learning, teaching, assessment - Companion Volume. Council of Europe Publishing.

Royal Decree 1105/2014, (BOE number 3, of Jan 3rd) whereby the core curriculum corresponding to Statutory Secondary Education is established.

Order of Jan 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students' learning process is established and the transition process between different educational stages is ascertained.

## 6. APPENDICES

Table 6:

*Rubric for the written project*

| WRITTEN PROJECT-ASSESSMENT                   | 4. Excellent                                                                     | 3. Good                                                                     | 2. Sufficient                                                           | 1. Insufficient                                                |
|----------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------|
| Title                                        | It is perfectly in line with the contents of the website and it is very original | It is in line with the contents of the website                              | It does not exactly correspond to the contents of the website           | No title is written                                            |
| Description of the members of the group      | There is a perfect description                                                   | There is a normal description                                               | The description is brief                                                | No description is written                                      |
| Reasons for the chosen topic                 | The reasons are perfectly clear and argued                                       | The reasons are well understood and argued                                  | The reasons are not well understood nor argued                          | No reasons are written                                         |
| General description of the content presented | It is perfectly understood                                                       | It is well understood                                                       | It is not well enough understood                                        | No general description is written                              |
| Required content                             | It contains all the required content                                             | It contains most of the required content                                    | It only has some required content                                       | It has only one required content or no content at all          |
| Information                                  | It appears very orderly and coherent                                             | It appears orderly and coherent most of the time                            | It is sometimes not orderly and coherent                                | It is not ordered nor coherent                                 |
| Grammatical aspects                          | There are a lot of modal verbs included and they are used correctly              | There are a lot of modal verbs and most of the time they are used correctly | There are not many modal verbs and sometimes they are not used properly | There are few or no modal verbs and they are not used properly |
| Vocabulary                                   | There is a wide range of vocabulary                                              | There is a variety of vocabulary in most cases                              | There is not much variety of vocabulary                                 | There is a very limited or basic vocabulary                    |
| Spelling                                     | There are none or very few spelling mistakes                                     | There are some spelling mistakes but not major ones                         | There are some major spelling mistakes                                  | There are a lot of major spelling mistakes                     |
| Design                                       | It is highly creative and original. It is perfectly organised                    | It is creative and original and it is well organised in most cases          | It is sufficient but some aspects are not well organised                | It is not adequate and most aspects are not well organised     |

Image 45:

*Observation scale for the oral presentation*

| <b>ORAL PRESENTATION - ASSESSMENT</b>                                    | <b>4. Excellent</b> | <b>3. Good</b> | <b>2. Sufficient</b> | <b>1. Insufficient</b> |
|--------------------------------------------------------------------------|---------------------|----------------|----------------------|------------------------|
| <b>CONTENT</b>                                                           |                     |                |                      |                        |
| The student has knowledge of the content                                 |                     |                |                      |                        |
| The student has prepared the presentation                                |                     |                |                      |                        |
| <b>GRAMMAR, VOCABULARY AND EXPRESSIONS</b>                               |                     |                |                      |                        |
| The student uses a wide range of vocabulary appropriate to his/her level |                     |                |                      |                        |
| The student uses grammatical aspects seen in the unit                    |                     |                |                      |                        |
| The student uses expressions to give opinions                            |                     |                |                      |                        |
| <b>SPEAKING</b>                                                          |                     |                |                      |                        |
| The student has pronounced correctly                                     |                     |                |                      |                        |
| The student has had an adequate voice tone                               |                     |                |                      |                        |
| The student has spoken fluently                                          |                     |                |                      |                        |
| <b>POSTURE</b>                                                           |                     |                |                      |                        |
| The student has had an appropriate body language                         |                     |                |                      |                        |
| The student has maintained eye contact with the rest of the class        |                     |                |                      |                        |
| The student has been self-confident                                      |                     |                |                      |                        |