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Trabajo Fin de Grado

The use of ICTs in English teaching

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ABSTRACT

This Final Degree Project consists of a didactic proposal to use new technologies in the classroom as a new teaching method. This work has been divided into two parts.

In the first part, the theoretical foundation is addressed, in which a classification of the different online resources that teachers have for the teaching of English as a foreign language is carried out. It will deal with the new methods that are being implemented in the classroom in the new modern society in which new technologies have a very important role.

In the second part, this work has a teaching unit in which they will be reflected as these online resources work within the classroom and the different activities that can be done so that the students practice all the skills.

Key words: ICTs, online resources, new technologies, teaching, learning.

RESUMEN

Este Trabajo Final de Grado consiste en una propuesta didáctica para emplear las nuevas tecnologías en el aula como nuevo método de enseñanza. Este trabajo se ha dividido en dos partes.

En la primera parte, se trata la fundamentación teórica donde se realiza una clasificación de los distintos recursos online que los profesores tienen para la enseñanza del inglés como lengua extranjera. Se trata de dar a conocer los nuevos métodos que se están implantando en el aula con la nueva sociedad moderna en la que las nuevas tecnologías tienen un papel muy importante.

En la segunda parte, este trabajo cuenta con una unidad didáctica en la que se verán reflejados como estos recursos online trabajan dentro del aula y las diferentes actividades que se pueden realizar para que los estudiantes practiquen todas las destrezas.

Palabras clave: TICs, recursos online, nuevas tecnologías, enseñanza, aprendizaje.

1. INTRODUCTION

Nowadays, the English language has become a universal language, so to be successful both professionally and personally it is necessary to know this language. It is important to learn this language because English has become a link language between most countries in the world. Thanks to this language, students can communicate with other people in different times and from different locations, and it will help them to find a job in the future since it is required in many jobs. In addition to this, English is a language that helps students to increase their linguistic fluency. There are more bilingual schools and more people who learn this language. It is easier to assimilate a new language in a stage of childhood than when the students are already adults because when they are a child they have more skills. It is important to differentiate between students who study English as a second language (ESL) and students who study English as a foreign language (EFL) because those who study this language in schools and institutes are the students of EFL since they learn the language to be able to communicate with all the people of the world. For its part, ESL students live in places where the English language is spoken and they need to know their varieties to communicate. However, there is another term used to describe both cases called *ESOL* that means English for Speakers of Other Languages with which thanks to the use of internet “many ‘EFL students’ are in effect living in a global target-language community and so might be thought of as ‘ESL students’” (Jeremy Harmer, 1997, p.12).

In this project, we are going to deal about the different materials that can be used by the teacher in class to teach the students the English language. Although there are many types of resources, we are going to focus on online resources as their use is increasing and they are the most innovative resource today. Online resources will be the main didactic resource for education in the future.

On the one hand, Internet it is very important nowadays for acquiring a language in a better way. It is increasingly important because it can be used inside and outside the classroom. Pew Internet & American Life Project conducted an investigation in which it is clearly demonstrated that the use of Internet for adolescents is of great help to learn. There are many relevant results: 94% of teens use the Internet for school research; 87% of their parents think that the Internet helps their children with their schoolwork and 78% of students believe that the use of Internet helps them with their homework (Simon et al., 2001). In general, both parents and students believe that the use of Internet is important to learn a language easier. The use of internet

increased student autonomy, due to factors including increased student access to external resources, technical difficulties arising when students all tried to do the exact same thing on the Internet, and a reversal of the usual knowledge disparity between teachers and students. (Schofield & Davidson, 2009)

The use of online resources is more practical in higher education.

On the other hand, online resources increase the motivation of the student since they learn in a better way and in a more fun way. Students play at the same time as they learn. The pupils see the exercises as a game, and then it does not take so much effort and their motivation increases. Besides, “the application of online or virtual methodologies in the traditional classroom-based teaching will allow students to become more autonomous and flexible in their study”. (Fernández and Pérez 2015, p.32). However, many factors influence student motivation. These factors can be external or internal to the classroom. There are students who feel motivated learning English because they want to understand some American or British television channel and others because they want to dedicate themselves in their future to the teaching of English. The teacher has a lot to do with the motivation of the student. In addition, others are not interested in this subject so that the way that the teacher has to give his class and the resources he uses will make a student more or less motivated. They must know what are the appropriate methods to capture the student's attention. New technologies are a key factor in attracting students' attention and increasing their motivation. It is also important that students have an active role in the class, for example, to negotiate with the teacher how to evaluate them or what kind of activities they would like to do in classroom.

This project will give a definition about online resources, the place that technology occupies in education today, the materials that are used, the advantages and disadvantages of its use in the classroom and a classification about the different resources. In addition, the topic of augmented reality will be discussed, as well as a difference between traditional resources and new technological resources. Finally, a lesson plan will be included.

2. OBJECTIVES

The main objective pursued with this project is the promotion of the use of new technologies and online resources to learn the English language as a second language in education for children who are in the period of secondary education.

Among the specific objectives can be highlighted the following:

- To use new methods to motivate students to learn a foreign language in a more entertaining way;

- To stimulate the effort, motivation and constancy of the students for the learning of English as a foreign language through ICTs;
- To become familiar with the use of ICTs and new technologies in the classroom;
- To be able to use the new tools, such as the computer;
- To make them feel confidence and comfortable with themselves with the use the new technologies to learn a new language in the classroom;
- To develop autonomy in language learning;
- To be able to understand information of the new language in different communicative situations.

3. THEORICAL FRAMEWORK (ONLINE RESOURCES)

3.1.DEFINITION

In this section, we will show the definitions of online resources and ICTs since having knowledge of what they mean is a key factor in this work.

The word *resource* can be defined as “something that you can use to help you to achieve something, especially in your work or study” (MacMillan Dictionary, 2019¹). So that, an online resource would be something that students can use to help themselves through internet.

Moreover, it is important to speak about the term ICTs, which is the information and communication technology. According to Rouse (2017), it can be universally defined as the interaction in the digital world of people through all the devices, applications and network components. Besides, it is defined by MacMillan Dictionary (2019) as “a school subject that deals with computers, electronics, and telecommunications”. Therefore, it refers to the transmission of information through the internet, computers or any technological tool.

Continuing with these concepts, we are going to discuss the place that technologies occupy in society as well as in education.

3.2.THE PLACE THAT THEY OCCUPY

In the past, students only had access to books, encyclopedias or school materials to search any information, but currently, they have access to many recourses, among which the online resources have been the most innovative since the pupils have access to them with a wide variety of information from any place. “This change, to more open access to information and

¹ See web address → https://www.macmillandictionary.com/dictionary/british/resource_1

more online materials being accessed outside of those provided by lecturers, and indeed institutions, is likely to accelerate and change the way students are learning” (Alshahrani, Ahmed and Ward, 2017, p.87) . Studies conducted to students from the United Kingdom, Saudi Arabia and Kenya showed that it “has improved students’ academic self-confidence, academic self-reliance and student–lecturer connectedness” (Alshahrani, Ahmed & Ward, 2017, p.102).

Nowadays, mobile phones and technologies in general dominate students’ lives. “Technology helps in education to create a better educational syllabus, learning material and future products and services” (Kumar, 2016). It is important because thanks to new technologies, students are more interested in learning languages because they are more attentive and see learning in an easier way. Ciornei (2013) asserts, “the rapid development of computers and Internet has made foreign language teachers consider computer assisted language teaching a component of languages learning pedagogy” (Ciornei, 2013, p. 249).

With traditional methods, the students’ role was more passive, they only listened, but thanks to the introduction of new technologies in the classroom, the students’ role is more active, they participate more in class. The teacher who uses traditional methods demands silence and obedience, while the teacher who uses the new teaching methods encourages debate and participation giving prominence to the student. In large part, the student is responsible for their training. The implantation of new technologies in the classroom allows us to see the theory and practice in a more dynamic way.

Although ICTs are increasingly present in education, it is true that the entire process of their incorporation into education is slow since there is not much support from the institutions, due to the lack of financial resources and the difficulties that the students present to adapt. However, its incorporation into education is necessary because it will help students to be able to function on their own and without problems in the new society.

In general, technology improves learning skills. It can be said that the traditional methods have been transferred to a virtual format. Some people think that nowadays the use of new technologies in the classroom could make teachers disappear, but we must see ICTs as support tools in the classroom, integrating them into learning programming as one more resource. New technologies are increasingly present in the educational field as they represent a change thanks to the convenience and speed they offer both teachers and students. A student of foreign languages must continue their learning throughout their lives and thanks to the use of new

technologies, they can refresh their memory without effort. In language learning, interaction is very important. The personal and interpersonal intercommunication is the basis to manage in a language, but together with technology, the way to learn and communicate is more bearable. Besides, the use of online conferences and online chats for those who cannot go to the classroom due to illness or other reasons is more frequent in high schools and universities. In addition to the importance that new technologies have in the classroom, they also have importance outside of it. For instance, at the administrative level, its use facilitates the admission processes of the students.

In conclusion, nowadays the use of new technologies in the classroom has meant many changes in teaching, for example, now the interaction can be in real time through chats or in real time with the use of emails. Besides, more people can interact at the same time, and the roles of teachers and students have changed, as we mentioned above. With the development of new technologies, new learning environments have been created. It is good to accept that education is changing and we must learn to adapt to children's learning so that they can grow for their future.

The benefits and drawbacks of using new technologies in education will be discussed below.

3.3.ADVANTAGES AND DISADVANTAGES

Although the use of new technologies in the classroom is increasingly common, it also has its disadvantages. Cutter (2015) explains that the use of computers into the classrooms increases student motivation. Next, we are going to see some advantages and disadvantages.

On the one hand, we can highlight the following advantages:

- The student will have more interest and will feel more motivated to learn a new language if the learning is more easy, enjoyable and interesting.
- New technologies allow students to interact with other students or other educational centers. This will allow them to exchange their knowledge and improve their learning.
- They can establish communication with students from other countries and improve their vocabulary and pronunciation in the new language.
- This is useful because it allows the student to be more autonomous with their tasks.
- The social and communicative capacities of the students improve because more of the activities are in groups.
- The promotion of the individual learning process and an immediate feedback.

- The use of new technologies in education also improve educational effectiveness both for teachers and for students.
- Since not all students are motivated to learn a foreign language, the fact of doing it through the Internet gives them more interest.
- Apart from the benefits for the students, the use of ICTs by teachers also has benefits since they can share information with other teachers.

According to Mujtaba and Mabarak (2013) there are more advantages. For example, students can learn English by their own because the use of Internet offers them many opportunities as practicing and improving their English or that students can learn at their own pace. Besides, the use of new technologies can help students have a more active role in the classroom.

On the other hand, the use of new technologies in the classroom also has its disadvantages. According to Imad (2015), the use of new technologies can be a problem since there are many teachers who are not prepared or who do not have the level to use them.

Deficiencies and constraints of technological instruments, financial supports, lack of time, lack of information about how to use various types of technological equipment and programs, and lack of effective training courses are the challenges that discourage training language learning and teachers progress. (Imad, 2015, p.85)

Besides, the pupils can be distracted more easily because they see learning as a game and some of them may not take it seriously. Himmelsbach (2019) points those other drawbacks of using it as is that not all students have the same access to technological resources, as they cannot afford to pay the necessary resources to use them or that students do not know how to search for the necessary information and access pages that are not reliable. The time needed for each activity can be another drawback since the teacher does not know how the students will react. It is also good to have extra activities in case the activity lasted less than expected and try not to last longer than expected because it may not be time to give all the material. In addition, the lack of quality control, the excess of freedom and intellectual property rights are other significant disadvantages.

Internet is a fabulous resource for children since they can learn the English language on their own and without having to spend money on it. The problem is that it was not designed for them, so misuse can lead them to have problems.

Next, we are going to see a classification of the online resources to be more familiar with the new technologies in the classroom.

3.4.CLASSIFICATION

Below is a classification of the different online resources that exist and that are useful for teaching languages. From my point of view, this classification is very complete so that language learning can be more entertaining and motivating for the student.

3.4.1. WIKIS

According to the Macmillan Dictionary (2019) a definition of *wiki* is a website which allows its readers to freely add and edit content and to create links between different pieces of content. Wikis supports hyperlinks and the creation of new pages. What differentiates them from other resources is that they allow communication between people, which can share information beyond the limits of the classroom. Their use is increasingly present in the classroom. Teachers use them in their classes as support in teaching and as a learning tool. The use of wikis has many advantages since their use is mainly free and their use is very easy. According to Bhaskar (2017) another advantages are that anyone with an internet connection have access to them from anywhere and students and educators from around the world can collaborate and work on the same document. Although *Wikipedia* is the most famous wiki, there are others that are very useful in education such as *Google Classroom* with which teachers and students can be in contact at school and at home. There is another wiki named *Edmodo* that allows students and teachers to be in contact and “they can modify and add the information as they see fit” (Mascuñano, Venzalá & Robles, 2018). *Edmodo* allows them to create an account free as a teacher and share courses, information and exercises with the students, but also, it allows the students to have their profile and they can ask their doubts through it.

Although users do not have knowledge about new technologies and information technology, their creation and inclusion of texts is very simple. The information published through wikis can be very complete since each user can provide different information. They are important in education since students can gather information and exchange any type of ideas even if they are not physically together. Although students learn to publish content, they are also developing their skills. In addition, through wikis, students can submit their tasks and the

teachers can correct them; it is a very simple way of working. Wikis can also benefit the student in a personal way because their use involves learning by working in a group. Besides, they foster the autonomous learning of the students. It is a brilliant tool for students to improve the skill of written expression. Although the use of wikis is very useful in the classroom, it also has some disadvantage since anyone can add information without being contrasted.

3.4.2. BLOGS

According to the Cambridge Dictionary (2019), a blog is defined as a regular record of thoughts, opinions, or experiences that people put on the internet for other people to read. In the Macmillan Dictionary (2019), the definition that we find for blog is a website that contains short articles called posts that are changed regularly. In addition, it appoints that most blogs allow comments from readers. Entries of blogs contain images and links to other Web sites (Boulos et al., 2006). The word *blog* is a contraction of the term a “web log”. According to Blood (2000), “web log” was first used by Barger (1997) and the shortened version by Merholz in 1999 (Merholz, 2002). It is very easy to be in the network with blogs since they do not need the HTML code and the rest of the websites if they need it. (Fernández & Pérez, 2015, p.33). According to Palazio (2014, p.20) there are three characteristics that differentiate blogs from other websites: “*la frecuencia de actualización, el trabajo en colaboración y la facilidad con la que se añade el contenido*” (Fernández y Pérez, 2015, p.33).

Blogs are important in education because through them, students can address different issues and their communication is very effective and fast. Besides of this, blogs are important in this field because they are highly motivating for students, especially those who would not otherwise be able to participate in the classrooms. They provide good opportunities for students to read and write and they are as effective forums for collaboration and discussion. Additionally, they are powerful tools to enable learning.

There are different types of blogs. Related to education, we can find blogs for teachers, parents and blogs for students. Some examples of blogs for teachers are *The Organized Classroom Blog*, which is a blog for those teachers who want to have a functional and efficient classroom. Here, we can find different free ideas and resources. Another blog for educators is the named *ProfHacker*, which is a blog that helps teachers to join teaching with ICTs and productivity. About blogs related with parents, *Parents Countdown To College Coach* is a blog for those “who might need some extra help to advice their children out of school. The students look *BBC Learning English Blog* up because in this blog, they can find many resources such as

videos, articles, exercises to improve their English. *Perfect English Grammar* deals about grammar exercises to practice. In relation with the speaking skill, there is a blog named *Spoken English Practice*, the pupil can learn from pronunciation of English words to how to develop fluency. Another example is *Macmillan Dictionary Blog*.

One of the disadvantages of using these webs is “with virtually anybody able to alter, edit or otherwise contribute to the collaborative Web pages, it can be problematic to gauge the reliability and accuracy of such resources” (Boulos et al., 2006, p.1).

In general, blogs are a useful tool for language learning. The use of blogs improves the written expression of the student as they strive to write correctly, communication is more realistic and the student becomes more autonomous. In addition, the use of blogs improves the student's vocabulary since it does not use the same language in a family environment as in a formal one. Respect is also encouraged because the students publish different opinions in their blogs so that group discussions are created.

3.4.3. ONLINE DICTIONARIES

There are many online dictionaries that allow searching terms and definitions of words in a fast and efficient way. In addition to this, online dictionaries offer the pronunciation of words, the variants of spelling, origin and derived forms and examples of how a word is used. We can highlight Macmillan Dictionary and Oxford Learner's Dictionary. Their use is free and they are advanced learner dictionaries.



Figure 1: Example of an online dictionary.

3.4.4. ONLINE GAMES

Nowadays there are a lot of online games, which offer pupils a different way of learning. They can help them to learn English in a creative and entertaining way because with this type of resources the students do not see learning as an effort. Their use is a controversial topic because some people think students cannot learn effectively with games and that the best way to learn is with the traditional method, and other people think that the use of games is more effective since they learn with the use of new methods and enjoying. Students can practice all the skills with online games.

Examples of online games for learning and teaching English as a Second Language are: *Ruby Rei*, which is a video game of adventures where the mission of students is to save their friends and find the way home. With this game, students are practicing speaking, listening, reading and writing skills. Besides, pupils can play *Wordshake*, which is a game where we have 16 letters and we have to build words in English in 3 minutes. With this game, the vocabulary is practiced. Finally, *Freerice* is another game to practice the vocabulary skill because we have a word and we have to find a synonym of this word.

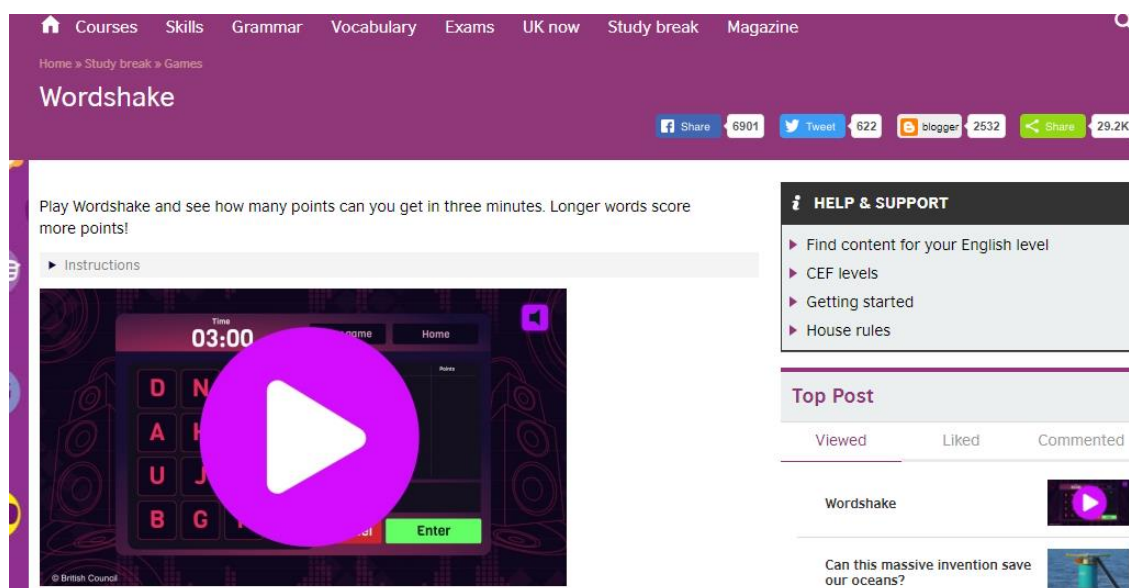


Figure 2: Example of an online game.

3.4.5. WEBSITES

“A website is a set of pages of information on the internet about a particular subject, published by a single person or organization. A website could be interactive” (Mascuñano, Venzalá & Robles, 2018). Students can visit websites to complete the information they need for their assignments and to find the information that interests them. When creating a website,

keep in mind that the explanation is easy and organized in a meaningful way. We can highlight different websites:

- *Edpuzzle*: With this platform, we can select or create a specific video to use as a listening in class where students will have to answer some questions that have been previously added by the teacher inside the video. Thus, the language focus in Edpuzzle pursues to improve the listening skill. At the end, we can also show the students the answers and have a record of their results. Although all the students are doing the activity at the same time, they can work individually and taking the time they need to think and select the correct answer, as the video will not stop until they press an option. This is useful because “it is visual, interactive and it enables them to learn at their own speed” (The Edpuzzle Team, 2019).
- *Kahoot*: A platform allows teachers to create their own evaluation questionnaires or use existing questionnaires. Apart from asking multiple-choice questions, the option of discussion and debate is also available. There are four different types of kahoots (quiz, jumble, survey and discussion). It is a way to review what has been seen in class. The teacher controls the duration of each question, being able to stop in each question to make the explanation that considers. To access *Kahoot*, the teacher must have created an account and the student will be able to access the exercises through a pin code that will allow them to enter the platform. At the end, we can get an excel document with the results of the questionnaire.

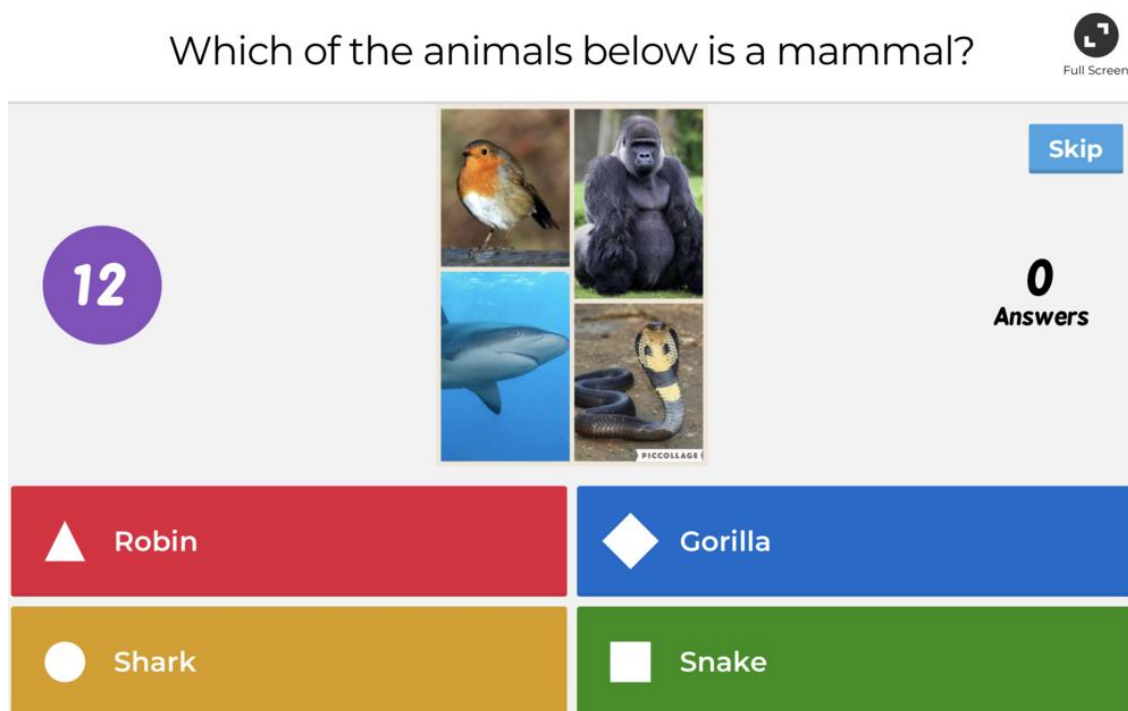


Figure 3: Example of a website.

- *Lallena's website*: it is a web in which we can find many resources such as English courses, quizzes, dictionaries, tests, activities related to grammar, apps for learning English. The students can improve their skills thanks to this web because they can find all type of resources related to speaking, writing, reading and listening. Also, they can find "Selectividad" exams to prepare its access.
- *ESL Games Plus*. It is a website where students can find games to learn English. With this website, users can practice grammar, vocabulary, listening comprehension and pronunciation, as well as being able to practice sentences.
- *Lyrics Training*. With this website, we can teach English singing, something that students will find fun. We will have to select a song and the gaps we wish the students to fill.

In my opinion, web pages have become a necessary tool in education since through them students can register and they can make registration payments. Besides, students have access to all information and with these websites, they can learn in a different way while practicing all the skills. It is a simpler and faster way to access content.

3.4.6. WEBQUEST

A webquest can be defined as “instructional tool for inquiry-oriented learning in which learners interact with resources on the Internet, develop small group skills in collaborative learning and engage in higher level thinking” (Zheng, Stucky, McAlack Menchana, Stoddart, 2005, p.41). Webquests were created by Bernie Dodge in 1995, during the early stages in which Internet began to develop. Webquests can be discipline or interdisciplinary and there are short term and long term webquests. Short term webquests deal with the time students need to acquire knowledge, which is usually in a maximum of 3 hours. However, long-term webquests deal with the time students need to improve and extend that knowledge they have already acquired. These consultations may take a long time to take weeks. With the use of webquests is not intended that the student searches for the information but uses it and transforms it. Generally, webquests include six elements. According to Strickland (1995) these parts are: introduction, where the function is to provide the background information; task, where the activity is included; resources, which provide links to find the information necessary to perform the activity; process, which provides a clear guide describing what students have to do in their activities; evaluation, this means, what the students should do to success on the task; and finally, a conclusion, which summarizes what the students must have learned by doing the activities.

One of the reasons for using webquests is that students participate in an active way in learning since they are activities that focus directly on the student. Its use is very good for students to work collaboratively and at the same time be more autonomous with their tasks. In addition, its use is a way to introduce a more real world into the classroom. Students feel more motivated with this type of resources for their learning.

There are many English web pages where we can find webquests. One of them, which is very well known, is Isabel Pérez's Website, where we can find an example of webquest named “It won't happen to me!” It is an activity designed for 4º ESO- or Bachillerato. In this task, the students will be reporters / journalists who have to create a magazine with articles about AIDS and create a school campaign about it. We want to raise awareness that AIDS is a global disease and that people always think that it will not happen to us. This type of activities can be entertaining to the student since each one will have a real role.

There are other platforms with which we can create webquests. An example of this could be the website *Padlet*. It is a tool on the web that allows us to store and share multimedia

content, it can be used as a collaborative blackboard. It allows inserting images, videos, presentations... *Padlet* is very useful for students since thanks to it they can do different creative activities.

3.4.7. MOBILE APPLICATIONS

Nowadays, our society is becoming more and more digitized. New technologies are part of daily life of people and people, especially young people, have a great dependence on mobile phones, to the point of not being able to get by without them. So that, there are many mobile applications which can help the students to learn and practice the English language from their homes. According to Viswanathan (2019), mobile applications are programs of software that can be employed in both smartphones and tablets. Mobile applications differ from desktop applications in that these, are programs that run on a desktop computer and not directly on a mobile.

At this point, it is important to define the concept mobile learning. It is defined by Georgiev, Georgieva and Smrikarov as “The ability to learn anywhere at anytime without permanent physical connection to cable networks” (Georgiev, Georgieva and Smrikarov, 2004, p.28). In addition, as Ally assert that it can be defined as “the process of using a mobile device to access and study learning materials and to communicate with fellow students, instructors or institution” (Ally, 2009, p. 58). This leads to the term of MALL, which is the Mobile Assisted Language Learning. “MALL differs from computer-assisted language learning in its use of personal, portable devices that enable new ways of learning, emphasising continuity or spontaneity of access and interaction across different contexts of use” (Kukulska-Hulme and Shield, 2008, p. 273).

There are many educational applications that the students can use to learn. They have many advantages such as they have access to them anytime from anywhere. Another one is that the students see learning as an entertaining game, without effort and then their interest in learning languages increases. They can learn the English language on their own and without having to spend money on it. Thus, mobile applications are useful for the students because “through Internet and mobile apps children are closer to the study materials and have broader search content” (Mascuñano, Venzalá & Robles, 2018). According to Roy (2017), other benefits are new ways of learning that help students learn from a different perspective or that communication between parents and teachers can improve since they have a way to communicate faster and more conveniently.

Although there are many applications to use in the smartphones, many of them can be used also in both computers and mobile phones. This is very significant because in schools and in high schools the use of mobile phone is not permitted. This is a controversial issue as there are people who favor mobile phones being allowed in the classroom because for example, providing a computer to each student can be expensive and besides of this, they can be used as a learning tool. However, there are people who think that they should be banned because they can be a distraction for the student. It is clear that it is very useful that the applications are available in both devices because it will allow students to use them in computers in the classroom and children can use them on their phones from their homes or from anywhere.

We can highlight different examples of mobile applications. For example:

- *Hellotalk* is an application to improve and to practice the speaking and written skills because through it children can communicate in any language with others, that is to say, it is an application to message with other native people. Children can improve their English with *Hellotalk*.
- *Johnny Grammar* of British Council. With this, the students can practice the grammar skill because offers an advanced grammar.
- *Memrise* or *Duolingo*. They are applications to improve the vocabulary skill. For example, *Memrise* is “an online learning tool with courses created by a community of people, which focus primarily on teaching languages, but also for academic and non-academic subjects” (Mascuñano, Venzalá & Robles, 2018). Teachers can create their own course of vocabulary to students learn it. Besides, other people's courses are available so that anyone who wishes can join. Both applications are available in both computer and mobile phone.

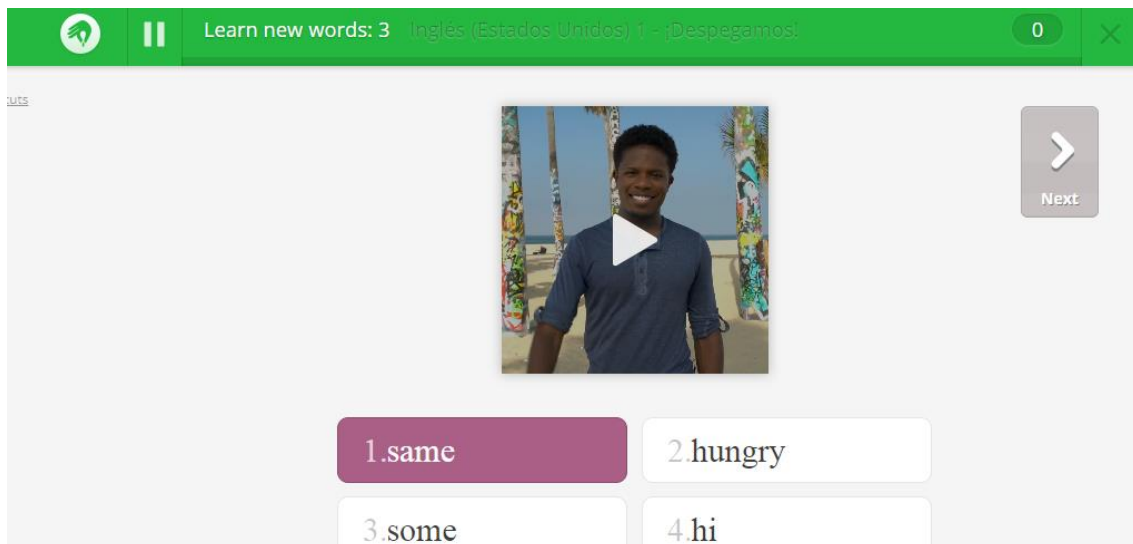


Figure 4. An example of *Memrise*.

- *Plickers*. It is a free application with which the teacher can test questions with students in a very simple and entertaining way. The students see the tests as a game. The teacher can immediately get the answers. It is very useful to use in class since the teacher is the only one who needs to have a smartphone. The only thing students have is a card with a code that this application will provide them to answer the questions. According to their answers, the students should turn the card one way or another. Teachers will focus their mobile and the system will recognize the answers instantly. Teachers to evaluate students in a fast way use this application. It will serve also as an example of augmented reality application.

4. AUGMENTED REALITY

There is another online resource to teach English in schools that is being very innovative today, which is named *Augmented Reality (AR)*. Augmented reality is the term that allows people to see the real world through a device and the new technologies. It was coined by Thomas Caudell in 1990. However, Shelton (2002) asserts that it is “a system of tools that allows a person to view one or more virtual 3D objects in the real-world environment”. Augmented reality is a tendency on *EdTech*. It is useful for education because if there are some complex issues, with augmented reality they can be taught in an easy way. Apart from this, its use draws attention in children in an attractive way. Although augmented reality is increasingly present in the educational environment, it does not have financial support so it cannot be

established in a broader way. Both the real world and virtual reality play an important role in augmented reality.

There are two types of augmented reality: with marker and without marker. In augmented reality with marker, we have applications that only allow us to consume augmented reality but not create it. However, augmented reality applications without a marker are open and allow us to create.

Among the benefits of the use of augmented reality we find that we have access to materials from anywhere and at any time and students can replace textbooks which is a more convenient and economical way of learning. Children do not need any special software; they can access it through mobile phones or tablets. Besides, the way of giving the class is more interactive and less boring so the students do not see what they are doing as an effort (Aleksandrova, 2018). Finally, learning is more productive since a picture is worth a thousand words. Therefore, students can see it as if it were the real world and not just based on theory. (Aleksandrova, 2018).

However, not all teachers have the necessary competence so this leads to having difficulties to deal with the augmented reality system. In addition, the prohibition of mobile phones in the high schools can create inconveniences to use this method, but the students from their homes can access all the available content. It is true that children get to distracted by mobile phones and that there are teachers who do not agree with its use but this fact should be taken advantage of for students to use in an educational way, trying to make them see that there are many ways to use their mobiles without wasting time.

Besides, it is important to make the QR codes relevant. This acronym mean “quick response”, it allows us to store all kinds of information, being able to access this information quickly through a smartphone, tablet or computer. To access this we must have a QR code reader installed on the device. They are a set of two-dimensional images that are decoded with a mobile phone and that allow information that is more direct to the user. They are also important in education because they permits students to know more about the information.

Many applications about augmented reality help students to learn English. Next, we are going to indicate some examples of this:

- *Mondly*. It is an application based on augmented reality to learn idioms, which students can practice their skills as if they were in a real-life environment. It offers class of

augmented reality. In addition, users have access to weekly tests to control their progress.

- *Plickers*. As we said before, it is another application of augmented reality which teachers can evaluate students in a fast way.
- *Essential Anatomy 3D* and *Anatomy 4D*. With these applications, students can learn the vocabulary of human body in a more entertaining way.

Below we present a table where we can see in a shorter way the different online resources that teachers can use in their classrooms.

WIKIS	Allows people to edit and create new content quickly and easily.
BLOGS	Through them students can share different ideas and have access to specific information.
ONLINE DICTIONARIES	Students can quickly obtain definitions of words, their pronunciation, synonyms, antonyms, derivative words, etc.
ONLINE GAMES	Through them, the students can improve all the skills in a different and entertaining way.
WEBSITES	Students can access them to complete the information for their activities since they are pages that offer information about a topic.
WEBQUESTS	The students use the necessary information and have an active role in the activities.
MOBILE APPLICATIONS	Allow students to practice the English language in an entertaining way and from anywhere.

AUGMENTED REALITY	Students learn the vocabulary in a more attractive and more real way from any place and at any time.
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5. TECHNOLOGY VS. TRADITIONAL METHODS FOR TEACHING

Nowadays, there are many methods to teach children. Technology is constantly changing and children learn with it in a faster way so traditional methods are being replaced by the use of technology. Teenagers use tablets and netbooks instead of books and notebooks (physical materials) to learn their subjects.

Although traditional methods have been used since the beginning of educational institutions it is a passive method where the protagonists in the classroom are the teachers and the students listen to them and take notes. However, with the use of online resources, the students have an active role in the classroom and the teacher only guides them and helps them in the background. The use of textbooks with traditional methods can lead to information that is not updated and it is up to the teacher to provide the student with complete information but with the use of new methods, the student has all the existing information available. One of the benefits of using textbooks is that they have a structure made in a way in which students find the information and necessary activities about what they have learned; on the internet, they can find a lot of information, but if they do not know how to search it correctly, it may not be valid. With the use of traditional methods, the student works more individually and with the use of new technologies, group work is encouraged so that students learn to respect others and share ideas with their classmates.

With textbooks, in addition to students being aware of what they are doing, help them to process information more easily than computers. Technologies complement the work done by textbooks, which still have a very important role in the learning process. With the traditional method, it is easier to control the time in which the class will be developed than with the use of new technologies since the teacher does not control the time that the student will need for each activity. In addition, with the use of new technologies, teachers do not know how the students will react with each activity so it is necessary to have extra activities. Some students prefer to listen to the teacher and take notes because they do not like the new method and do not want to have an active role in the classroom.

Among the different traditional methods that exist for the teaching of English language, we will address the following:

- The Direct Method. It is a method in which only the English language is used and not the native language of the students.
- The Audio-lingual Method. According to Rhalmi (2017), it was known as the aural oral approach or the Army Method (during World War II, where it had its origins). It is based on the behaviorist theory of language learning and the structural view of language. It rejects the use of the mother tongue, it is based on the ability to respond quickly where mistakes cannot be made, and the language is learned orally rather than written. It is very effective for teaching vocabulary.
- Communicative Language Teaching. It is based on helping students communicate with others by doing activities related to real life. With this method, students feel motivated. Although grammar is important, it is not presented with a series of rules but it is acquired in a natural way.
- Total Physical Response. Its objective is to teach language through the coordination of speech and action using physical movements. It is a more relaxed way to learn a new language that helps reduce people's stress.
- The Silent Way. As its name suggests, this method is based on the teaching of languages through silence. Teachers must remain silent as long as possible during class, taking a passive role while students are the ones who have to speak with an active role in the classroom.
- Suggestopedia. It is based on brain exploration to expand memory “The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher” (Richards and Rodgers, 2001, p. 142). It is a different way to teach foreign languages.

These methods are one of the most common types on which the traditional teaching of foreign languages is based. Each teacher uses a different method according to their teaching

preferences since not all teachers share the same thoughts about the effectiveness of each method. Furthermore, not all children learn in the same way so that all resources should be used in their proper measure.

Below is a table with the main differences between the traditional method and the modern method of language teaching.

TRADITIONAL METHODS	MODERN METHODS
	The use of new technologies is encouraged
The student has a passive role in the classroom	The student has an active role in the classroom
Access to little information	Access to a lot of information
Syllabus more structured	Syllabus less structured
Study alone in the classroom	Study from anywhere
Students have less motivation	Students have more motivation

In conclusion, the use of ICTs in education is very useful because the materials are more updated so they will be more practical for students. We must not forget the use of the traditional methods with which it has always been taught and the students have learned, but we must have the new technologies as a support that will benefit our students in all senses.

6. LESSON PLAN

The following Lesson Plan is focused on the 3rd year of Compulsory Secondary Education (ESO), and has been created under the provisions of the Spanish Organic Law for the Improvement of Educational Quality (LOMCE), the Decrees 110 & 111/2016, of June 14, which establishes the ordination and the curriculum of the Compulsory Secondary Education in the Autonomous Community of Andalusia, and the Order of July 14, 2016, by which the curriculum corresponding to Education is developed Compulsory Secondary Education in the

Autonomous Community of Andalusia, certain aspects of attention to diversity and establishing the order of evaluation of the learning process of the student body.

INTRODUCTION

Nowadays, the Internet and the new technologies are playing an indispensable role in our society. In this lesson plan, we are going to deal about how we would give a class based on learning through new technologies because these tools can also help to improve students' learning. For that, we will design a lesson plan focused in vocabulary that will include traditional methods and new technologies.

DESCRIPTION OF THE CLASS

This class takes place in I.E.S Gregorio Prieto in Malaga. The level of the students is intermediate because it is not a bilingual high school. They are taking English classes from the Third year of Compulsory Secondary Education so they are about 16 years old. The classes are given on Mondays, Tuesdays, Wednesdays and Fridays from 08:30-09:25 a.m. and the students are generally sleepy but very enthusiastic. We designed this specific lesson plan to be developed in a week (four hours). It is relevant that people have an email account and that the different lessons can be developed in a computer room. The title of the unit that we are going to teach in this lesson is called "*The power of food*" in which vocabulary is going to be based on everything related to food, drinks, professions and buildings (as supermarket, butcher's shop, supermarket, fish shop...).

OBJECTIVES

- To identify some vocabulary related to restoration, which include all related to food, drinks, professions and places.
- To distinguish a wide range of online resources to improve their English level such as apps, websites...
- To be able to apply their knowledge to real contexts.
- To be able to acquire the necessary knowledge through new technologies.
- To prepare a menu of different kinds of restaurants.
- To promote a controversy about how to prepare different menus.
- To be able to order food at a butcher shop, fish shop...
- To identify vocabulary related to food, eating, cooking, meals...

KEY COMPETENCES

In accordance with what is established in article 2.2 of Royal Decree 1105/2014, of December 26, the competences of the curriculum will be the following:

- 1) Linguistic Communication
- 2) Mathematical competence and key competences in science and technology
- 3) Digital competence
- 4) Social and civic competences
- 5) Cultural expressions and artistic awareness
- 6) Learning to learn
- 7) Entrepreneurship and personal initiative

These competences are proposed by our educational system but it is clear that in the teaching of foreign languages it is difficult to fulfill all of them. The linguistic competence is fulfilled in this didactic unit since the language is used to express ideas and interact with other people what will help to develop this competence and improve the communicative fluency of the student. As an example of activities that meet this competence, are the *Role-play* activity and *What I am?* activity. Digital competence is very relevant since it introduces the use of ICTs in the classroom. Most of the activities fulfill this competence since the teaching unit focuses mainly on the use of ICTs in the classroom. Social and civic competences promote student motivation by participating actively. Besides, through music and cultural references the student appreciates the importance of expression. As an example of activity would be the listening with *Edpuzzle*. Learning to learn competence implies that the student develops his capacity to organize his tasks and his time, and is able to work individually or in groups. For example, the activity with *Wordshake* because the student have to be able to write words in a given time. Entrepreneurship and personal initiative competence implies the ability to be creative and plan different projects. An example would be the activity in which students have to write a menu for a restaurant. However, mathematical competence and key competences in science and technology are more difficult to introduce when dealing with language teaching.

MATERIALS

- A computer with internet connection to access different applications.
- A tablet also with internet connection.
- An electronic board.

METHODOLOGY

This session is focused on the development of the students' overall communicative competence. For that reason, the methodology is based on the development of the students, it is important that they know how to communicate with each other so the participation will be in small groups so they can interact with each other. In addition, their involvement in the different projects with the use of new technologies will enable them to practice and improve their skills individually. They will do tasks that they will present to the rest of the class.

CONTENTS

First of all, we will present a table with the summary sessions and then the sessions will be presented in detail.

SESSION 1	DEVELOPMENT	AIMS	MATERIALS	EVALUATION
Activity 1: The alphabet game (15 min)	It is a warm up activity. The students have to create a blog and write a word related to food with each letter of the dictionary	To know what vocabulary children know before providing them the material	A computer	Ability to write all the possible vocabulary and their participation in class
Activity 2: Memrise and Quizizz (30 min)	The students learn the vocabulary and put it into practice	To be able to learn the new vocabulary through new technologies	A computer or a tablet	Ability to use the new technologies and answer the questions correctly using the information given
Activity 3: Practice playing with Wordshake! (5 min)	The students have to write all possible words with 16 letters about the food vocabulary	To be able to form words about food. To handle the new technologies	A computer or a tablet	Ability to work individually because each student should complete many words.

SESSION 2				
Activity 1: Memrise and Kahoot (25 min)	The students learn the vocabulary and put it into practice	To be able to learn the new vocabulary through new technologies	A computer or a tablet	Ability to use the new technologies and answer the questions correctly using the information given
Activity 2: Listening in Edpuzzle (15 min)	They have to answer some questions with what they hear in the video	To be able to understand the listening and answer the questions correctly	A computer and headphones	Ability to understand the listening to answer the questions correctly
Activity 3: What I am? (15 min)	They have to give their partner a description of the word that appears on the tablet so he/she can guess it	To be able to give a description in a fluid way To become familiar with the use of the tablet	A tablet or a mobile phone	Ability to express oneself in the best possible way
SESSION 3				
Activity 1: Writing a menu with Padlet (30 min)	They have to write a menu of their own restaurant	To be able to write a menu with the vocabulary seen in class To be able to control the	A computer	Capacity of working in groups contributing with ideas in class and elaborate a written menu.

		Padlet application		
Activity 2: Role Play (15 min)	They have to play a short theater related to their activity in Padlet	To be able to speak fluently To be able to put into practice what has been learned with new technologies		Ability to work in groups, the way they have to express themselves speaking and their pronunciation
SESSION 4				
Activity 1: Crocodile board game (15 min)	The students have to answer questions	To reach the level necessary with the use of ICTs to learn new vocabulary	A computer or a tablet	Ability to work individually and answer the questions correctly
Activity 2: Catapult Game (15 min)	The students have to answer questions	To reach the level necessary with the use of ICTs	A computer or a tablet	Ability to work individually and answer the questions correctly
Activity 3: Plickers (25 min)	They have to answer the teacher's questions through some cards.	To know what the students have learned	A tablet or a mobile phone	Ability to know what they have learned
EXTRA ACTIVITY	The students have to answer the questions that	To check the level of the students	A computer	Ability to demonstrate what they have learned

	come from the 16 letters of the English alphabet	through websites		
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1st SESSION

Activity 1: (15 min)

First of all, it is important to do a warm up activity to introduce the new topic so that students become familiar with what they are going to study. This activity is named *the alphabet game*. The students are divided into two groups. They have to be able to form words with each of the letters of the alphabet using the vocabulary related to food, for example with the letter A: asparagus, with the letter B: bread, and so on until completing all the letters of the alphabet. The team that completes the alphabet before and correctly will win the game. With this game, the students refresh their memories about the vocabulary related to food and become familiar with it.

Activity 2: Memrise and Quizizz (30 min)

In this activity, students begin to become familiar with new technologies. First, we can create a course in *Memrise*² website with the specific vocabulary related to restoration that we want the students to learn. In this session, the vocabulary related to restoration would be the food in order to students could know new vocabulary and refresh their memories with they know yet. The vocabulary will appear with pictures, with the translation of the words into their mother tongue and with the pronunciation of these so that the students remember these words and know how they should be pronounced correctly. They must join this online course and have a few minutes to know the vocabulary. This vocabulary will be discussed among all in the classroom. Next, we will create a test in *Quizizz* to see if the students have become familiar with the vocabulary. With this website, teachers can get an excel document to check the level of the class and the results they have obtained.

² See the selected vocabulary and an example of practice in Memrise, an example of practice and an example of Quizizz in Annex 1

Activity 3: Practice playing with Wordshake! (5 min)

The last activity of this session is to form all the possible words with the online game *Wordshake*³. Students will be divided into pairs with a computer and have to be able to form all the possible words related to the restoration having 16 letters and 3 minutes. The couple that has found the most words will win the game. It is a way to finish the class in a fun way and practicing the vocabulary.

2nd SESSION

Activity 1: Memrise and Kahoot (25 min)

On the second day, we will start knowing new vocabulary about the restoration. This time the vocabulary will be based on the professions and places. For instance: *butcher* → *butcher shop*. Students will also access the new vocabulary through another course in *Memrise*⁴. They will have a few minutes to review it. After they have become familiar with the vocabulary and that we have reviewed and commented on all of them, a questionnaire will be created in *Kahoot*⁵ to check if the students have acquired the vocabulary. This activity is worked individually. In this way, they will know a new application and learn in a fun way.

Activity 2: Listening in Edpuzzle (15 min)

Students can improve their listening skills thanks to *Edpuzzle* since we can choose a specific video⁶ related to the kitchen and use it as a listening. In addition, this website allows teachers to insert questions inside the video for students to answer. It is an activity that all students are doing at the same time but they can think individually since the video can be stopped as long as it is necessary to answer the questions. At the end, we can access the results. With this type of activities, the students become more autonomous since they have to press the correct option individually.

Activity 3: What I am? (15min)

In this case, we will use the Spanish application ¿*Qué soy?* To use it, it is necessary that teachers provide students a tablet. This application has the ability to play in English and know different sections of vocabulary. In this case, the food option will be pressed. The students will

³ See an example of Wordshake in Annex 2

⁴ See the selected vocabulary in Memrise in Annex 3

⁵ See an example of practice in Kahoot in Annex 4

⁶ See an example of Edpuzzle in Annex 5

be divided into 4 teams of 5 people and each team will have a tablet as material. The game⁷ consists in that a student of the team will have the tablet that will be placed on his forehead without seeing the written word and the rest of the team will have to explain it without saying the word. The student who has the tablet placed on his forehead has to guess the word. The team that guesses the most words will win the test. With this type of games, students practice speaking as well as revising vocabulary and grammar.

3rd SESSION

Activity 1: Writing a menu with Padlet (30 min)

Padlet is a very useful website for group work. In this activity, we will prepare an engage Padlet⁸ for the students based on the atmosphere of a restaurant. The students will be organized in groups of three people and each group has to design a menu for their restaurant. They will access the web through a link that teacher will be sent to their email. Once they access the platform, they will find all the instructions. They will have to put the name of their restaurant, indicate if it is a vegetarian restaurant, a fast food restaurant...using simple verb tenses and write the menu that has to be very complete with salads, meats, fish, desserts (depending on the type of restaurant). For this, they will have links to search for references. While they are working, they can see what their colleagues are doing. With this type of activity, pupils can practice vocabulary, grammar, speaking and writing skills. In addition, they learn to work in groups and give their own opinions.

Activity 2: Role play (25 min)

Once all the groups have written their menu, they have to expose it to the rest of their classmates in the classroom. To do this, we will perform a role-play to make it a more realistic environment and the activity will be more fun. Each group has to make a brief theater⁹ where one member of the group will be the waiter and the others the clients. The waiter should offer the menu indicating the richest food and customers should choose their menu. They can use a tablet where they will have written the menu they have designed with Padlet. Each group will have 4 minutes to do it. In this way, all students face the embarrassment that can involve talking and practicing vocabulary and speaking.

⁷ See an example of this game in Annex 6

⁸ See Annex 7

⁹ See an example of how to interpret the role play in Annex 8

SESSION 4

In this last session, games will be held to continue practicing the vocabulary and conclude this topic. These games will be more dynamic and students will not see them as an effort but as a diversion.

Activity 1: Crocodile board game (15 min)

In this game, the students will work individually with a computer. It is a game extracted from the *ESL Games Plus* website that has many games related to all vocabulary categories. The game¹⁰ is like the game of the goose where the students will have to roll a dice and move the squares indicated. Once in the indicated square an image will appear and it will be necessary to indicate which word belongs to it. Other squares will be the ones that the students have to listen to and they will have to press the correct word. It is a very useful game to review all the vocabulary.

Activity 2: Catapult Game (15 min)

This activity is similar to the previous one. It is also an individual activity and extracted from the *ESL Games Plus* website. With it¹¹, pupils can practice the vocabulary, answering a series of vocabulary questions through images and listening in a limited time. The student plays against an online player and as they press the answers are correctly the castle of the opposing player is breaking.

<https://www.eslgamesplus.com/esl-vegetables-vocabulary-interactive-crocodile-board-game/>

Activity 3: Plickers (25 min)

With this activity¹², we will evaluate the students by asking them questions about the vocabulary seen in class to check the level they have and if they have acquired the necessary knowledge. The students will have some cards and the teacher with his mobile will create a test projected it in the classroom. When the students have responded with their cards, the teacher will focus their mobile to the cards and the answers of each student will appear. It is a quick way to check the level that the students have acquired.

¹⁰ See an example of this game in Annex 9

¹¹ See an example of this activity in Annex 10

¹² See an example of this exercise in Annex 11

EXTRA ACTIVITY

As an extra activity in case it is necessary to do it in class, we have selected a game based on the Spanish version of *Pasapalabra*¹³. Through the web, the teacher can create his own vocabulary doughnut, and students will answer the questions. They will work individually with a computer. They have to complete the 26 letters of the English alphabet (each one correspond to different words already seen in class). They will have a limited time to respond and the student who has the most success will win. An example would be “with letter A: edible fruit with a round shape. It is green, yellow or red on the outside and white on the inside”.

ACTIVITIES FOR DIVERSITY

These students need special education either because they have a higher or lower level than the rest of their classmates. Besides, they can be students who have entered to the course late. In this didactic unit, the diversity of the students will be taken into account studying the interests and the capacities of each of them individually. Learning difficulties must be avoided by adapting the activities to the different situations of the students to provide greater motivation. In this way, students who need special educational needs will be attended to through the modification of the curriculum.

On the one hand, for the fast-finishers students we will use anchoring activities, which they serve to entertain them and to avoid the monotonous and repetitive activities. Therefore, it is better doing activities of their desires. The activity would consist on showing them the real object to pronounce the correspondent name of the object. Then, they must spell the name of it and write it.

On the other hand, for the slow-learners will use techniques such as:

- ✓ Sit them near the teacher to get their attention;
- ✓ Use affective words;
- ✓ Use strategies for the rest of the classroom in order to accept them as they are;
- ✓ Adapt didactic material to them.

The activity¹⁴ would consist on a table where students will find pictures about objects related to restoration and food in order to write their correspondents names.

EVALUATION

¹³ See an example in Annex 12

¹⁴ See an example in Annex 13

Based on the Decree 111/2016 the evaluation is comprehended as an educational process where the student is the protagonist of his evolution and helps to stimulate his interest in studying to be able to progress with his responsibilities. Evaluation in education is very useful for both students and teachers because through it, the progress of the course can be evaluated and what is necessary can be improved. The learning process and the teaching process can be evaluated. With the learning process, it will be verified if the objectives and key competences have been achieved. Teachers evaluate themselves to see if the methods used in class are effective or not. With the teaching process, teachers evaluate themselves to check if the methods used in class are effective or not.

TYPES OF EVALUATION

- Diagnostic/Initial evaluation. This will take place at the beginning of the academic course so that the teachers know the level of the students.
- Formative/Procedural evaluation. It will be present throughout the teaching-learning process.
- Summative evaluation. It will take place at the end of the academic course.

EVALUATION CRITERIA

Evaluation criteria are very useful to know if the students have achieved the educational objectives or not. Students must have reached the objectives and key competences imposed for the 3rd ESO level. Below are the objectives that the students have to reach:

- To identify some vocabulary related to restoration, which include all related to food, drinks, professions and places.
- To distinguish a wide range of online resources to improve their English level such as apps, websites...
- To be able to apply their knowledge to real contexts.
- To be able to acquire the necessary knowledge through new technologies.
- To prepare a menu of different kinds of restaurants.
- To promote a controversy about how to prepare different menus.
- To be able to order food at a butcher shop, fish shop...
- To identify vocabulary related to food, eating, cooking, meals...
- To be able to communicate with their classmates.

EVALUATION TOOLS

In order to carry out the evaluation of these sessions, the teacher will take into account:

- The student's daily work;
- Group work and active participation in the classroom;
- Attitude and respect to teachers and classmates;
- Questionnaires through new technologies and interviews;
- Final test.

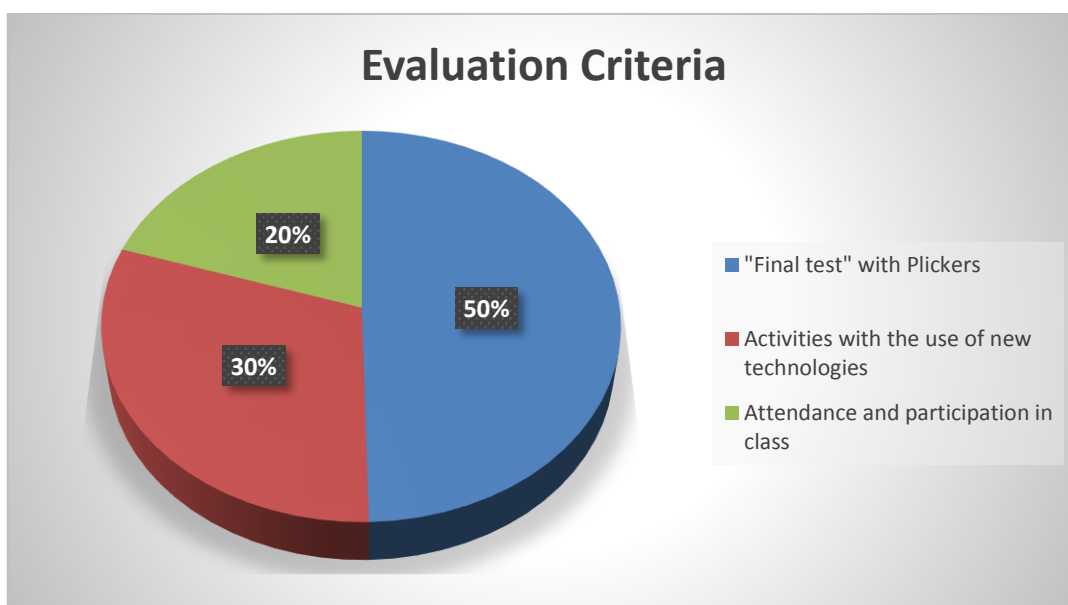


Figure 5. Example of evaluation criteria.

- Attendance and participation in the classroom (20%). It will be taken into account the daily attendance, being punctual, the behavior in class, the interest that the student have to learn and the active participation.
- Activities with the use of new technologies (30%). The activities that will be taken into account to evaluate the work and learning of the student will be *Memrise* and *Kahoot*, a menu written with *Padlet* and the *Role-play*.
- Final test (50%). The level of the student will be evaluated through a test carried out in class with the *Plickers* application.

ASSESSABLE LEARNING STANDARDS

Based on Decree 111/2016 there are assessable learning standards in education. Related to Block 1 (comprehension of oral texts), the student:

- Recognizes oral lexicon of very common use relating to everyday matters and general topics or related to one's own interests.
- Values the foreign language as an instrument to communicate and make known the culture of Andalucía.

Related to Block 2 (production of oral texts), the student:

- Makes brief and rehearsed presentations, well structured and with visual support (eg transparencies or PowerPoint), on specific aspects of its themes interest or related to studies or occupation, and responds to brief and simple questions of the listeners about the content of the same.
- Performs correctly in daily transactions and transactions, such as travel, accommodation, transportation, shopping and leisure, following basic rules of courtesy (greeting and treatment).
- Values the foreign language as an instrument to communicate and make known the culture of Andalucía.

Related to Block 3 (Understanding written texts), the student:

- Identifies, with the help of the image, instructions for the operation and operation of electronic devices or machines, as well as instructions for carrying out activities and safety standards (eg, in a school, a public place or a leisure area).
- Understands the main points of advertisements and advertising material of magazines or Internet formulated in a simple and clear manner, and related to matters of interest, in the personal, academic and occupational fields.
- Understands essential specific information on Web pages and other reference materials or clearly structured consultation on topics related to academic subjects, occupational matters, or of their interest.
- Values the foreign language as an instrument to communicate.

Related to Block 4 (Production of written texts), the student:

- Write notes, announcements and short messages (eg on Twitter or Facebook) related to activities and situations of daily life, personal interest or current issues, respecting the conventions and standards of courtesy and etiquette.

7. CONCLUSION

In conclusion, it should be noted that the use of ICTs in education is very necessary since we are in the era of knowledge and technology. The integration of new technologies in the classroom is considered a support for changes, innovations, and new forms of teaching. Their use in education facilitates student learning by giving them more responsibility and autonomy in their tasks. Through online applications and games, students learn in a fun and different way.

Although it is very important not to forget the traditional method, we must be aware that teachers must adapt to the use of new technologies for teaching and know what online resources are useful for students and which are not. Teachers are the ones who provide the right information and websites to their students so their role in the classroom is indispensable. With this project, we can realize the true benefits of new technologies in learning as they increase the interest and motivation of the student to learn a new language. The introduction of ICTs has helped in the creativity and motivation of students.

Educators with a more traditional vision often use ICT to transmit more theoretical content, while educators with a more modern vision use them to promote activities of exploration, development and reinforcing element, within individual and group work in the classroom. Thanks to the use of tics, new learning methods are being implemented to complement traditional methods.

It is very important to teach them to make good use of the resources that the new technologies provide, but we must also teach them the problems or inconveniences that they can arise when they are misused.

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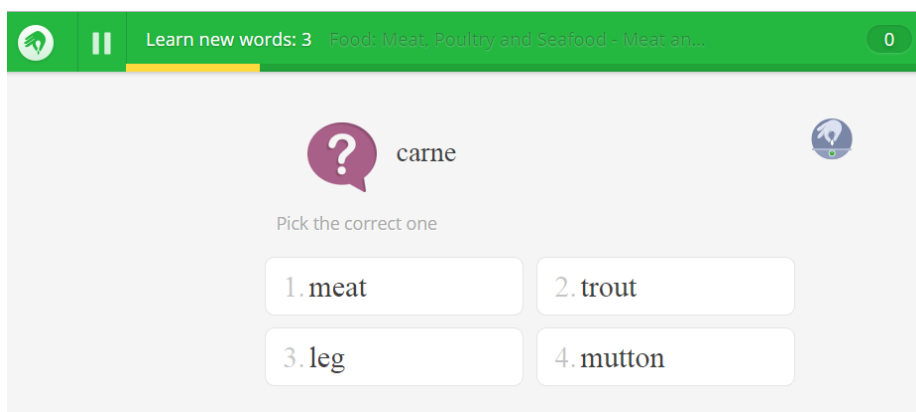
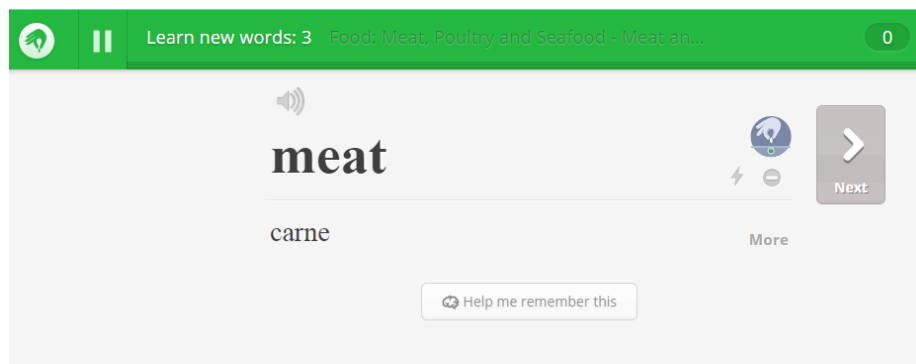
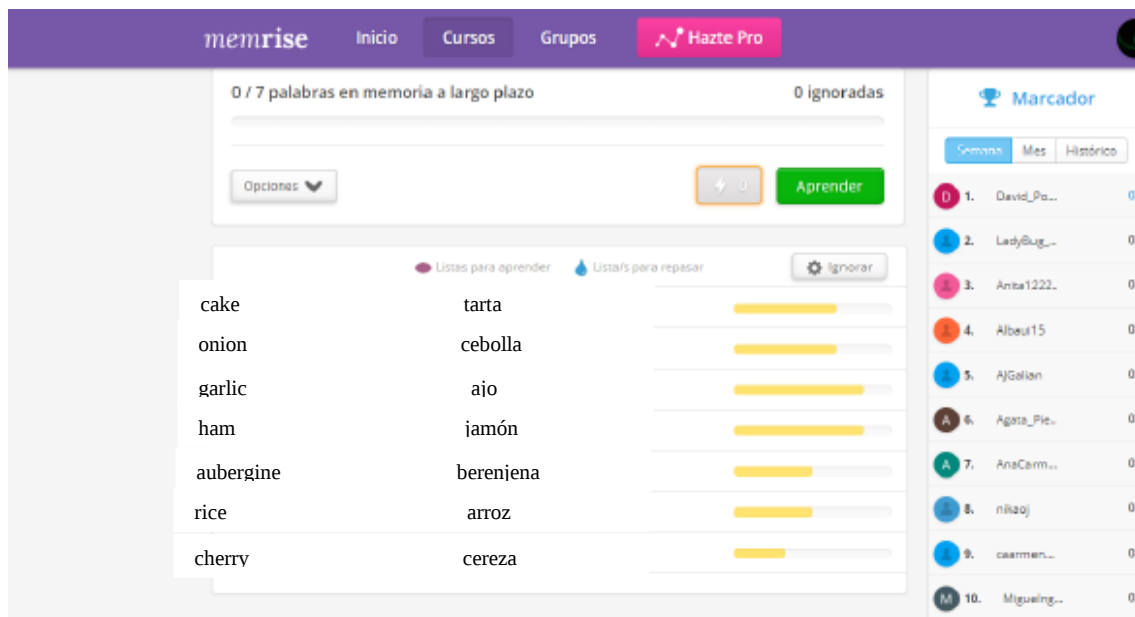
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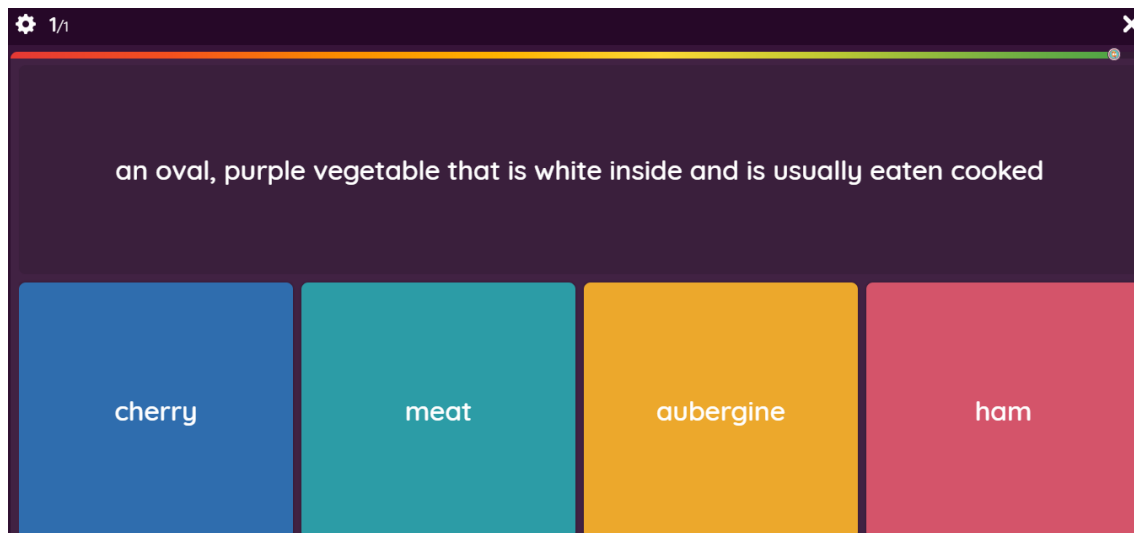
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9. APPENDICES

Annex 1: Example of Memrise and Quizizz



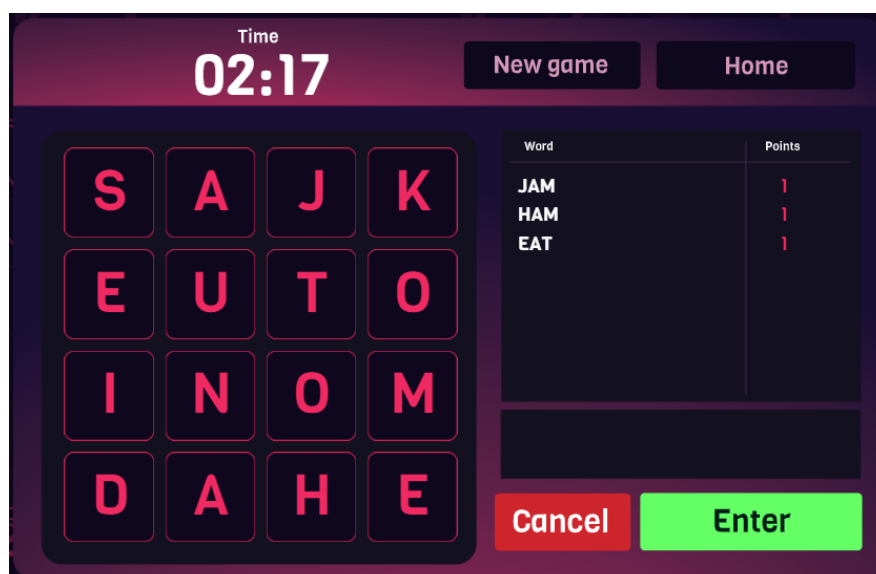


Quiz started on: Tue 27, Nov 12:26 PM Total Attempts: 27 Average Score: 9203

Score	Accuracy	Started At	Info
4190	100%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.89 Client: Windows Driver
4460	100%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.89 Client: Windows Driver
4400	100%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.60 Client: Windows Driver
4330	100%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.60 Client: Windows Driver
4330	100%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.60 Client: Windows Driver
4360	100%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.80 Client: Windows Driver
3940	83%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.80 Client: Windows Driver
3920	83%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.80 Client: Windows Driver
3870	83%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.89 Client: Windows Driver
3770	83%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.89 Client: Windows Driver
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3470	83%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.60 Client: Windows Driver
3120	67%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.60 Client: Windows Driver
3100	83%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.60 Client: Windows Driver
3030	67%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.80 Client: Windows Driver
3000	67%	Tue 27, Nov 12:27 PM	IP Address: 10.0.214.100.80 Client: Windows Driver

Class Level Player Level

Annex 2: Example of game Wordshake



Annex 3: Example of selected vocabulary in Memrise

0 / 7 palabras en memoria a largo plazo 0 ignoradas

Opciones ▼

butcher	camicero	0	ignorar
butcher's shop	camicería	0	
fishmonger	pescadero	0	
fish market	pescadería	0	
waiter	camarero	0	
restaurant	restaurante	0	
chef	cocinero	0	
complexity	complejidad	0	
baffling	desconcertante	0	

3 repasar

Aprender

Marcador

1. David_Po... 0

2. LadyBug... 0

3. Anita1222... 0

4. Albeu15 0

5. AJGalian 0

6. Agata_Pie... 0

7. AnaCarm... 0

8. nikaaj 0

9. caarmen... 0

10. Migueling... 0

Annex 4: Example of questions in Kahoot

Where does the butcher work?

14

0 Answers

Skip

fishmarket

restaurant

butcher's shop

pharmacy

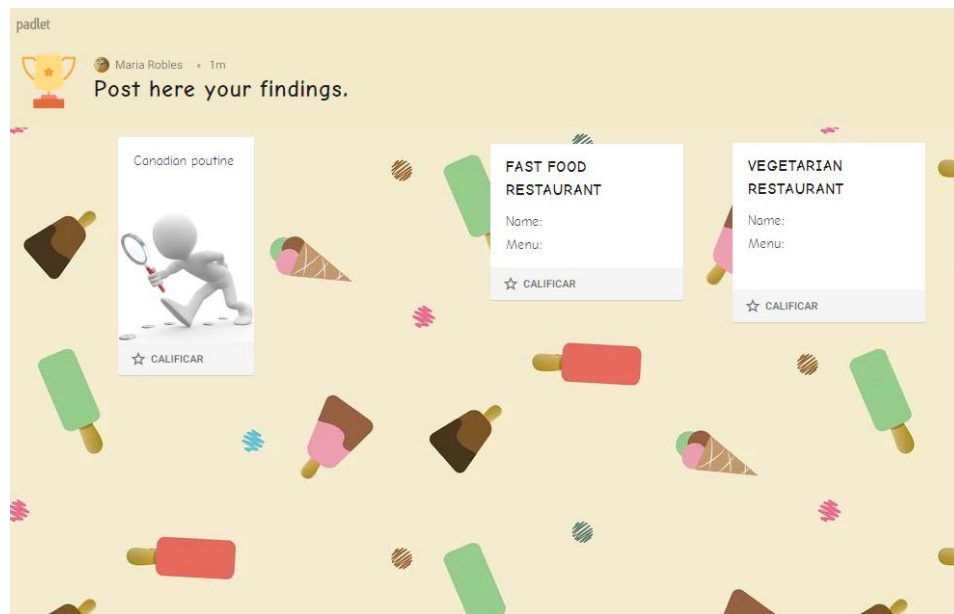
Annex 5: Listening in Edpuzzle



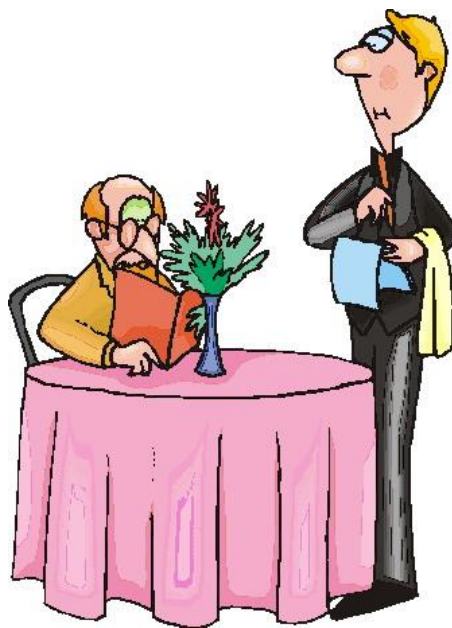
Annex 6: Example of game *What I am?*



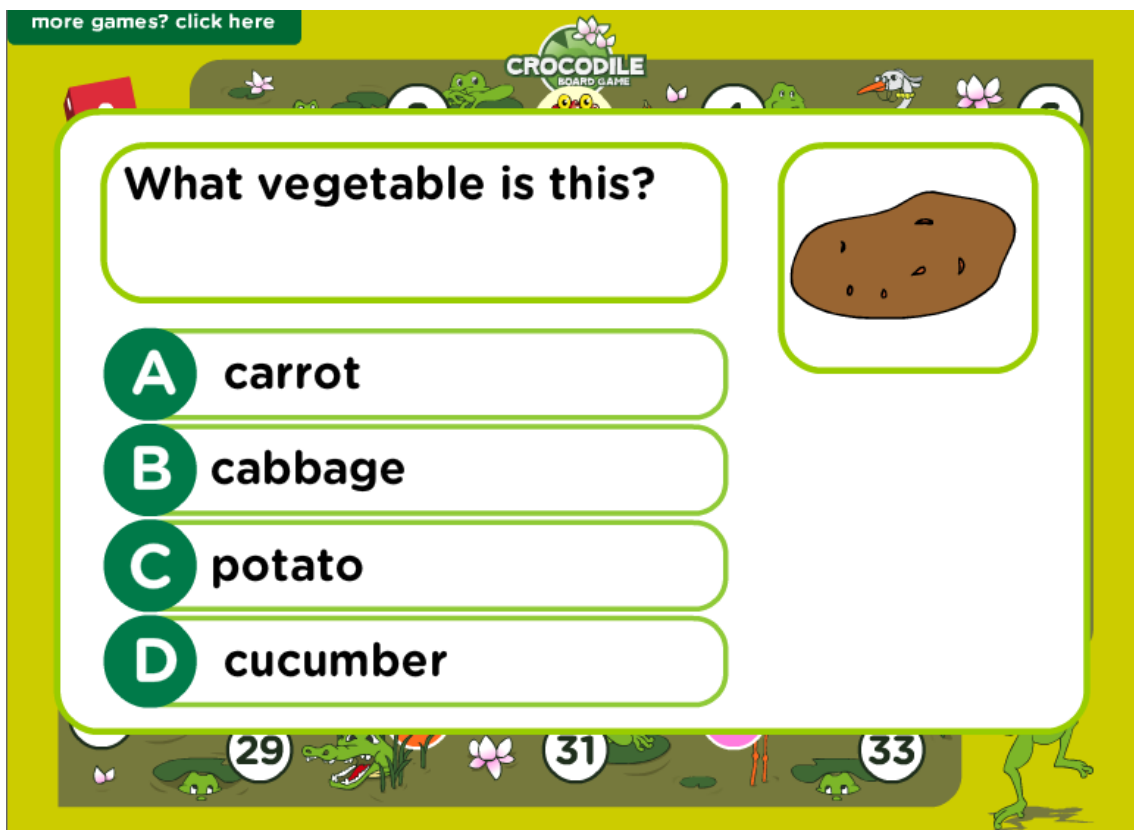
Annex 7: Example of Padlet



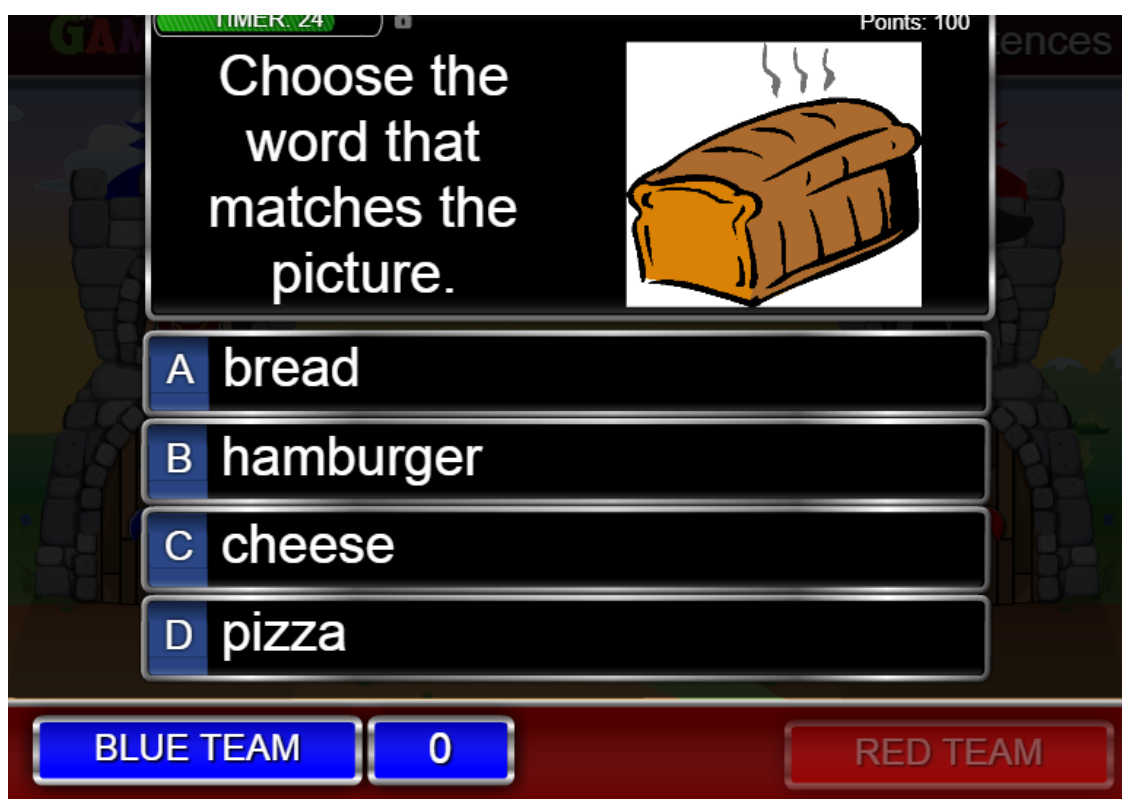
Annex 8: Example of Role Play



Annex 9: Example of Crocodile Board Game



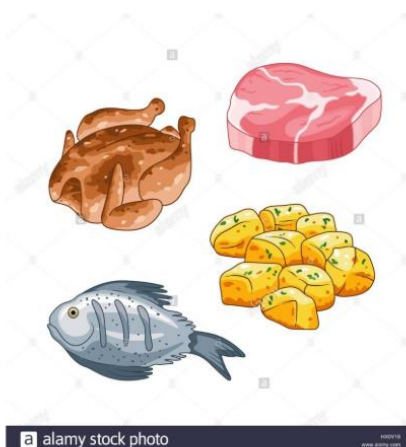
Annex 10: Example of Catapult Game

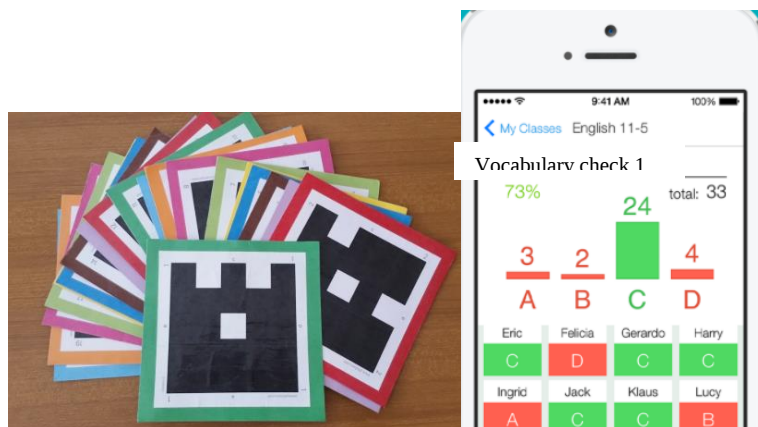


Annex 11: Example of Plickers and the cards

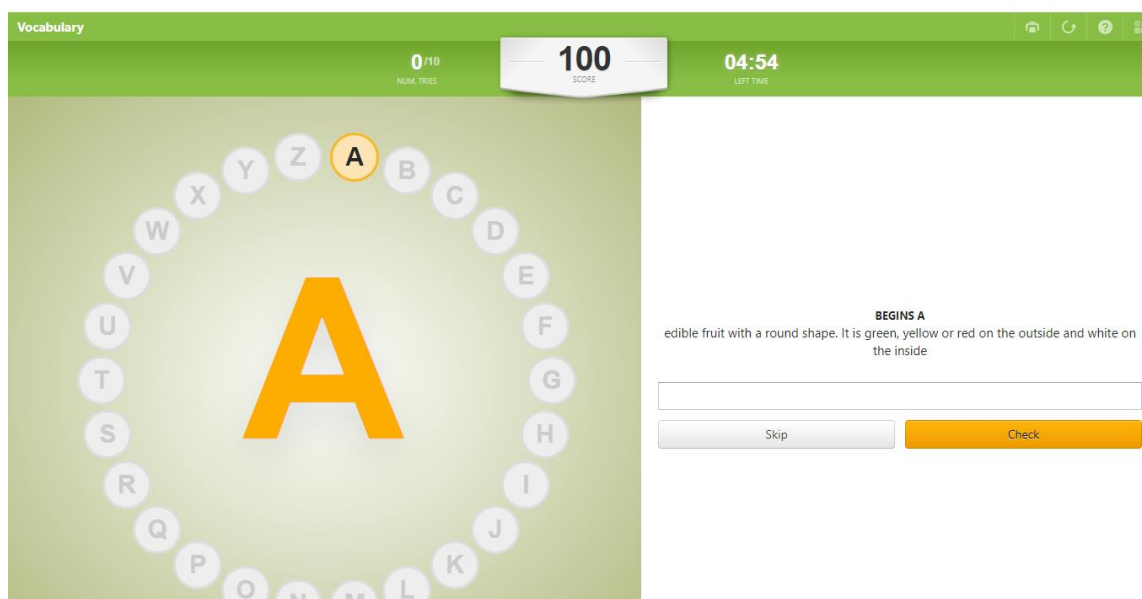
Steak is a kind of...

- A vegetable
- B fish
- C meat
- D fruit

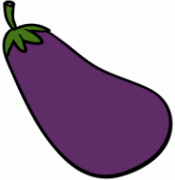




Annex 12: Example of *Pasapalabra* as an extra activity



Annex 13: Example of an activity for diversity.

Pictures				
Name	cake	butcher	aubergine	waiter