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Trabajo Fin de Máster

THE POTENTIAL OF ENGLISH LANGUAGE TEACHING THROUGH ICT

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ABSTRACT

Nowadays digital technology is present in numerous aspects of our lives, including the field of education. The Information and Communication Technologies are modifying the development of the learning and teaching process in the classroom. This MA dissertation aims to identify and analyse the potential of ICTs in English language learning. Through this study we will discover the great number of advantages that the use of new technologies can offer in the field of learning and teaching foreign languages, as well as the main obstacles that are observed. Also, we will explore how the field of teaching has evolved due to the use of new methodologies and new technological tools, with the goal of achieving an increase in motivation and an accessible learning environment that benefits learners. In addition, the opinion of English teachers and students, at Sierra Mágina high school in Huelma (Jaén), is illustrated in relation to the use of ICTs for teaching English as a foreign language. Finally, this dissertation also provides a Didactic Unit for the 3rd year of Compulsory Secondary Education, in which the use of ICTs is included.

Key Words: Information and Communication Technologies (ICTs), learning, English as a foreign language (EFL), teaching.

RESUMEN

En la actualidad, la tecnología digital está presente en numerosos aspectos de nuestras vidas, incluido el campo de la educación. Las Tecnologías de la Información y la Comunicación están modificando el desarrollo del proceso de aprendizaje y enseñanza en el aula. Este trabajo tiene como objetivo identificar y analizar el potencial de las TIC en el aprendizaje del inglés. A través de este estudio descubriremos la gran cantidad de ventajas que el uso de las nuevas tecnologías puede ofrecer en el campo del aprendizaje y la enseñanza de idiomas extranjeros, así como los principales obstáculos que se observan. También exploraremos cómo ha evolucionado el campo de la enseñanza debido al uso de nuevas metodologías y nuevas herramientas tecnológicas, con el objetivo de lograr un aumento en la motivación y un entorno de aprendizaje accesible que beneficie a los estudiantes. Además, se ilustra la opinión de profesores y estudiantes de inglés del instituto de enseñanza secundaria “Sierra Mágina” en Huelma (Jaén), en relación con el uso de las TIC en la enseñanza del inglés como idioma extranjero. Finalmente, este trabajo también proporciona una unidad didáctica para el curso de 3º de ESO en el que se incluye el uso de las TIC.

Palabras clave: Tecnologías de la información y la comunicación (TIC), aprendizaje, inglés como idioma extranjero, enseñanza.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

The continuous changes that society faces nowadays demand the reflective adaptation of the educational system. According to Organic Law 8/2013, 9 December, for the Improvement of quality in Education¹, it is necessary to create conditions that allow the methodological change adapting to the current society. In this way, the student will be an active element in the learning process. The current students have changed drastically in relation to previous generations. Globalization and the impact of new technologies mean that the way of learning, relating and communicating, getting their attention or carrying out tasks is different (Organic Law 8/2013).

Information and Communication Technologies (ICTs) is one of the areas where the LOMCE advocates the transformation of the education system. This issue is considered a fundamental piece to produce the methodological change that leads the goal of improving educational quality. The incorporation of ICTs into the educational system will allow adapting education to the needs of each student. For this reason, technological devices can be used as reinforcement in cases of low performance and, also, these are used to increase the knowledge transmitted in the classroom (Organic Law 8/2013).

It is clear that the use of new technologies in the classroom is evolving continuously. The incorporation of ICTs is changing the environment and the perspective of teaching. One of the main factors that more frequently demands the use of technological tools in the classroom is the students themselves. The effective use of these tools for learning in an increasingly digital era favours the creation of better quality and more inclusive schools. The growth of online communities and resources is an aid to teachers for a perfect teaching process (European Commission 2017).

According to the European Commission (European Commission 2017), the use of ICTs supports students in the development of their competences and skills. In addition, technological resources can create better learning experiences and improve innovation in the field of education. On top of that, the integration of digital technology can offer greater cooperation between different educational institutions and enhance the participation of students and their families within the school environment.

The choice of this topic is motivated by the fact that the use of new technologies in our current society is considered an indispensable part when teaching languages. The potential of new technologies has a profound effect on our society and in the field of

¹ This Law is normally known in Spain by its acronym LOMCE

education because of the pace of digital change. The new generations are increasingly digital, and due to this, the expansion of new forms of learning is important to promote creativity, an entrepreneurial attitude, and individual and critical thinking (European Commission 2017).

1.2 Objectives

This study allows us to identify and analyse the potential of new technologies in the field of language learning. My intention in this dissertation is to emphasize the great number of advantages that digital technology can offer when teaching English as a foreign language, although there are also some obstacles in the use of ICTs. At the same time, the evolution of new technologies in the field of education is analysed, owing to the incorporation of new methodologies and new technological tools. In addition, this essay aims to show the opinions of teachers and students in relation to the use of ICTs in the classrooms, and the latest uses and advances of technology in the teaching of languages that can be included in a Didactic Unit.

1.3 Structure

This MA dissertation is divided into five chapters:

The first one is the introduction. This section displays the justification, the objectives of this MA dissertation and the structure that it follows.

The second chapter focuses on technology in language learning and the evolution that ICTs have had in the classroom. Secondly, it shows what technological tools are most used and most demanded in teaching. Next, we observe the advantages that the use of digital technology provides to both students and teachers in the process of teaching and learning, and finally the obstacles that this use brings on the field of language learning.

In order to make this research work more consistent, the third chapter devotes to observing a study taking into account the opinion of teachers and students about the use of ICTs in English language teaching as well as the frequency of use that these tools can take in the classrooms. To carry out this study, I have analysed some questionnaires by both English teachers and students at Sierra Mágina high school² in Huelma (Jaén).

The fourth chapter provides a Didactic Unit for the 3rd year of Compulsory Secondary Education where ICTs will be used.

² The official name in Spanish is IES Sierra Mágina. This is located in the town of Huelma (Jaén).

The fifth, and last chapter includes a conclusion and a brief summary of the information presented in the chapters cited above.

At the end of this MA dissertation, I include the references used to compose this work and, also, some appendices.

CHAPTER 2: THEORETICAL BACKGROUND

2.1 Technology in language learning

The incorporation of ICTs have modified the educational field, and this is observed from some years ago. According to Cobo (2009), ICTs can be defined as:

Technological devices (hardware and software) that allow to edit, produce, store, exchange and transmit data between different information systems that have common protocols. These applications, which integrate information technology, telecommunications and networks, enable interpersonal and multidirectional communication and collaboration. These tools play a substantive role in the generation, exchange, dissemination, management, and access to knowledge. (Cobo 2009, 12)

The use of ICTs, such as technological systems and tools, in the teaching and learning process is known as *e-learning*. This is used by teachers to improve learning and teaching situations. Moreover, this training method aims to enhance motivation, interest, meaning, and stimuli for students. As a result, online resources have been considered as potentially powerful tools that are making significant progress in combining digital technologies and learning English (Chhabra 2012, 2).

The field of research on online language learning changed with the arrival of the Internet in the 1980s. The evolution is manifest in the first studies on the use of networked computers for language learning (Kern, Ware and Warschauer 2004). According to Healey (2016), the incorporation of computers and, in particular, microcomputers opened new and different options in the classroom. Word processors are an example of this; they showed a significant impact on learning a second language and its use improved writing. Some of the tools that were also included in language classrooms were dictionaries, spell-checkers or spreadsheets (Healey 2016, 13).

Computer Assisted Language Learning (CALL) is the term used to refer to the computer-based programs used for language teaching. The first CALL programs appeared at the end of the 1960s. They were based on stimuli to which the students had to respond by carrying out activities (Dudeney and Hockly 2008, 7).

New technologies by themselves are not considered as a methodology. In addition to that idea, the use of ICTs in the classroom is applied as a complement to the learning and teaching process. As a consequence, teachers have the opportunity to incorporate these technological tools into their teaching skills, but first, they must take into account the needs and abilities of each student. Nowadays, teaching based on traditional methods can be boring, unmotivated and unattractive for students. For that

reason, interactive learning is used since this brings efficient and positive results for both students and teachers, and this also favours their satisfaction (Altun 2015).

The innovation that the use of new technologies implies for the teaching of foreign languages does not mean that the methodologies and resources that have been used throughout history in the field of education have to be eliminated. A combination of different resources must be included to get a successful learning process and favour students. This implies traditional methodology (such as textbooks), and more innovative methodology (such as the Internet, computers, projectors and digital whiteboards) (Rubio 2012).

The role of the teacher also gets special attention to the subject of technology and teaching. At present, the role of the teachers can be modified since they, apart from teaching content, also have to develop the ability to learn-to-learn in the students (Rubio 2012). In content-oriented classes, the role of the teacher is focused on being a coordinator and instructor to develop critical capacity and autonomy over the use of new technologies, but here, the role of students is also important. Students are supposed to recognise the reliable resources that they are intended to use for their own learning. On the other hand, with reference to ability or skill-oriented language classes, the use of the Internet works as a support for students by providing them with authentic materials and as a platform to share materials outside the classroom (Jiménez Raya and Pérez Fernández 2002).

The educational technology that teachers incorporate into their lessons must follow and meet certain methodological requirements. These consist of conceptuality (this concept includes the attainment of educational goals); consistency (this involves the different characteristics that make up the system: logic, interrelation, and integrity); effectiveness (since this must ensure results in relation to educational standards); flexibility (the opportunity to vary the content taking into account the comfort and interaction between teacher and student); dynamics (this must be characterised by the progress of technology); and reproducibility (the possibility of using technology in different educational institutions must be active for other teachers) (Bilyalova 2017).

Following the previous methodological requirements, new forms of cooperation open up in language learning. According to the European Commission (European Commission 2017), *eTwinning* is an example of this. The term of *eTwinning* is defined as “the largest community for schools in Europe. [...] Offering a safe online environment for cross- border education projects, eTwinning provides schools with easily accessible tools to enhance their digital learning offer and to support intercultural and cross-border contacts between teachers and pupils” (European Commission 2017, 6). Furthermore, *eTwinning* is considered as an impulse in digital competences.

Today, the opportunity for going online, visiting different websites and getting plenty of realistic resources is a support for many teachers. But other than that, new technologies that are imposed in the classroom because they are considered new trends in the field of education can become problems for the learning process itself. In short, teachers should not adapt their teaching to new technologies, but they should adopt new technologies in teaching (Kirschner, Wubbels and Brekelmans 2008).

According to Rank, Millum and Warren (2011), the incorporation of ICTs within the classroom can be used for a wide range of purposes. Some of these purposes are:

- as a means of exploration and investigation, since students can discover new things about a text;
- as a means of language analysis, since teachers and students have important tools available offered by the Corpus and Wordle approaches;
- as a way of response, interpretation, reflection, and evaluation, since the reactions and interpretations that students show towards texts can be expressed in a more attractive way;
- the use of ICTs can also be utilised to compose and create, since technological devices are considered tools for creativity;
- as a way of transforming texts that already exist within writing activities;
- as a way of presenting and performing the students' works themselves, since teachers have the opportunity to use ICTs to share the works of the students and, at the same time, improve them;
- as a means of communication and collaboration using the English language;
- the use of ICTs can be utilised to inspire and engage students in the learning process, since students feel more motivated, thus awakening their imagination to write about different topics;
- and finally, as a means of entertainment (Rank, Millum and Warren 2011).

There are some factors that influence the use of new technologies. These can be classified into external and internal factors. The main external factors are the availability of technology (lack of access to laptops/computers and software), technical and administrative support, or not enough time for course planning. The internal factors focus on attitudes, perceptions, beliefs, and confidence toward technology integration, or lack of knowledge and skills to use ICTs in classrooms (Fu 2013).

When it comes to using ICTs, teachers increasingly use online communities of practice and social networks to learn how to use and incorporate technology into their teaching. Some teachers connect with other teachers from different places around the

world to create their own personal learning network. In this way, they share what they know and, also, they help other people when they have problems with ICTs (Stanley 2013).

The present and future of education is being redefined and this makes us rethink the educational context owing to the potential of new technologies in the educational field. New pedagogies are being rethought by teachers taking advantages of ICTs and a large number of tools and digital resources. In this way, the knowledge that must be acquired by students will be more attractive, effective and meaningful for them (Hooft 2008).

2.2 Technological tools in language learning

The field of education and, in this case, language learning is developing day by day due to the incorporation of technologies. Today, teachers can use a wide variety of resources and technological tools to improve their teaching. The methodology of teaching a foreign language is adapted to new times. Gadgets like computers and laptops have replaced cassette players. Currently, the majority of teachers incorporate a huge variety of technological tools (such as laptops/computers, iPad/tablets, overhead projectors, interactive and digital boards, video/DVD players, Internet access, or mobile phones) and online materials and applications to enhance their lessons (González 2012).

New technologies provide a lot of online material (for example, electronic dictionaries like the *Oxford Learner's Dictionary*³ or *Wordreference*⁴; Email; Blogs and Audio cassettes; tools for creating interactive content such as *PowerPoint*, *Powtoon*⁵, *Prezi*⁶, or *Genially*⁷; Videos, DVD's or VCD's; etc.) for teaching English in all its skills: speaking interaction, reading comprehension, listening comprehension, or writing interaction (Shyamlee and Phil 2012).

Students can improve their English learning by using online platforms. The list of online resources found in aulaPlaneta (2015) is excellent, there is little room for improvement. As a consequence, I borrow the links and provide my own description. According to aulaPlaneta (2015), some online resources that students can use to practise grammar and vocabulary are:

³ URL: <https://www.oxfordlearnersdictionaries.com>.

⁴ URL: <https://www.wordreference.com>.

⁵ URL: <https://www.powtoon.com>.

⁶ URL: <https://prezi.com/es>.

⁷ URL: <https://www.genial.ly/es>.

- **BBC Learning English:** This website teaches English to worldwide audiences. Learners have access to free audios, videos, activities, grammar explanations, and text materials. In addition, this platform also offers resources that teachers can use in their lessons (BBC Learning English 2019). (<https://bbc.in/1AZo2MX>)
- **The Mansion of the English:** This web offers grammar explanations, vocabulary exercises, electronic books to download, listening activities, movies and games in English, and other resources to learn English in all skills (La Mansión del Inglés C.B. 2019). (<https://bit.ly/1eeGESn>)
- **EngVid:** This web offers 1398 free video lessons about grammar, pronunciation, and vocabulary by veteran native-speaker teachers for all levels (Engvid 2019). (<https://bit.ly/2x71PEI>)
- **Merriam-Webster:** This is an online and visual dictionary which is illustrated and classified by themes to help users in the search for words (Merriam-Webster 2019). (<https://bit.ly/2gUxOib>)
- **Vocabulary Learning Chocolate:** This platform is designed to help learners memorise English vocabulary in a simple and fun way. Activities include pictures, sounds, and fun games to make learning faster and more entertaining (Chocolate de Aprendizaje 2019). (<https://bit.ly/2VGl7gG>)
- **Verb2verb:** This site is an online verb conjugator in which students can also test themselves on the verbs they know (Verb2verb 2019). (<https://bit.ly/1FCoupQ>)

According to aulaPlaneta (2015), online webs to enhance writing are:

- **Listen and write:** Website that offers learners the possibility to work on dictation and comprehension of English through the transcription of current songs, poems, or lectures TED (Listen and Write 2018). (<https://bit.ly/2N4x5sb>)
- **Write Source:** This site helps teachers to inspire students to write excellent narratives, reports, and essays about different topics which are organized by mode and themes. This is a great platform to encourage writing (Thoughtful Learning 2019). (<https://bit.ly/2qwPMxb>)
- **Pen Pal World:** A portal where learners can connect and meet new people from every country on the planet. In this way, they can improve writing skills (PenPal World 2019). (<https://bit.ly/1XV0J1u>)

According to aulaPlaneta (2015), websites to make progress in reading skills are:

- **National Geographic Kids:** National Geographic provides a site to encourage learners to read and explore the world through magazines, books, apps, games, videos, etc. (National Geographic Society 2018). (<https://bit.ly/2xn9ue7>)
- **Project Gutenberg:** This web offers a free and virtual library. Everybody can download English books or read them online since the U.S. copyright has expired (Project Gutenberg 2019). (<https://bit.ly/1a7K7dl>)
- **Go comics:** This is a platform where there are many of the most famous comics and cartoons in the world. *Go comics* offers free new content every day (Andrews McMeel Universal 2019). (<https://bit.ly/2wXbZWA>)

According to aulaPlaneta (2015), online tools to improve listening skills are:

- **Vaughan Radio:** This website offers the opportunity to listen to a varied daily program of broadcasts in English for all tastes, for all audiences, and for all levels. With Vaughan Radio, students improve listening comprehension (Vaughan Systems 2019). (<https://bit.ly/2co5xxd>)
- **Listen a minute:** In this web practice, learners have access to short listenings (less than a minute) and different free printable handouts, downloads plus MP3 listening, and quizzes to enhance their listening skills organized by themes (Banville 2017). (<https://bit.ly/2EaT5im>)
- **LyricsTraining:** This platform helps learners to learn new vocabulary and expressions, and at the same time they reinforce grammatical concepts while filling in the gaps with the missing words. There are different videos and levels to choose from (LyricsTraining 2019). (<https://bit.ly/2lM4MoH>)
- **RD Lessons:** Fun lessons where students will learn English in a real and interesting way while they do exercises and questions from videos, songs, news or movies (rdLessons 2019). (<https://bit.ly/2VGcwKD>)
- **Storynory:** Web with different stories, fables, poems and songs for learners collected in audios to play online or download (Storynory 2019). (<https://bit.ly/2wPXNxA>)
- **Voices in the dark:** This page provides audiobooks of essays, stories, and poems (Waterlow 2019). (<https://bit.ly/30mY4G5>)
- **Podcast in English:** This is a podcast site for English learners and teachers at all levels. As a result, they will improve their conversation (Podcastsinenglish 2019). (<https://bit.ly/2pXHrhK>)

According to aulaPlaneta (2015), online webs to practise speaking are:

- **Learn English Sila:** This web gives learners the option to learn English in a different way. They can practise pronunciation and improve their speaking skills in English (Aprende Inglés Sila 2019). (<https://bit.ly/2QfhvMJ>)
- **Subingles:** This portal contains a large number of songs with subtitles for students to learn and practise spoken English (Subingles 2018). (<https://bit.ly/2rWkM6g>)
- **Phonetics Focus:** This web offers fun resources which help students to improve pronunciation and knowledge of phonetics (Cambridge English Online Ltd 2014). (<https://bit.ly/1o6B8C2>)
- **Duolingo:** This is a website, but also it has an app version to download in the smartphone. Duolingo includes lessons with a variety of speaking activities in which students can choose the rhythm of their learning (Duolingo 2019). (<https://bit.ly/20ptndt>)

One of the technological trends within the field of teaching and learning is the use of video games and smartphones (Altun 2015). Currently, the Web offers a large variety of games to develop an environment for creativity and communication in relation to the learning process (Healey 2016). Moreover, mobile phones are considered learning tools since students have the opportunity to learn by using portable electronic devices anytime, this is known as *mobile learning* (or *m-learning*) (Segev 2014). According to aulaPlaneta (2015), some of the interactive activities and games to use in the classrooms are:

- **LearnEnglish Teens:** Web of the British Council which helps pupils to improve their English with the practice of reading, writing and listening skills, and grammar and vocabulary activities. Also, this offers tips for exams, games, and videos (British Council 2019). (<https://bit.ly/1iZzra6>)
- **ESL Games Plus:** Website with interactive activities organised by topics and levels to practise English grammar, vocabulary, pronunciation and phonics, etc. (PLUS 2019). (<https://bit.ly/2etSM30>)
- **Groove to English:** This web can be used in the classroom with Secondary students to review vocabulary, reading, listening and writing skills (Mato 2014). (<https://bit.ly/2VGm74q>)
- **Kahoot:** It is a tool by which the teacher creates contents based on questionnaires to learn or reinforce learning in the classroom and where the students are the participants (Kahoot! 2019). (<https://bit.ly/2tcH72X>)

- **Educaplay:** It is a platform that allows the creation of free educational activities and evaluations in a multimedia format. Some types of activities are: ABC game, Dialogue game, Map quiz, Memory game, Video quiz, Riddle, Fill in the blanks game, Unscramble words game, etc. (Educaplay 2019). (<https://bit.ly/2zzyoLr>)

Authoring systems also allow teachers to create, manage and publish different teaching materials in a virtual format. To use these programs, no programming knowledge is needed by teachers, and these programs are free. They are shown in a digital and interactive way with images, sounds, documents, videos, and activities. What's more, the activities can be adapted to the objectives, skills, and knowledge teachers want to deal with (Rubio 2012). According to Rubio (2012), some examples of authoring systems are:

- **JClíc:** It is a set of computer applications that serve to perform various types of activities such as puzzles, associations, text exercises, or crossed words. Activities are usually presented in projects.
- **Hot Potatoes:** It allows the creation of six types of interactive exercises online, for example, multiple choice, fill in gaps, crosswords, or short answer.
- **PHPWebQuest:** It allows the creation of webquest type activities. Here, the students have to work in a group and individually and adopt different roles to reach the final resolution.

Since our objective is the development of successful learning of English as a foreign language taking into account the needs of the students, the use of apps in the classrooms can be considered as a facilitator to increase productivity and engage students. Teachers can use these apps for different intentions such as communication, teacher productivity, demonstration of knowledge and learning from students, or individualisation of content and delivery of students' works (Marshall 2016).

According to Marshall (2016), the purposes of using apps are shown in the following way:

- Communication apps: teachers can contact parents and students using messages safely. An example of this type of application is **Remind** (<https://bit.ly/1wDHjB9>).
- Individualising content and delivery apps: teachers can obtain a lot of contents to incorporate in their lessons. Also, these applications provide control to follow the pupils' progress. **Gooru Learning** (<https://bit.ly/2EbFDL2>) is an app for this purpose.

- Demonstrating student learning and knowledge apps: students can create their own authentic contents. Examples of these profile applications are **TouchCast** (<https://bit.ly/2lA4Y8A>), or **Socrative** (<https://bit.ly/2lxE5iJ>).
- Teacher productivity apps: teachers can personalise their instructions. Examples of these Google applications are **Doctopus** or **Autocrat**.

Google Classroom is another easy and simple tool used by teachers and students. This app helps teachers in the administration of their own courses. By using the Google Classroom application, educators have the ability to create classes, distribute tasks, grade, or send messages and comments. It can be combined with other Google tools such as **Google Docs** and **Drive** (Google 2019).

To sum up this section, the use of new technologies should be considered as long as they offer something new and useful for teaching. Digital technology cannot assume the role of teacher, nor should this limit traditional methodologies when they are more effective. It is very important that teachers know how to use the innumerable resources offered by the web (Shyamlee and Phil 2012). We need to keep in mind that ICTs are simple tools used to enhance learning.

2.3 Advantages of technology in language learning

In the field of learning a foreign language, some advantages with reference to the use of ICTs in education have been highlighted due to the emergence of new technologies. The appropriate incorporation of technological resources in the language classroom serves as a means to promote learning, to improve interaction and communication between students and teachers, to encourage autonomous learning, and to motivate students and help them to get better performance in the classroom of English as a foreign language (Azmi 2017). What's more, foreign language teaching benefits from the application of multimedia technology since it can develop the students' interest in the field of study, and the students' knowledge so that they understand other cultures (Shyamlee and Phil 2012).

The suitable use of the technological devices which are available to teachers today offers students advantages in their learning experiences. According to Fu (2013), some of these advantages are the following:

- the access to digital information is available in a quick, efficient and effective way;
- student-centred learning and self-directed learning are favoured;

- the environment in which learning is developed becomes more creative;
- collaborative learning is promoted by using technological resources, especially in a distance learning environment;
- more opportunities are offered for the development of critical thinking skills;
- the quality of teaching and learning is improved;
- and, the teaching process is supported since it facilitates access to the content of the course (Fu 2013).

Regarding some of the points mentioned above, it could be said that the resources offered by new technologies improve the academic ability of students and, at the same time, these enhance the linguistic competence as long as pupils have a good attitude towards learning foreign languages and show confidence in themselves (Riasati, Allahyar and Tan 2012). Consequently, the learners' language skills (reading, writing, speaking, listening, and interaction) get better by the use of computers. In addition, online devices allow them to learn in a more independent way while completing different activities and, simultaneously, they are receiving immediate feedback (Alsied and Pathan 2013).

On the other hand, the incorporation of multimedia resources also shows improvement in the content and efficiency of teaching. As a consequence of this, the traditional teacher-centred teaching method is broken. When teachers face classes with a large number of students, it can be difficult for teachers to develop oral communication. Thanks to ICTs, in these cases, students can practise contents in multimedia sounds laboratories. From this point of view, traditional teaching methods may offer limited input information for students (Pun 2013).

The field of technology-based language learning is associated with the concept of *learner autonomy*. This term refers to the fact that students are able to decide their own learning objectives, they choose the way in which they will achieve the learning objectives that have been proposed, and they are able to evaluate their own progress. Computer technology can help language learners to find and meet their learning needs by themselves (Alsied and Pathan 2013). The elaboration of guides for the use of online tools and services should be created to encourage and improve student autonomy so that students are oriented to use the appropriate technological resources for their learning (Goodwin-Jones 2011).

An important factor for successful learning is the presence of motivation. The use of computer technology within the field of teaching foreign languages brings out motivation and engagement for students and, therefore they show greater enthusiasm to learn. Students' experiences are developed through activities based on authentic

content, and as a consequence, this encourages active participation on students (Alsied and Pathan 2013). It could be said that ICTs in the classroom are tools to enhance the learning experience. Students have access to the repetition of activities (the opportunity to do the same exercise several times), immediate feedback (the possibility of learning from mistakes), or individual and collaborative work (Rubio 2012).

ICTs provide linguistic interaction for students. Online communication is a teaching tool that teachers can incorporate to create a link between native and non-native speakers using different interchange projects (Kern, Ware and Warschauer 2004). Collaborative learning enhancement is fostered by the use of technological resources. The Internet connection offers students communication since they can connect with each other in the world both inside and outside the classroom with the aim of improving foreign language learning (Riasati, Allahyar and Tan 2012).

As a result of being able to connect with foreign people, in this case with English-speaking people, an advantage that brings the use of multimedia technology, and specially the Web, is that learners can extend their knowledge about English culture. The textbook information they can utilise to learn aspects of the foreign culture can be supplemented with real-life linguistic materials found on the Internet. In addition, students will become familiar with the history and cultural backgrounds of the English-speaking countries (Pun 2013).

Another issue to consider is that the relationship between students and teachers also improves with the use of ICTs. The interaction between them plays a fundamental role in the teaching process. Furthermore, the use of multimedia resources is considered a platform that facilitates the relationship and exchange in the educational context (Shyamlee and Phil 2012). Parents are informed and involved in the education of their children thanks to the new resources offered by the web. Today, there are online grading systems to know the grades of the learners' exams, and the same occurs with attendance and discipline data. In this way, parents have an immediate follow-up of the learning processes (Rodinadze and Zarbazoia 2012).

New technologies in the field of education are understood as tools that facilitate teacher control in learning processes. As an advantage, teachers can adapt the curriculum, content and class tasks taking into account the individual needs and abilities of each student. On top of that, teachers can see which are the main problems and difficulties that students encounter in their learning process and it will enable them to solve these barriers in a faster, concise and efficient way (Brummelhuis and Kuiper 2008).

In addition to facilitating teacher control in teaching processes, ICTs within the classroom serve as a means of assessment that students can use to evaluate the quality

of their own work in a more meaningful and conscious way. They control their own learning and, in this respect, teachers benefit. Today, teachers have the possibility to evaluate more accurately and objectively the knowledge of their students using a wide variety of programs and online apps for this purpose (Riasati, Allahyar and Tan 2012).

To sum up, some of the main achievements that have been shown in relation to the use of new technologies in education can be summarized in the following points: the quality of learning increases; a large amount of information and knowledge is accessible to everyone, as well as accurate access to such information; and the learning opportunities are increased, thus creating learning experiences indirectly (Ghasemi and Hashemi 2011).

Finally, it could be said that we must not forget that the computers inside the classrooms are only machines which cannot be considered as a method. Language educators aim to teach students to interact authentically and meaningfully both inside and outside the classroom. The use of ICTs is beneficial in language learning and teaching because of it can prepare students in their international and intercultural interactions and, in this way, they will be able to achieve success in their academic, professional, or personal lives (Ghasemi and Hashemi 2011).

2.4 Obstacles and solutions related to the use of technology in language learning

Some obstacles can be also found in relation to the integration of ICTs in education. Some of the main difficulties teachers have when using ICTs are lack of financial means and, secondly technical problems that they have to face while using these devices in the classroom (Rubio 2012).

Despite the advantages that have been shown previously, the application of multimedia technology in foreign language teaching brings along some problems in its use. Some of these are:

- multimedia devices can be intended to replace the role of teachers in the classroom (teachers have the leading role in the teaching process, ICTs should not dominate class);
- speaking communication can be lost (teachers' voice is replaced by computer sound and the visual image replaces teachers' analysis);
- or, the students' thinking potential is restricted (the imagination of the students is based on the content they find on the screens, thus losing their own thoughts) (Shyamlee and Phil 2012).

The transformation of language teaching and learning through the integration of ICTs into the curriculum faces some difficulties. They are related to:

- lack of access to technological devices;
- lack of effective training (lack of teacher training, knowledge and practice about new technologies);
- lack of teachers' and students' attitude in the use of technological resources;
- and, lack of time and technical support to employ multimedia technologies.

All these aspects can be understood as reasons for teachers' disinclination to use new technologies in their teaching methods. (Riasati, Allahyar and Tan 2012).

Lack of access to technological devices is a problem that affects the development of ICTs in the classroom. This aspect can be related to the expensive cost of technological equipment. Some schools do not have electronic resources and they do not have access to the Internet connection. This drawback can increase if we add the need to have specialised staff in technical assistance. They are responsible for the maintenance of technological equipment and that they can fix the problems that arise in their use (Beazley, McLeod and Lin 2008). Here, the role of the government is fundamental to support new learning environments. Schools need to be provided with maintenance in order to achieve a successful education.

The use of technological and online resources can cause unexpected incidents. With reference to lack of teacher training knowledge and new technologies, teachers face with malfunctions of technological media that can disrupt the rhythm of the lessons. Sometimes, teachers are not competent using ICTs and they are unable to solve these problems even though they try. Teachers must have a second plan for these situations and they need to be able to continue with the development of the lesson as quickly as possible (Andrei 2017). For this reason, when teachers plan to use any activity on the web, it is recommended to have the material in paper format too because the teacher has to resort to it to continue with the class if there are problems with the network.

Another obstacle is lack of time; some teachers may think that the incorporation of technological resources requires more effort and time than the classes that use traditional media. A solution to this problem is that teachers need to take time to their own personal and professional training in digital competences. It means that teachers must have access to effective, timely and continuous training to enhance their skills with new technologies and to achieve the best possible results. In addition, they need to be provided with adequate technical support (Fu 2013).

An important aspect that can be considered as an obstacle to the use of new technologies within the classroom is teachers' and students' attitude. The attitudes that students show towards the use of new technologies in the teaching process can be influenced by the teachers' own attitudes (Meelissen 2008). While many younger students can be considered digital natives, sometimes teachers can show technophobia with the presence of Internet access and computers in the classroom. They are wary of this new development (Dudeney and Hockly 2008). The lack of confidence and anxiety are some of the attitudes that are shown when technological means are incorporated in the classrooms. Teachers may become afraid of failure due to their lack of knowledge in digital competences (Riasati, Allahyar and Tan 2012).

As a consequence, and with the aim of solving this problem, it is important that teachers feel safe and confident when they use ICTs. Currently, they can take courses to prepare and learn to work with ICTs and solve some problems that may arise. But, we have to keep in mind that for teachers it is necessary to find the support that reinforces them in the use of digital resources.

An inverse correlation is showed between the use of new technologies, the age of teachers and years of teaching experience. Younger teachers integrate technological tools into their teaching more than older teachers. It is evident that the age of the teachers and their experience are related to lack of knowledge and computer skills to integrate these technological resources in classes. Younger teachers use multimedia technologies with more confidence, but despite that, teachers usually lose enthusiasm for the incorporation of technology as they acquire more years of experience (Rahimi and Yadollahi 2011).

One of the factors that does not favour the incorporation of ICTs in language learning is Internet safety when using online materials, since students are exposed to continuous harmful information. Learners are displayed to privacy violations when they use online tools and add their own personal information on websites (Shin 2015). Teachers must take this issue into account and help students recognize what information and contents are appropriate for their learning. Pupils need to understand the danger that the use of the Internet may pose if they do not make proper use of this medium. In spite of all this, teachers cannot control all the uses that students make of online resources and students can even find problems of paedophilia. Students must learn to protect themselves from online resources (Beazley, McLeod and Lin 2008).

After observing all these drawbacks, it is evident that teachers need to be provided with sufficient computers, Internet access, and technical support for the classes. Schools have to offer teachers sufficient time to prepare lessons and incorporate technology into their teaching practice. Different opportunities can be given to teachers to explore and increase their confidence in using ICTs and thereby develop

a positive attitude towards new technologies. At the same time, teachers need to understand that technology does not determine learning effectiveness. This is only a help which with an appropriate use can benefit the teaching process (Riasati, Allahyar and Tan 2012).

To conclude this section, the main obstacles must be solved for the improvement of the incorporation of ICTs in the classrooms. The main factors for a successful use of new technologies are access to a wide range of available technology, technological support, and a good preparation by teachers for the use of technological tools and dedication for the planning of their lessons.

CHAPTER 3: RESEARCH DESIGN

3.1 Description

This research design can be categorized as original research. This implies a collection of data that is relevant to answer the research questions raised for this study (Pennock-Speck 2015). The data collection has been carried out by means of classroom observation. Closed-ended questionnaires have been used both for English language teachers and students, in which respondents had to choose among different answers. Another part is completing the questionnaire, marking the elements within a Likert scale that includes five options, to indicate different levels of agreement or disagreement. This format provided qualitative data that have been represented quantitatively by means of percentages (Bueno González 2015).

3.2 Objectives

The main objective of this research is to determine, analyse and clarify the teachers' and students' attitudes, perceptions and practices in relation to the potential of ICTs in teaching and learning English as a foreign language.

The sub-objectives of this research are the following:

- (1) To determine whether or not teachers and students consider that the quality and quantity of technological tools in the school is suitable.
- (2) To consider the frequency of use of ICT tools in the classroom.
- (3) To identify reasons for using ICT resources in teaching English.
- (4) To observe what ICT tools are the most used when teaching and learning English.
- (5) To determine the perception of teachers and students as to whether the use of ICT devices improves the teaching-learning process of the English language.
- (6) To determine what language components are ICT tools used for.

3.3 Research questions

The specific research questions that we try to answer through this study are:

- a) How often do English teachers and students use ICT tools in the classroom?
- b) Why do teachers use ICT devices when teaching English?

- c) How do students use ICT devices when learning English?
- d) What ICT tools do teachers and pupils use in the English classroom?
- e) Do teachers and students think that the use of ICT improves the teaching-learning process of English?
- f) If teachers and students work with ICT to teach or learn English, what language components do they use it for?
- g) Do English teachers and learners like to work with ICT tools?
- h) Do teachers and students prefer to work in the English area with ICT tools rather than with traditional tools like textbooks?
- i) Do teachers find it is easier to teach with ICT devices than with traditional resources?
- j) Do students find it is easier to learn with ICT devices than with traditional resources?
- k) Are teachers and pupils competent in using ICT tools?
- l) Do teachers and students feel motivated to use these tools within the English class?
- m) Do teachers and learners find it is more fun to teach English when using ICTs?

3.4 Participants

On the one hand, seven teachers from the English department at Sierra Mágina high school in Huelma (Jaén) have completed the questionnaire. As regards the gender of the teachers, there are many more females than males. They have between 3 and more than 10 years of teaching experience. The seven teachers teach years between 1st CSE⁸ and 2nd NCSE⁹.

On the other hand, a total of 80 students from the English area, half of them from the 4th year of CSE and the other half from the 2nd year of NCSE at the Sierra Mágina high school in Huelma (Jaén), also answered these questionnaires.

⁸ CSE stands for Compulsory Secondary Education is known as *Educación Secundaria Obligatoria* in Spain.

⁹ NCSE stands for Non Compulsory Secondary Education is known as *Bachillerato* in Spain.

3.5 Instruments

Two types of closed-ended questionnaires were used in printed form, one for teachers (Appendix I) and one for students (Appendix II). The survey is divided into two clear-cut sections.

In the first section, respondents had to choose among different items. The questions are related with personal information, their frequency of use of ICTS tools in the classroom, their opinion about the quantity and quality of technological tools in the school, their reasons for using ICTs when teaching/learning English, and the main technological devices they used in class.

The second section consisted in completing the questionnaire, marking the elements within a *Likert scale* that includes five options, to indicate different levels of agreement or disagreement. This format provides qualitative data that can be represented quantitatively by means of percentages (Bueno González 2015).

3.6 Data collection

In the following sections, the different steps that have been taken in the data collection process are developed. These steps are based on the design of the questionnaire and the final administration.

3.6.1 Questionnaire design

Three main aspects have been considered in order to design these questionnaires and to simultaneously guarantee a relevant and valid result for the topic under analysis. These aspects are related to form, meaning and respondents.

As regards the form, attention has been paid to the clarity of the questions, thus avoiding ambiguity. Also, the length of the questionnaire has been taken into account, so that it is not too long. Concerning meaning, biased or double meaning questions have been avoided. Lastly to facilitate the completion of the questionnaire, specific and pertinent elements have been included. Respondents were provided with instructions before completing the questionnaire.

3.6.2. Questionnaire administration

I personally handed the questionnaire and the permission sheet (Appendix III) in paper format to each of the teachers who make up the English department at the Sierra Mágina high school in Huelma (Jaén). And the same process was carried out with the

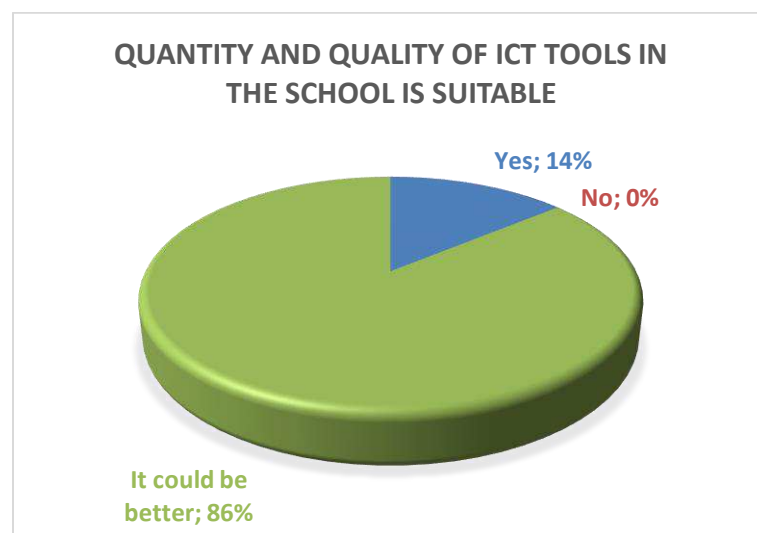
students of the 4th CSE and 2nd NCSE years. Before completing the questionnaires, an explanation was given in relation to the purpose of the questionnaire, its anonymous nature, and the importance of this for the writing of my MA dissertation.

3.7 Results and analysis

The results have been analysed in terms of percentages taking into account each of the different answers. In this section, the findings are shown and a comparison is made between students of different years (4th CSE and 2nd NCSE)

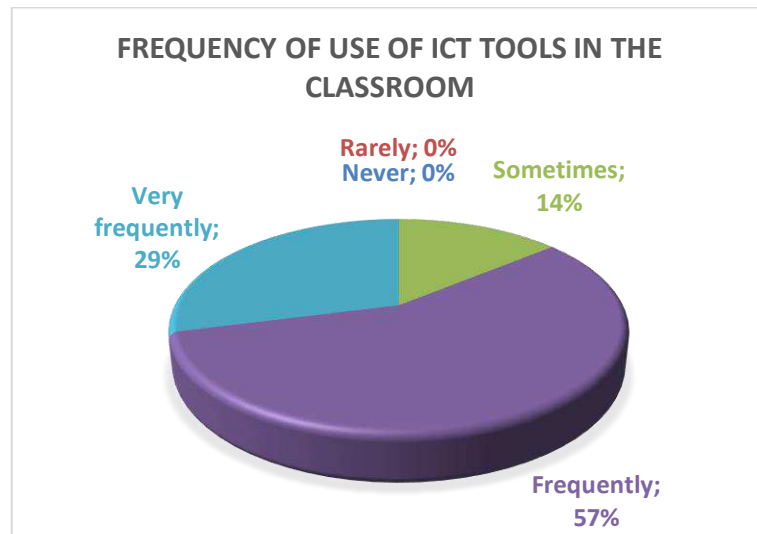
In the opinion of teachers, these are the results:

Figure 1: Quantity and quality of ICT tools available in the school



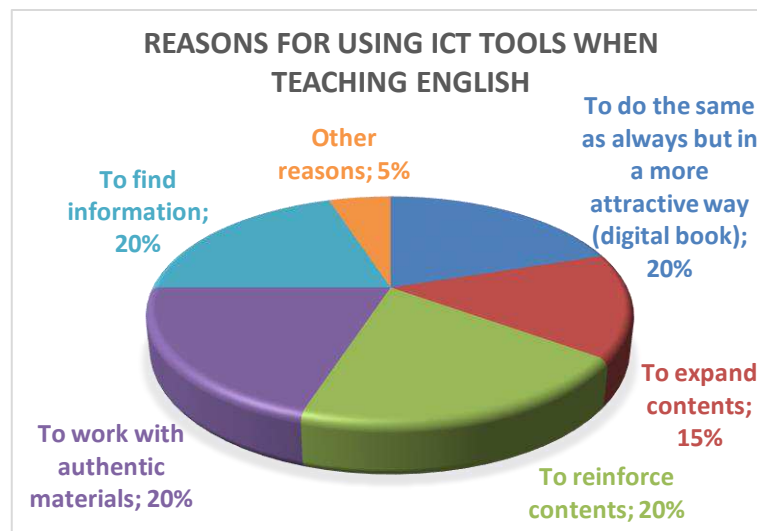
86% of teachers considered that the quantity and quality of ICT tools at the Sierra Mágina high school could be better, and only 14% affirmed that they were suitable.

Figure 2: Frequency of use of ICT tools in the classroom



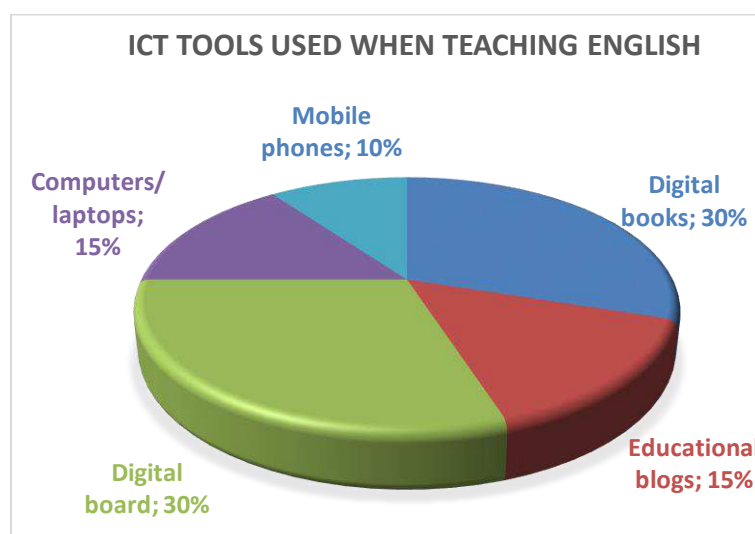
As for the frequency of use of ICT tools in the classroom, the results showed that a little more than half of the teachers who make up the English department, specifically 57%, use technological tools *frequently* in the classroom. 29% of them make use of these technological resources *very frequently*; and only 14% use it *sometimes*.

Figure 3: Reasons for using ICT tools when teaching English



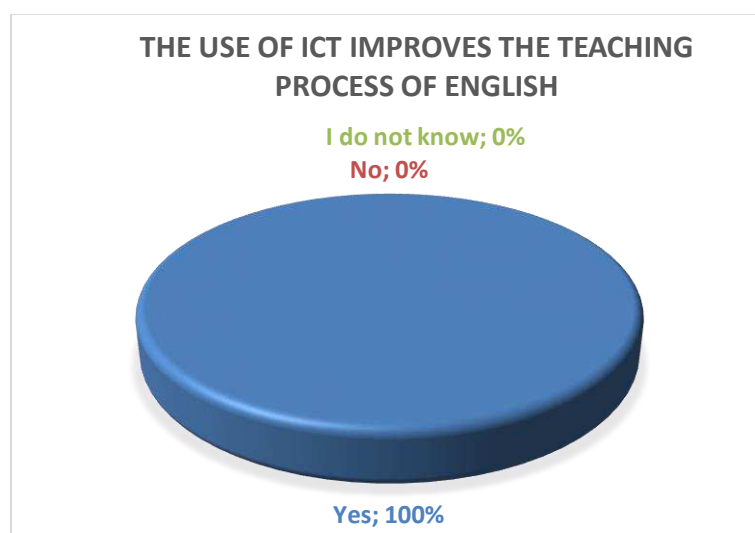
In agreement with the results, some of the reasons for using ICT resources when teaching English showed the same percentage (20%), namely, *to do the same as always but in a more attractive way (digital book)*, *to reinforce contents*, *to work with authentic materials*, and *to find information*. The findings established 15% as a reason for the use of technological resources *to expand contents*. And 5% of teachers considered *other reasons*.

Figure 4: ICT tools used when teaching English



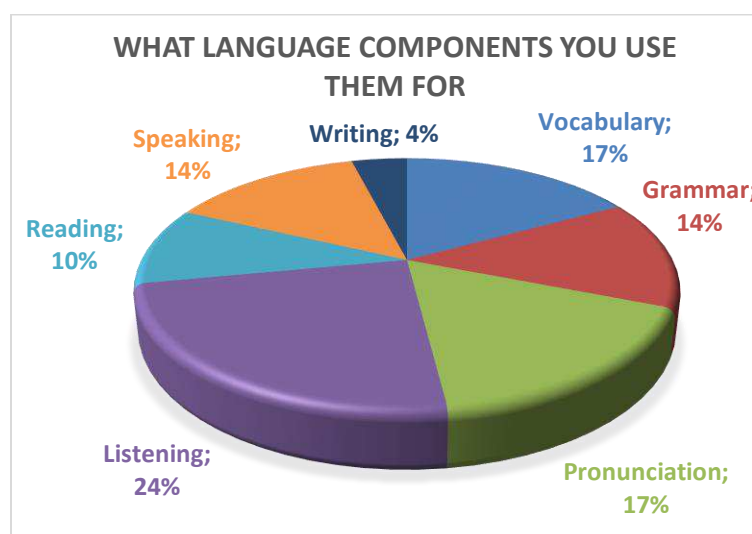
Regarding the use of ICT tools when teaching English, results show that 30% of time teachers use the *digital board* and, the same thing happens with *digital books* (30%). *Educational blogs* and *computers/laptops* are used 15% each of them. And finally, 10% is to the use of *mobile phones*.

Figure 5: The use of ICT improves the teaching process of English



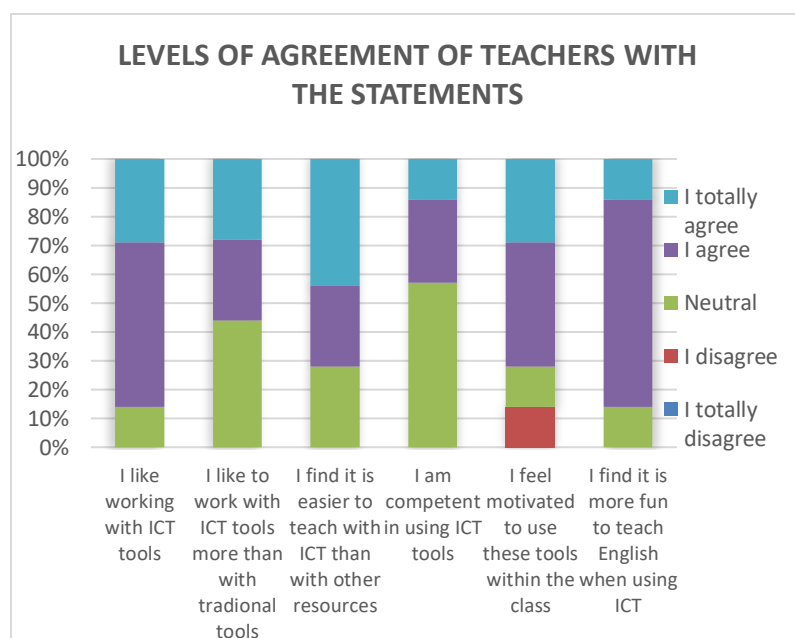
100% of teachers considered that the use of ICT improves the teaching process of English.

Figure 6: What language components teachers use ICT tools for



As regards what language components teachers use them for, we found 17% for *vocabulary* and, also, 17% for *pronunciation*. Respondents declared 14% to *speaking*, and 10% to *reading*. Finally, 4% for *writing*.

Figure 7: Levels of agreement of teachers with the statements



The results are conclusive in the case of the first statement (*I like working with ICT tools*). 59% of respondents stated *agreed*, whereas 29% *agreed totally* and 14% were *neutral*.

The second statement is related to whether teachers like to work with ICT tools more than with traditional tools. 28% of respondents *agreed totally*, and another 28% *agreed*. Finally, 44% of total respondents stayed *neutral*.

In the same figure, we observe above that 44% of respondents *agreed totally* on the fact that they find it is easier to teach with ICT than with other resources. 28% *agreed*, and other 28% of participants stayed *neutral*.

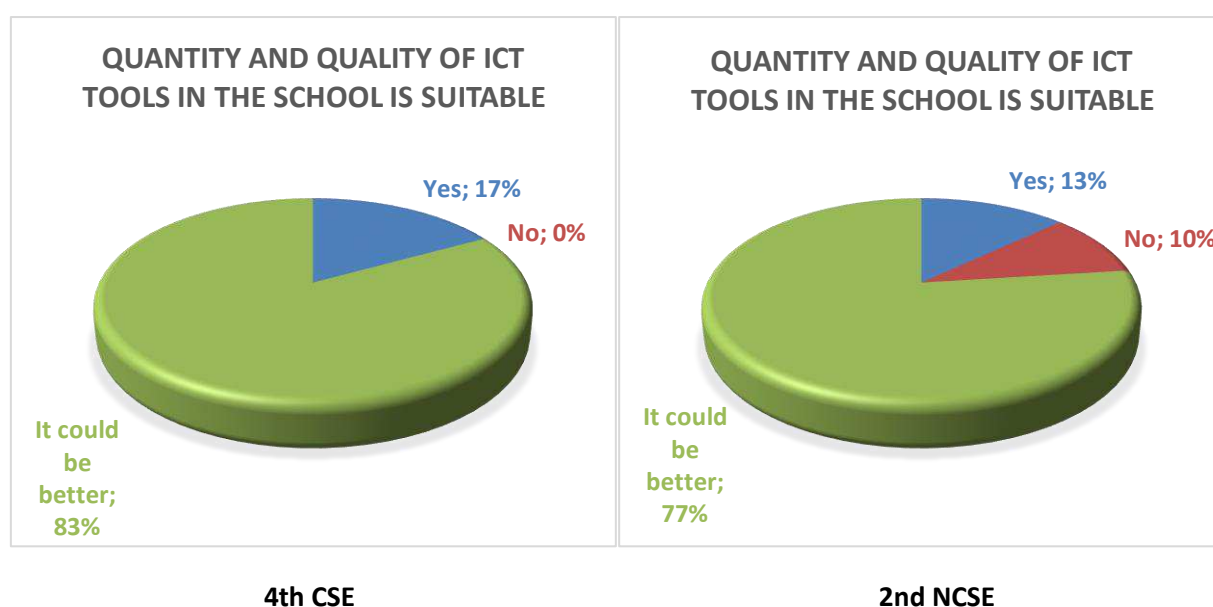
As for whether they are competent in using ICT tools, 14% of the total teachers *agreed totally*, 29% *agreed* and 57% stated that their competencies using ICT tools are *neutral*.

We can see that there are a number of participants who either *agreed* (43%) with the affirmation that they feel motivated to use these tools within the class. With 29% of respondents *agreeing totally*, and 14% *disagreed* or *neutral*.

It is more evident from the findings that 72% of respondents *agreed* on the fact that they find it is more fun to teach English when using ICTs. 14% *agreed totally* with this observation, and other 14% of them declared *neutral*.

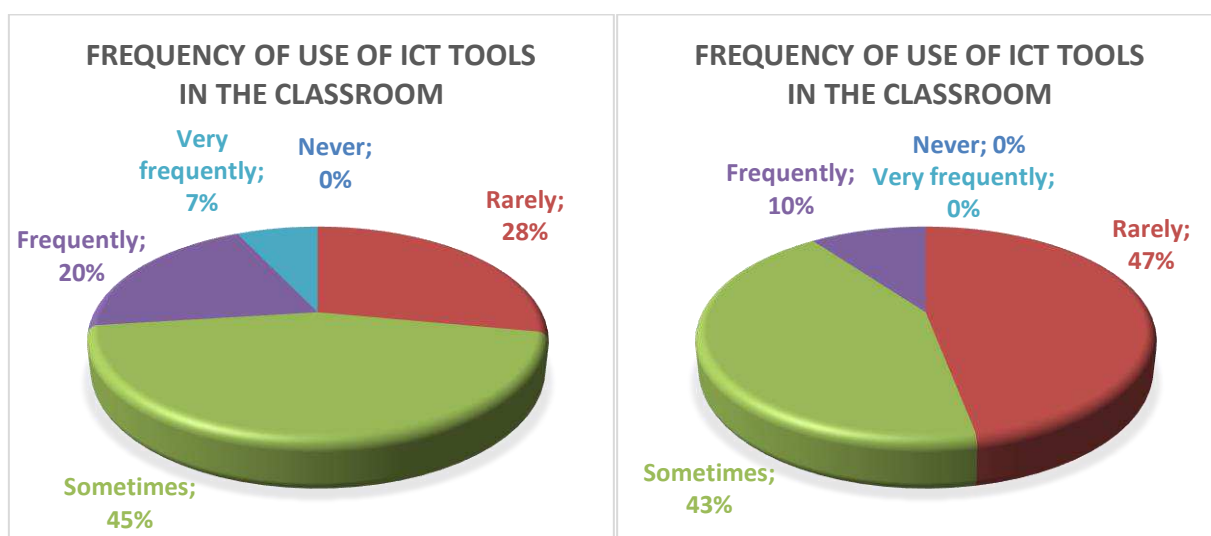
In the opinion of students, these are the results:

Figure 8: Quantity and quality of ICT tools available in the school by students



On the one hand, 83% of students belonging to 4th CSE considered that the quantity and quality of ICT tools at the Sierra Mágina high school could be better, and only 17% stated that this quantity and quality is suitable. On the other hand, as for the opinion of students from 2nd NCSE, 77% of them admitted that the quantity and quality of ICT tools in the school could be better, 13% answered "yes" and 10% "no".

Figure 9: Frequency of use of ICT tools in the classroom by students

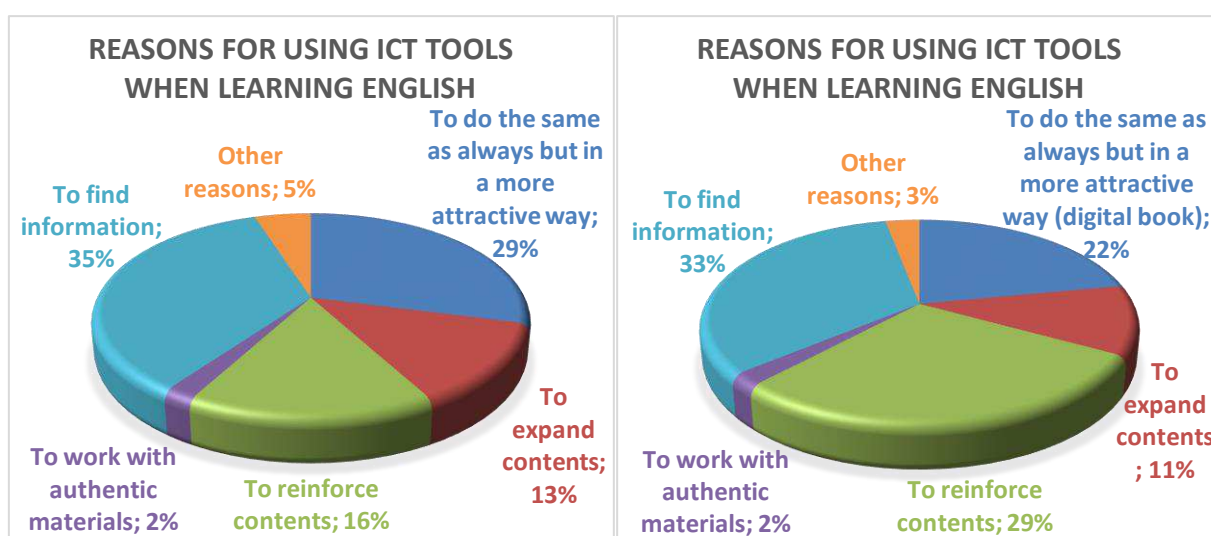


4th CSE

2nd NCSE

With reference to the frequency of use of ICT tools in the classroom, the results showed that almost half of the students of both 4th CSE and 2nd NCSE, 45% and 43% respectively, use technological tools *sometimes* in the classroom. 28% of 4th CSE students said *rarely* and 47% in the case of 2nd NCSE students. Only 10% of 2nd NCSE pupils declared that they used these tools *frequently*, and 20% in 4th CSE. Finally, 4th CSE answered 7% *very frequently*.

Figure 10: Reasons for using ICT tools when learning English



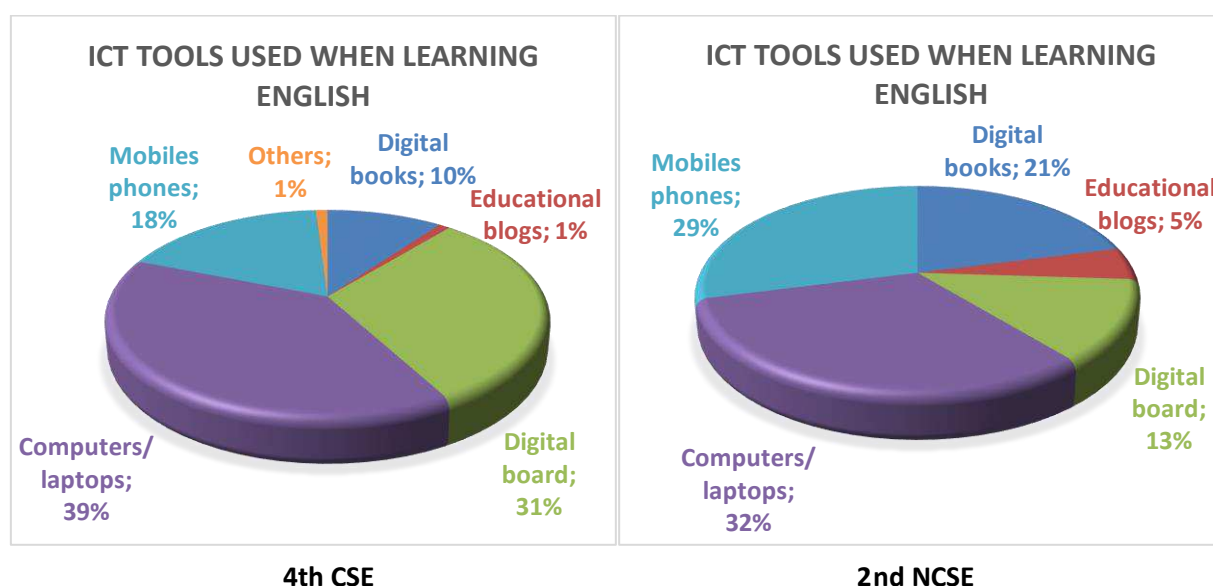
4th CSE

2nd NCSE

Concerning the results, some of the reasons for using ICT resources when

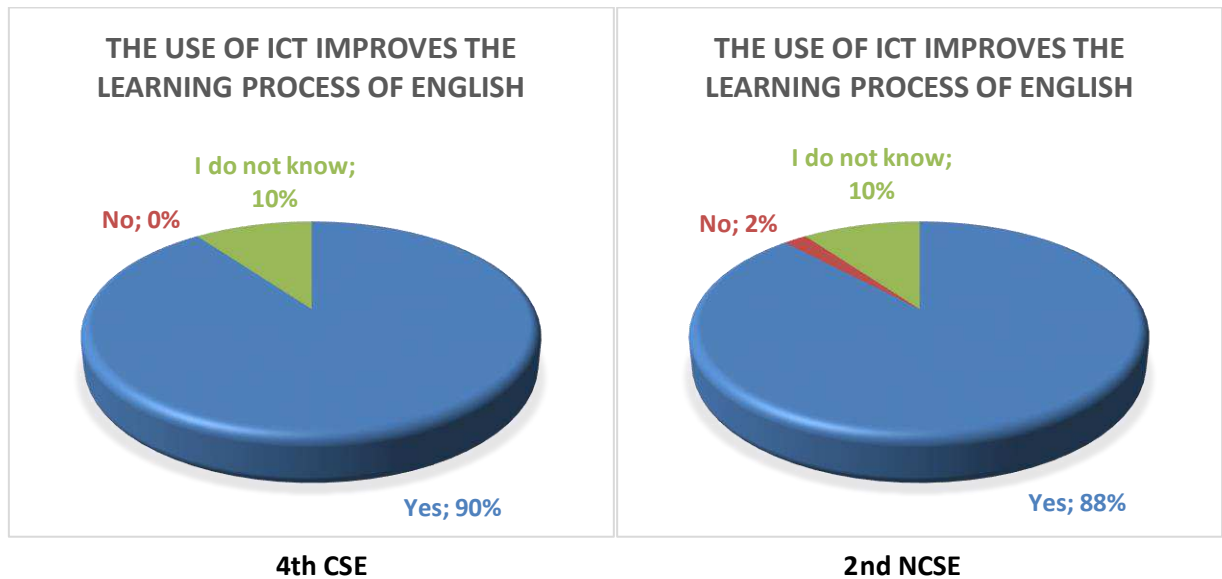
learning English showed similar findings in the two years. 29% in 4th CSE and 22% in 2nd NCSE established as a reason *to do the same as always but in a more attractive way (digital book)*. 4th CSE respondents assigned 13% as a reason for the use of technological resources *to expand content*, and 11% by 2nd NCSE. *To reinforce contents* received 16% (4th CSE) and 29% (2nd NCSE). 2% was assigned in both years *to work with authentic materials*. Moreover, 35% in 4th CSE and 33% in 2nd NCSE said as a reason *to find information*. Finally, 5% (4th CSE) and 3% (2nd NCSE) chose the option of *other reasons*.

Figure 11: ICT tools used when learning English



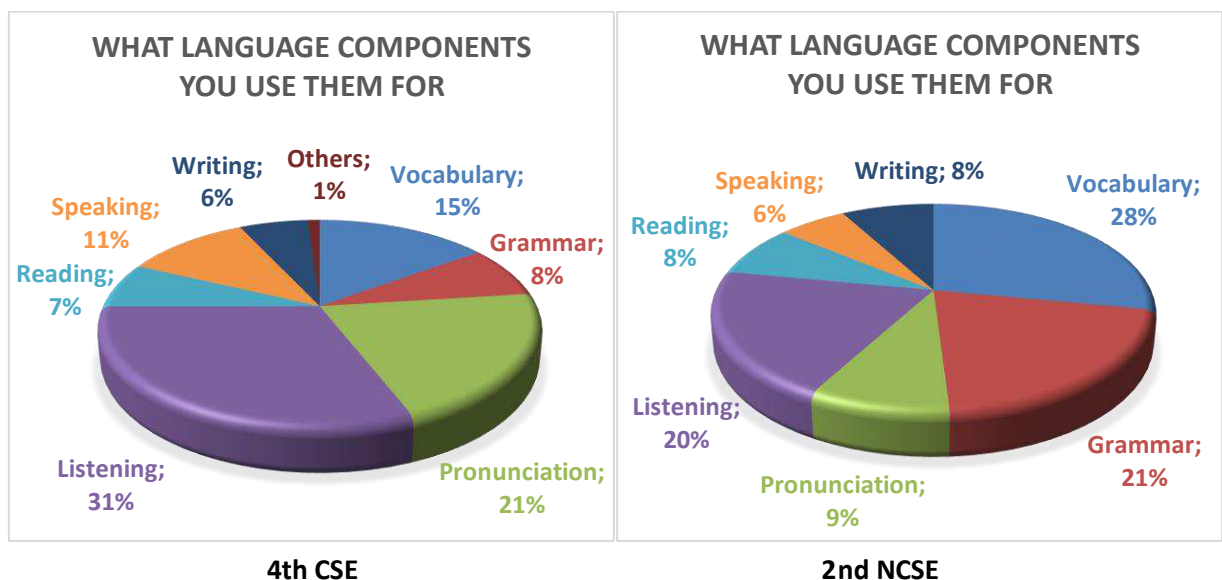
Regarding the use of ICT tools when learning English, findings showed that 39% (4th CSE) and 32% (2nd NCSE) of the ICT tools used when learning English were *computers/laptops*. 18% and 29% were to the use of *mobile phones*. *Digital board* got 31% among 4th CSE pupils and 13% in 2nd NCSE. *Digital books* received 10% among 4th CSE students and 21% among 2nd NCSE. *Educational blogs* obtained 1% and 5%, respectively. Finally, 1% is to *others* among 4th CSE respondents.

Figure 12: The use of ICT improves the learning process of English



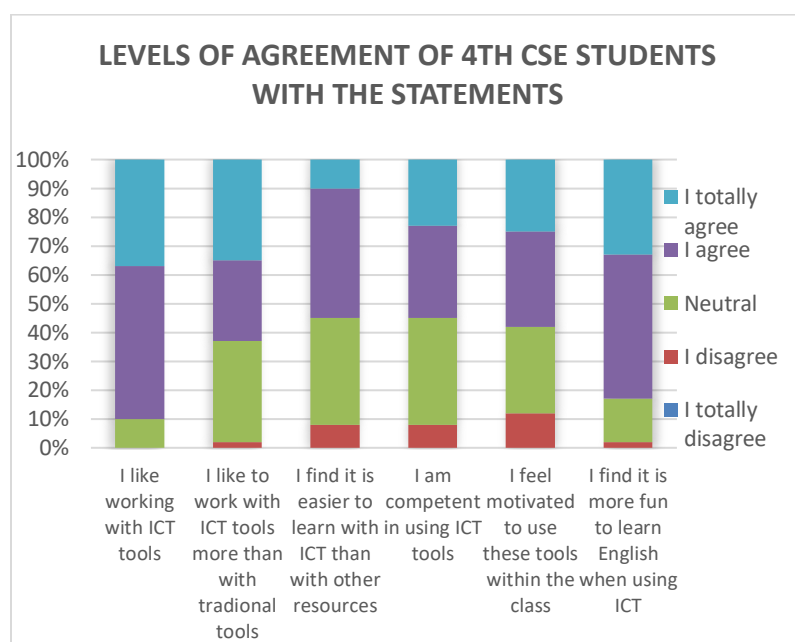
As for the statement “*The use of ICT improves the learning process of English*”, 90% of learners in 4th CSE and 88% among 2nd NCSE stated “yes”. In both years, we found that 10% of English learners said they *do not know*. And only 2% of 2nd NCSE students answered “no”.

Figure 13: What language components students use ICT tools for



As regards what language components students use them for, on the one hand, 4th CSE pupils declared 15% for *vocabulary*, 8% for *grammar*, 21% for *pronunciation*, 31% to *listening*, 7% to *reading*, 11% to *speaking*, 6% to *writing*, and finally, 1% *others*. On the other hand, 2nd NCSE respondents stated 28% for *vocabulary*, 21% for *grammar*, 9% for *pronunciation*, 20% to *listening*, 8% to *reading*, 6% to *speaking*, and finally, 8% *writing*.

Figure 14: Levels of agreement of 4th CSE students with the statements



The findings are conclusive in the case of the first statement (*I like working with ICT tools*). 53% of respondents stated *agreed*, whereas 37% *agreed totally* and 10% were *neutral*.

The second statement is related to whether students like to work with ICT tools more than with traditional tools. 35% of respondents *agreed totally*, and another 28% *agreed*, 44% of total respondents stayed *neutral*, and finally 2% *disagreed* on this idea.

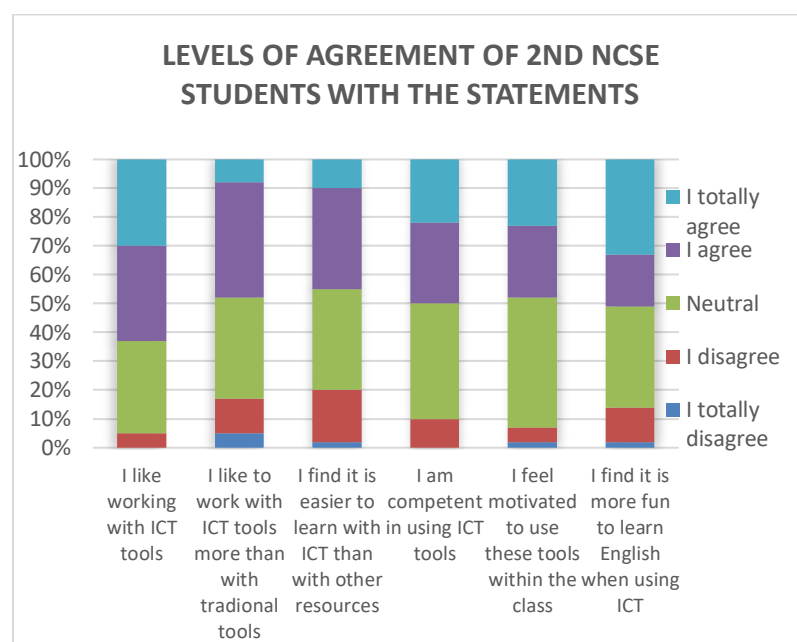
In the same figure, we observe above that 10% of respondents *agreed totally* on the fact that they find it is easier to learn with ICT than with other resources. 45% *agreed*, and other 37% of participants were *neutral*. Finally, 8% *disagreed* on this assertion.

As for whether they are competent in using ICT tools, 23% of the pupils *agreed totally*, 32% *agreed*, 57% stated *neutral*, and 8% *disagreed*.

We can see that there are a number of participants who either *agreed* (33%) with the statement that they feel motivated to use these tools within the class. With 25% of respondents *agreeing totally*, 30% *neutral*, and the last percentage (12%) *disagreed*.

It is more evident from the findings that 50% of respondents *agreed* on the fact that they find it is more fun to learn English when using ICTs. 33% *agreed totally* with this observation, other 15% of students declared *neutral*, whereas 2% *disagreed*.

Figure 15: Levels of agreement of 2nd NCSE students with the statements



The conclusions are similar in the case of the first statement (*I like working with ICT tools*). 30% of respondents stated *agreed*, whereas 33% *agreed totally*, 32% were *neutral*, and 5% *disagreed*.

The second statement is related to whether students like to work with ICT tools more than with traditional tools. 8% of respondents *agreed totally*, and another 40% *agreed*, 35% of total respondents stayed *neutral*, 12% *disagreed* and, finally, 5% *disagreed totally*.

In the same way, we observe above that 10% of respondents *agreed totally* on the fact that they find it is easier to learn with ICT than with other resources. 35% *agreed*, other 35% of participants stayed *neutral*, and 8% *disagreed* on this assertion.

As for whether they are competent in using ICT tools, 22% of the total pupils *agreed totally*, 28% *agreed*, 40% stated *neutral*, and finally 10% *disagreed*.

We can see that there are a number of participants who either *agreed* (25%) with the statement that they feel motivated to use these tools within the class. With 23% of respondents *agreeing totally*, 45% *neutral*, 5% *disagreed*, and finally (2%) *disagreed totally*.

Regarding the final assertion, we can observe that 18% of respondents *agreed* on the fact that they find it is more fun to learn English when using ICTs. 33% *agreed totally* with this observation, other 35% of students declared *neutral*, whereas 12% *disagreed* and 2% *disagreed totally*.

CHAPTER 4: DIDACTIC UNIT

DIDACTIC UNIT: *TECHNOLOGICALLY CONNECTED!*

GENERAL INFORMATION

Level	3rd Grade of Compulsory Secondary Education (CSE)
Topic	Technology, its uses and social awareness
Sequencing	2nd term
Number of sessions	6
Final task	Short video on students' investigation in the context of technologies and its uses to be uploaded via <i>GOOGLE CLASSROOM</i>

Table 1: General information of the Didactic Unit

4.1 JUSTIFICATION

Didactic Unit can be defined as “the interrelation of all the elements that intervene in the teaching-learning process with an internal methodological coherence and for a determined period of time” (Ibañez 1992, 13). According to the Organic Law for the Improvement of the Quality of Education of 8/2013 of December 9th, a Didactic Unit must contain objectives, competences, contents, assessable learning standards, evaluation criteria and didactic methodology (Organic Law 8/2013, 12).

As specified in the Royal Decree 1105/2014 of December 26th, it composes the ultimate level of curricular particularization and it contributes to the development of the General Objectives of the Stage and the Area, and the achievement of the so-called Key Competences (Royal Decree 1105/2014, 169).

This Didactic Unit is the second one in the Course Plan for the 3rd Grade of Compulsory Secondary Education (CSE). Therefore, it has been inserted in the School's Educational Project, which can be defined as the document through which the Official Curriculum adapts to the educational reality of the school itself (Organic Law 2/2006, 72).

In this regard, an open and flexible curriculum will guarantee the pedagogical autonomy that the educational system provides for educational institutions and, also, for teachers.

This Didactic Unit is related both to chapter 4 (p. 60-86) and 5 (p. 106) of the Common European Framework of Reference for Languages, since both deal with communicative activities of the language and strategies, and the linguistic competences (Centro Virtual Cervantes 2019).

The estimated time for completion of this work is six sessions of fifty/fifty-five minutes each one, to be developed over the second term. The Didactic Unit under discussion becomes meaningful and purposeful from, at least, two distinct standpoints. On the one hand, as the curriculum establishes, students are expected to interact with colleagues, relatives, friends or the like using modal verbs and talking about technology, its uses and social awareness.

On the other hand, a fundamental objective in our curriculum is introducing students to basic cultural traits of both their mother tongue and also the foreign language so that they can develop a concern for reading (by means of technology uses) and consumer education (being critical towards the use of new technologies).

The design of this Didactic Unit follows different methodologies. They are the following:

- The Lexical Approach, in order to teach lexical units (words, fixed phrases, collocations, etc.) (British Council 2019).
- The Content-Based instruction, in order to use a topic that interests students to practise the language they are learning (in this case English), at the same time they develop knowledge (British Council 2019).
- Flip teaching (or flipped classroom), in order to learn contents using online resources (watching video lectures), from home. Now, homework is done in the classroom with the guidance of teachers (Santiago and Díez 2019).
- Communicative approach, in order to present grammar and vocabulary in an inductive way (examples: readings).
- Task-based language teaching, in order to organise the sessions in pre-task, task, and post-task.
- CALL approach, in order to work with computers. Different online activities have been designed in order to achieve this objective. In this way, students can practise reading and listening comprehensions through watching videos and songs.

4.2 CONTEXTUALIZATION

This Didactic Unit has been designed for a group of twenty-seven pupils (eleven boys and sixteen girls) belonging to the 3rd year of CSE at Sierra Mágina high school in Huelma (Jaén). They constitute a flexible group, that is, it is formed by students belonging to different class-groups, for the reason that they are following the Plan of Multilingualism and Multiculturalism fostered by Andalusian Educational Authorities (Acuerdo 2005, 32). Accordingly, our learners are extremely motivated towards the English as a foreign language and what its learning represents.

In general, the curricular level of the pupils may fit that of intermediate (A2). We rarely observed serious disciplinary problems. In any case, heterogeneity in class is a fact, and this is easily observed as varied capacities, aptitudes and attitudes among students.

Normally, students are sitting in rows because of the fixed arrangement of desks in the classroom. Nevertheless, different interactive patterns have been established to boost both the processes of communication and socialisation. The unit is divided into six sessions of fifty/fifty-five minutes each. As hinted previously, this Didactic Unit focuses on the vocabulary of technology. Social awareness must be taught to be critical towards the use of new technologies and social media, and understanding the importance of following certain safety rules when we use them. By the end of the different sessions, learners were expected to produce a short video (to be uploaded via *Google Classroom*) on their own research about a technological invention.

The different aspects that this Didactic Unit embraces (didactic objectives, contents, methodology, and evaluation) promote, on the one hand, the acquisition of an important goal: communication in the foreign language; and on the other, the development of the resulting key competences (Order ECD/65/2015):

- **Linguistic competence.** Students will work the four linguistic skills to create communicative exchanges and reflect on the language.
- **Digital competence.** Learners will use ICT to obtain, analyse, produce and exchange information in a safe and critical way.
- **Learning to learn competence.** Students will develop their capacity to initiate the learning and to persist in, to organize their tasks and time, and to work in an individual or collaborative way to achieve an objective.
- **Social and civic competence.** Pupils will recognise and understand the typical habits and uses of technology. This is all about a critical point of view and social

awareness in the use of these devices. This can be an interesting topic to discuss with one's students, especially if they have addictive behaviours in relation to technological gadgets.

- **Sense of initiative and entrepreneurship competence.** Pupils possess the skills necessary to turn ideas into actions, such as creativity or the ability to take risks and plan and manage projects.
- **Cultural awareness and expression.** Students will be expected to accomplish some basic knowledge of major technological aspects about different technologies, including a critical point of view.

4.3 DIDACTIC OBJECTIVES

Didactic objectives connect to both objectives of stage and area, and to key competences. This is shown in Table 2.

The principal didactic objectives that I have considered and thanks to which we will show the learning the student is expected to acquire by the end of this Didactic Unit are:

DIDACTIC OBJECTIVES	STAGE OBJECTIVES	FL OBJECTIVES	KEY COMPETENCES
1. To understand information in an oral text about technology, its use and social awareness.	RD 1105/2014 a, c, e, i D 110/2016 a, b	Order 14th July 2016 1, 3, 5, 6	LOMCE 1, 3, 4, 5, 6, 7
2. To take part in comprehensible conversation about technology and being critical with its use.			
3. To produce a brief written text using modal verbs.			
4. To practise the pronunciation of the sound /ə/.			

Table 2: Ways in which objectives and basic competences relate

4.4 CONTENTS

Didactic objectives have a nearby relation to contents, which present a fourfold division in accordance with the four major communicative macroskills:

- Listening
- Speaking and interacting
- Reading
- Writing and interacting

For teaching purposes, contents have been subdivided into the major communicative macroskills as is evidenced in Table 3 below:

COMPREHENSION AND PRODUCTION STRATEGIES • Listening and understanding oral texts related to technology and social awareness in its use. • Getting the general ideal and some specific information out of oral and written texts about the advantages and disadvantages of social networks. • Answering comprehension questions.	COMMUNICATIVE FUNCTIONS • Recognizing modal verbs within a text. • Offering information about the importance of following certain safety rules when we use new technology and social media. • Producing a short oral video on the students' perspective in the context of new technologies and uses.
LINGUISTIC EXPONENTS • Modal verbs: <i>can, could, must, should, have to</i>. • Vocabulary related to technology and phrasal verbs of communication. • Pronunciation of the sound /ə/.	SOCIOCULTURAL & SOCIOLINGUISTIC ASPECTS • Recognising the importance of being critical towards the use of new technologies. • Identifying basic knowledge about new technologies: social conventions; customs, values, beliefs and attitudes.

Table 3: Contents divided in accordance with the four major communicative macroskills

4.5 CROSS-CURRICULAR ISSUES & INTERDISCIPLINARITY

Concerning cross-curricular issues, we should keep in mind that they foster the development of personal attitudes in relation to social matters. In this Didactic Unit, moral and civic education, Andalusian culture, and education for peace are promoted.

With respect to interdisciplinary elements, the cooperation with the subjects of History and Geography, Spanish language, and Information and Communication Technology is necessary so as to go along with the integration policy of this curriculum.

CROSS-CURRICULAR ISSUES

1. Moral and civic education. Students will learn about social awareness with reference to the use of new technology. They must be taught to be critical towards the use of new technologies and social media, and understand the importance of following certain safety rules when we use them.
2. Andalusian culture. Students will learn about the main rules for using technology in Andalusian classrooms.
3. Education for Peace. Students will work peacefully and co-operatively in pairs or small groups throughout the six sessions.

INTERDISCIPLINARY ASPECTS

The manner in which this Didactic Unit is related to the above mentioned subjects is:

1. History and Geography. Pupils look for information about the first appearance of some technological inventions.
2. Spanish Language. Pupils compare the English vocabulary to its equivalent translation in Spanish. In this way, they understand better the meaning of the given words. Students use an expression in the Spanish language in the *Kahoot! Game*.
3. ICTs. Pupils need to know how to work with new technologies in order to surf the Internet, look for information needed and use applications. Students use new technologies to perform different tasks and the final project recording.

4.6 LESSON PLAN: STEP BY STEP METHODOLOGY

This Didactic Unit has been created thinking of students' needs. In other words, it is learner-centred, which is based on the students. The teacher plays the role of 'facilitator' since he/she offers guidance to pupils and solves problems that they may have. In addition, the autonomy and independence of the learners are developed so that they can continue learning outside the classroom on their own (learning-to-learn strategies). On top of that, students will learn how to work co-operatively, leaving aside any competitiveness among themselves. In this way, they will work as a team to attain a common goal while learning to respect and interact with other colleagues' views and opinions.

We have designed sessions of 50-55 minutes each day, thus leaving 5-10 minutes for doubts or delve into any aspects that might take place during the session.

METHODOLOGY (ACTIVITIES)

Day 1

Activity	Skills	Hots	Grouping	Resources	Time
Pre-task. Vocabulary: technology.	Speaking Interaction Listening	Apply Understand Remember	Whole-class	Worksheets	15 min
Task. Match technological gadgets & pictures.	Writing Interaction	Analyse Apply	Pair-work	Worksheets	5 min
Task. Look for curiosities.	Reading Speaking Interaction	Create Evaluate Analyse Apply	Pair-work	Worksheets; Internet access; Laptops/ computers	20 min
Task. Discuss the classroom rules for using computers.	Speaking Listening Interaction	Evaluate Analyse Understand	Pair-work	Worksheets	10 min

Post-task/ Homework. Watch 'Modal verbs presentation'.	Listening	Understand Remember	Individual work	Internet access; Laptop/ computer	-
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Table 4: Summary of the methodology followed in session 1

SESSION 1

PRE-TASK

- I. **Vocabulary: technology (WC, 15 min):** Students answer the following questions at the beginning of the lesson: *Are you addicted to technology? / What technological gadgets do you use every day? / Could you live without technology?* After that, students read the title and then, they name some technological gadgets they know. In this way, students are learning vocabulary related to technology.

TASK

- I. **Match technological gadgets & pictures (PW, 5 min):** In pairs, pupils are provided with pictures about different technology. They match those pictures with the right technological devices that they represent.
- II. **Look for curiosities (PW, 20 min):** Students have ten minutes to surf the Internet and look for different objects or aspects about other technological inventions. They also have to look for their meanings and their equivalent translations to Spanish. Finally, students work in pairs to complete a worksheet.
- III. **Discuss the Classroom Rules for using computers (PW, 10 min):** Students are provided with some technological rules for the classroom. They have to read the rules and answer the following questions: *What do you think about these rules? Are you agree?* If not, talk about the reasons. Students discuss these questions with their partners.

POST-TASK / HOMEWORK

- I. **Watch ‘Modal verbs presentation’:** Students have to watch the presentation about modal verbs (<https://bit.ly/2YhbcLg>). In order to check whether they have watched it or not, they are asked the next day the following question: *What is the final message in this presentation?*

Day 2

Activity	Skills	Hots	Grouping	Resources	Time
Pre-task. Play ‘Kahoot!’	Reading Interaction	Apply Understand Remember	Whole-class	<i>Kahoot!</i> ; Internet access; Laptops/ computers	10 min
Task. Observe these apps and discuss them.	Reading Speaking Listening Interaction	Evaluate Analyse Understand	Pair-work	Worksheets	10 min
Task. Vocabulary. Phrasal verbs: communication.	Writing Interaction	Create Analyse Apply Understand	Pair-work	Worksheets	20 min
Task. Song - <i>Treat you better.</i>	Listening Writing	Apply Understand Remember	Individual work	Worksheets; <i>YouTube</i> ; Internet access; Laptop/ computer	10 min
Post-task/ Homework. Writing task.	Reading Writing	Create Evaluate Analyse Apply	Individual work	Worksheets	-

Table 5: Summary of the methodology followed in session 2

SESSION 2

PRE-TASK

- I. **Play 'Kahoot!' (WC, 10 min):** In order to remember the vocabulary of the previous session, pupils play *Kahoot!* (<https://bit.ly/2JhTBzo>). The game consists of different questions such as *What do you need if you want '.....'?* Four different options are provided, and only one is the right answer.

TASK

- I. **Observe these apps and discuss them (PW, 10 min):** Pupils are provided with a brief history of social media. They have to discuss in pairs if they have used them; then, they have to use modal verbs to give advice and recommendations for its use.
- II. **Vocabulary. Phrasal verbs: communication (PW, 20 min):** This activity is about phrasal verbs related to communication. This can be an interesting activity to learn and improve vocabulary with students, especially if they show difficulties regarding this type of vocabulary. Match the phrasal verbs of the text with its meaning, you can use online dictionaries from the Internet.
- III. **Song - *Treat you better* (I, 10 min):** Students listen to a song – *Treat you better* by Shawn Mendes (<https://bit.ly/29GSKFR>). They listen to it twice, the first time without the lyrics of the song and the second one with them. Then, they have to fill the gaps with modal verbs, also they can try to guess the meaning and equivalent translation in Spanish.

POST-TASK / HOMEWORK

- I. **Writing task:** Students have to write a short review of a technological gadget in order to practise the expressions they have learnt during the session. In this case, students are given extra instructions to develop this activity.

Day 3

Activity	Skills	Hots	Grouping	Resources	Time
Pre-task. Homework correction.	Speaking Interaction Listening	Understand Remember	Whole-class	Worksheets	20 min
Task. Listening and speaking activity.	Listening Speaking Interaction	Evaluate Analyse Apply Understand	Pair-work	Worksheets; <i>YouTube</i> ; Internet access	15 min
Task. Read & listen to the text. Then, answer the questions.	Reading Listening Writing	Analyse Apply Understand	Individual work	Worksheets	10 min
Task. Listen & repeat. Pronunciation activity.	Listening Speaking Interaction	Apply Understand Remember	Whole-class	Worksheets	10 min
Post-task/ Homework. Jot down new vocabulary.	Writing Reading	Create Evaluate Apply	Individual	Worksheets	-

Table 6: Summary of the methodology followed in session 3

SESSION 3

PRE-TASK

- I. **Homework correction (WC, 20 min):** Pupils have to show for the rest of their classmates their review about a technological device. In this way, the oral skill is evaluated.

TASK

- I. **Listening and speaking activity (PW, 15 min):** Students watch a video about *Social Media Data Privacy Awareness*, (<https://bit.ly/2nRoVat>). Here, pupils learn about how social media platforms, businesses, and marketers, can use personal information and posts to social media to create other profiles. Then, students discuss the video in pairs.

- II. Read & listen to the text. Then, answer the questions (I, 10 min):** Students work with a text about '*You and your online identity*'. They read the text and, then, they answer the following questions.
- III. Listen & repeat. Pronunciation activity (WC, 10 min):** Students have to practise the pronunciation of the sound /ə/ of the English language. In order to achieve this goal, they try to produce a tongue-twister '*Peter Piper*'.

POST-TASK / HOMEWORK

- I. Jot down new vocabulary:** Pupils have to look for new vocabulary about icons that they can see on their computers. No more than 5 words.

Day 4

Activity	Skills	Hots	Grouping	Resources	Time
Pre-task. Homework correction.	Speaking Interaction	Understand Remember	Whole-class	Worksheets	5 min
Task. Vocabulary. English email icons.	Reading Writing Interaction	Create Evaluate Analyse Apply Understand Remember	Individual work	Worksheets	15 min
Task. Write a letter or an email.	Writing Interaction	Create Evaluate Analyse Apply Understand Remember	Individual work	Internet access; Laptops/ computers	35 min

Table 7: Summary of the methodology followed in session 4

SESSION 4

PRE-TASK

- I. **Homework correction (WC, 5 min):** Teacher checks the new vocabulary that students had to look for in order to see whether they have done the activity or not.

TASK

- I. **Vocabulary. English email icons (I, 15 min):** Do you know English email icons? Let's see if you can find the right Spanish word for each of the icons and words of the email.
- II. **Write a letter or an email (I, 35 min):** Students have to write an informal letter or an email in order to practise the expressions they have learnt during the session. In this case, students are given extra instructions to develop this activity, that is, they write for a foreign friend, who is addicted to social networking sites. They have to tell him/her some advantages and disadvantages taking into account technology uses. *What advice would you give somebody spending all the time with technological gadgets?*

Day 5

Activity	Skills	Hots	Grouping	Resources	Time
Pre-task. Social media crossword.	Reading Writing Speaking Interaction	Understand Remember	Whole-class	Worksheets	10 min
Task. Listening and speaking activity.	Listening Speaking Interaction	Create Evaluate Analyse Apply Understand Remember	Individual work	Worksheets	20 min
Task. Play 'Pass the Word'.	Reading Writing Interaction	Create Evaluate Analyse Apply Understand Remember	Individual work	Internet access; Laptops/ computers	20 min

Table 8: Summary of the methodology followed in session 5

SESSION 5

PRE-TASK

- I. **Social media crossword (WC, 10 min):** Pupils have to play the game 'Crossword' (<https://bit.ly/2HdQ95m>). This checks vocabulary related to social media that students usually use every day.

TASK

- I. **Listening and speaking activity (PW, 20 min):** Students watch a video about 'Phone addiction test: Are you addicted to your phone? Personality test | Guess who you are quiz', (<https://bit.ly/2LEkEqH>). Here, the students after learning that they must be critical with the use of new technologies and social media, they measure their level of addiction.
- II. **Play 'Pass the Word' (I, 20 min):** Pupils have to play the game 'Pass the Word' (<https://bit.ly/2JgNrzk>). In this way, they put into practice all the vocabulary they have learnt in this unit. They all be evaluated individually by this activity. Once they have finished the exercise, they have to say how they have found the activity in order to check writing interaction.

Day 6

Activity	Skills	Hots	Grouping	Resources	Time
Final Project. Create a video presentation.	Speaking Interaction Listening Reading	Create Evaluate Analyse Apply Understand Remember	Individual work	Projector & screen; sound equipment; Internet access	50-55 min

Table 9: Summary of the methodology followed in session 6

SESSION 6

FINAL PROJECT

- I. **Create a video presentation (I, 50-55 min):** Students will choose a technological invention/gadget and they will do research work on history and characteristics of this device. After this research work, they should record a video. In the video, these students must appear explaining what they have discovered. The video presentation will have to be uploaded to *GOOGLE CLASSROOM*.

This final project will be evaluated by means of a rubric (Appendix IV).

4.7 ATTENTION TO DIVERSITY

According to the provisions of article 71.2 of the Organic Law of Education 2/2006, of May 3rd, modified by the Organic Law 8/2013, of December 9th, for the Improvement of the Quality of Education, it is considered as a student with Specific Educational Needs who requires educational attention different from the ordinary one, for presenting special educational needs, for specific learning difficulties, ADHD, for their high intellectual abilities, for having joined the educational system late, or for conditions personal or school history (Organic Law 2/2006, 54).

METHODOLOGY

- Extension activities for fast finishers.
- Reinforcement activities for slow learners.
- Private instruction and personal treatment of slow learners, more time for them to do the same task.
- Reinforcement. Slow learners will be expected to find vocabulary in a wordsearch. This will be done in pairs in order to motivate struggling students to tackle the tasks.
- Extension. Fast finishers will have to write what they think in relation to the pros and cons of social media. Then they will be asked to transfer the info onto a poster, which will be hung on the wall for display.

METHODOLOGY (ACTIVITIES)

REINFORCEMENT ACTIVITIES

- I. **Complete the sentences using modal verbs.** Students have to complete this blackboard with *must*, *mustn't*, *should* and *shouldn't*, taking into account the rules in the classroom.
- II. **Write questions using modal verbs.** Students have to write some questions using the modal verbs that have been studied in this Didactic Unit.
- III. **Review vocabulary about technology from *ESL Printables*.** Students extend the vocabulary that they have learnt in this Didactic Unit with some worksheets from *ESL Printables* (<https://bit.ly/2Hf7xbe>).

EXTENSION ACTIVITIES

- I. **Write a dialogue in relation with the topic 'Using social media improves our life'.** Students have to create a short dialogue talking about arguments for and against.
- II. **Write about activities you are supposed to do in the classroom while you are using electronic devices.** Students have to write things that are supposed to do in the classroom while they are using the electronic devices.
- III. **Extend vocabulary about technology and science from *ESL Printables*.** Students extend the vocabulary that they have learnt in this Didactic Unit with some worksheets from *ESL Printables* (<https://bit.ly/2VdrhQ8>).

4.8 EVALUATION

Evaluation is a valuable tool for both teachers and students to follow and assess the results obtained and to improve the processes that allow achieving them (Organic Law 2/2006, 9).

In this way, this implies two systems, since, on the one hand, it includes the learning process, and on the other hand, it covers the teaching process.

In reference to the first one, the establishment of evaluation criteria satisfies the answers to what, how and when to evaluate. The benchmarks against which they are measured are the so-called assessable learning standards.

4.8.1 Evaluation criteria

- Whether or not pupils are able to understand information out of an oral text about technology and social awareness in its use.
- Whether or not pupils can take part in a comprehensible conversation about technology and being critical with its use.
- If students are able to produce a brief written text using modal verbs.
- If students are able to produce the pronunciation of the sound /ə/ of the English language.

4.9 ALS / INDICATORS OF ACHIEVEMENT

Every single student:

- is able to understand information out of an oral text about technology and social awareness in its use.
- takes part in a comprehensible conversation about technology and being critical with its use.
- is able to produce a brief written text using modal verbs.
- is able to produce the pronunciation of the sound /ə/ of the English language.

4.10 INSTRUMENTS OF EVALUATION + MARKING CRITERIA

- Oral feedback provided by students: 20%
- Correction of tasks and homework: 20%
- Feedback observance: 20%
- Successful interaction when deploying their final project (evaluated by means of a rubric): 40%

MATERIALS AND RESOURCES: Blackboard/Interactive whiteboard, Laptops/ computers, Internet access, Worksheets, Projector & screen and sound equipment, *YouTube*, and *Kahoot!*

4.11 DIDACTIC UNIT: *TECHNOLOGICALLY CONNECTED!*



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TECHNOLOGICALLY
CONNECTED!

¹⁰ URL: <https://bit.ly/2JVfhkb>

Technology vocabulary



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Session 1

PRE-TASK

I. Vocabulary: technology (WC, 15 min)

Students answer the following questions at the beginning of the lesson: *Are you addicted to technology? What technological gadgets do you use every day? Could you live without technology?* After that, students read the title and then, they name some technological gadgets that they know. In this way, students are learning vocabulary related to technology.

[Originally designed activity]

TASK

I. Match technology & pictures (PW, 5 min)

In pairs, pupils are provided with pictures about different technology, they match those pictures with the right technological devices that they represent.

[Originally designed activity]

¹¹ URL: <https://bit.ly/2JpZuXL>. Web Screenshot (own photo).



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¹² URL: <https://bit.ly/2VEn5ZP>

¹³ URL: <https://bit.ly/2GWpL2g>

¹⁴ URL: <https://bit.ly/2Wmk8S4>

¹⁵ URL: <https://bit.ly/2M2PB8a>

¹⁶ URL: <https://bit.ly/2EnjM3s>

¹⁷ URL: <https://bit.ly/2HvYG4W>

II. Look for curiosities (PW, 20 min)

Students have ten minutes to surf the Internet and look for different objects or aspects about other technological inventions. They also have to look for their meanings and their equivalent translations to Spanish. Finally, students work in pairs to complete a worksheet.



TECHNOLOGY

WRITE THE CORRECT NAME UNDER THE PICTURE

- MEMORY CARD
- PDA
- CD PLAYER
- MP3 PLAYER
- STEREO
- MICROWAVE
- MOBILE PHONE
- STEERING WHEEL
- TABLET
- DICTAPHONE
- VIDEO CAMERA
- FAX MACHINE
- GPS
- LAPTOP
- 3D GLASSES
- E-BOOK
- KEYBOARD

- MOUSE
- PRINTER
- LOUD SPEAKER
- BLUETOOTH HEADSET
- WRIST WATCH
- WEB CAM
- CAMERA
- JOYSTICK
- TELEVISION
- CORDLESS PHONE
- HEADPHONES
- KITCHEN ROBOT
- MIXER
- GAMEPAD
- GAMEBOY
- RADIO
- SCANNER
- PEN DRIVE

WHAT ABOUT HOUSEHOLD APPLIANCES? MATCH THEM WITH THEIR USE.

A. FREEZER B. COOKER C. DISHWASHER D. IRON E. REFRIGERATOR F. DRYER G. TOASTER H) WASHING MACHINE I) VACUUM CLEANER J) MICROWAVE K) OVEN	- you wash clothes in it - you bake food in it - you press clothes flat and remove wrinkles with it - you keep food frozen with it - you wash your dishes in it - you heat food with it using energy waves - you dry clothes with it - you keep food cold with it - you heat pots and pans on it - you toast food - you clean the floor with it
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WHAT DO YOU NEED IF YOU WANT TO...

- TAKE A PICTURE
- RECORD SOME IMAGES
- LISTEN TO MUSIC
- TYPE ON YOUR COMPUTER
- CONTROL THE CURSOR WITHOUT KEYING
- STORE DIGITAL INFORMATION
- CONTROL YOUR VIDEO GAMES
- SEND SCANNED PRINTED MATERIAL
- PLAY GAMES IN A HANDHELD CONSOLE
- MAKE OR RECIVE TELEPHONE CALLS
- SCAN IMAGES OR PRINTED TEXT TO CONVERT IT TO A DIGITAL IMAGE
- ANSWER SOMEONE CALLING YOU WHILE DRIVING
- COOK, BAKE, DEFROST, AND HEAT
- CATCHING UP ON NEWS, SOAPS, MATCHES AND SITCOMS
- DETERMINE YOUR VEHICLE'S CURRENT POSITION AND LOCATION AND BE GUIDED IN YOUR WAY AHEAD.
- KNOW THE TIME

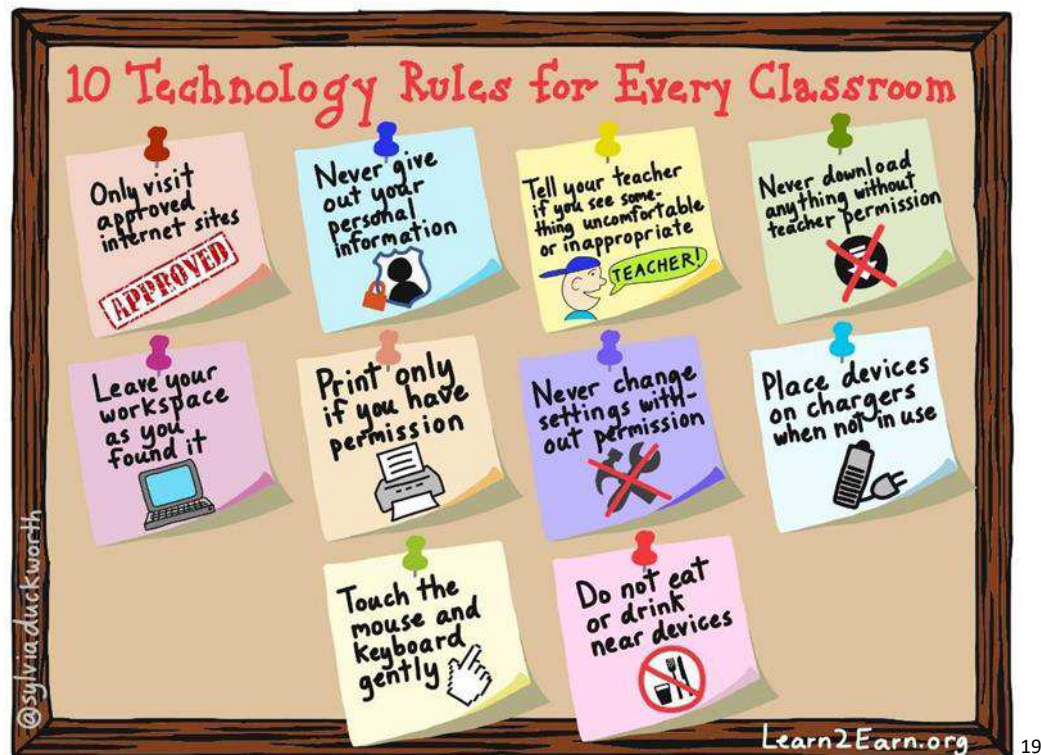
NOW USE THEM IN CONTEXT. CHOOSE ONE OF THE WORDS TO COMPLETE THE SENTENCES

- My _____ is almost empty. I only have a few eggs, some cheese and a bottle of beer in it.
- I think I'd like to buy a/an _____ which can brown up to four pieces of bread
- Put the saucepan on the _____ and simmer for three minutes.
- Throw your wet clothes into the _____. They should be ready in about 20 minutes.
- Could you get the _____ out and clean the living room?
- Many students have a _____ in their rooms so they can at least cook melted toast and cheese.
- Put the roast into the _____ and let it roast for 45 minutes.
- I bought ten pounds of salmon and put it all into the _____ to keep until the party next week.
- There's nothing like a _____ to make cleaning up after dinner easy.

¹⁸ URL: <https://bit.ly/2VP8cJi>

III. Discuss the Classroom Rules for using computers. (PW, 10 min)

Students are provided with some technology rules for the classroom. They have to read the following rules and answer the following questions: *What do you think about these rules? Are you agree?* If not, talk about the reasons. Students discuss these questions with their partners.



In the classroom...

- *You can only visit approved Internet sites*
- *You can't eat or drink near devices.*
- *You have to leave your workspace as you found it.*
- *You can print only if you have permission.*
- *You don't have to give out your personal information.*
- *You mustn't download anything without teacher permission.*

[Originally designed activity]

¹⁹ URL: <https://bit.ly/2uGg8xE>

POST-TASK / HOMEWORK

I. Watch 'Modal verbs presentation'.

Students have to watch the presentation about modal verbs (<https://bit.ly/2YhbcLg>). In order to check whether they have watched it or not, they will be asked the following day the following question: *What is the final message in this presentation?*



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[Originally designed activity]

Session 2

PRE-TASK

I. Play 'Kahoot!' (WC, 10 min)

In order to remember the vocabulary of the previous session, pupils play Kahoot! (<https://bit.ly/2JhTBzo>). The game consists of different questions such as *What do you need if you want '.....'?* Four different options are provided, and only one is the right answer.

[Originally designed activity]

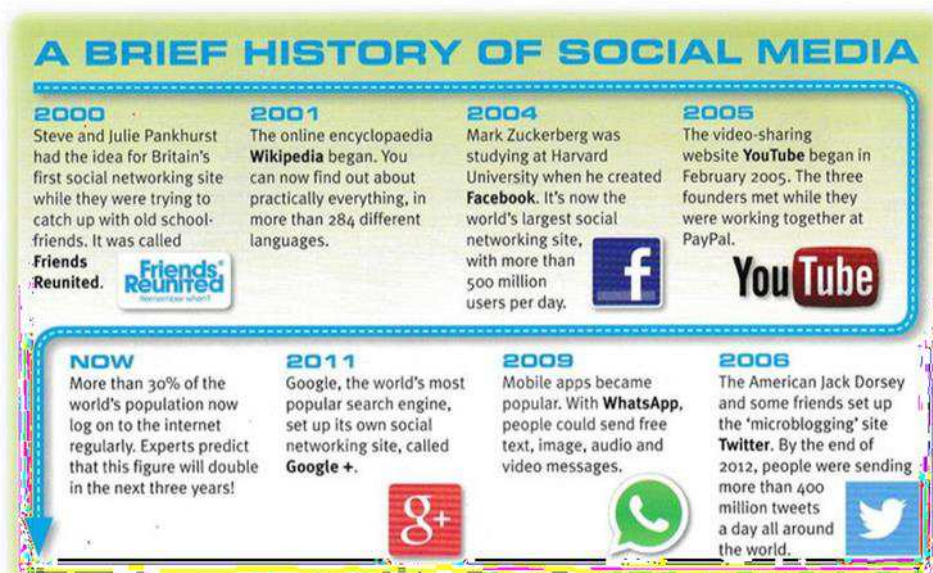
Also, in order to check that students watched the presentation about modal verbs, they are asked a question: *What is the final message in the presentation?*

²⁰ <https://bit.ly/2YhbcLg>. Web Screenshot (own photo).

TASK

I. Observe these apps and discuss them (PW, 10 min)

Pupils are provided with a brief history of social media. They have to discuss in pairs if they have used them; then, they have to use modal verbs to give advice and recommendations for its use.



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Phrasal verbs: communication



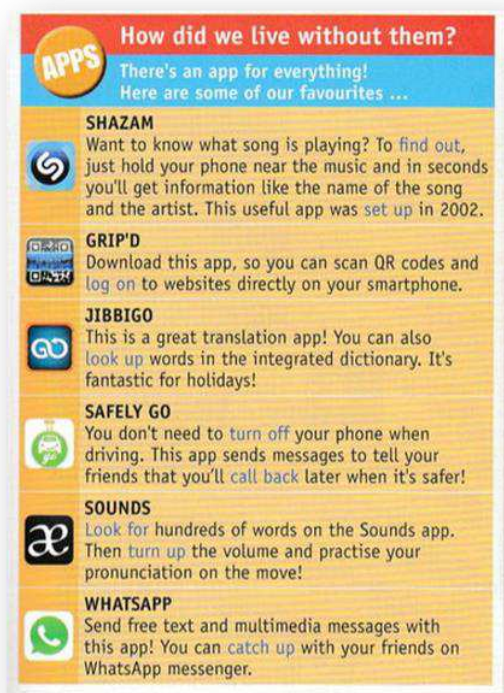
22

²¹ From: McBeth, Catherine. 2016. *Pulse 3 Students Book Andalusian Edition*. Macmillan E.L.T.

²² URL: <https://bit.ly/2JpZuXL>. Web Screenshot (own photo).

II. Vocabulary. Phrasal verbs: communication (PW, 20 min)

This activity is about phrasal verbs related to communication. This can be an interesting activity to learn and improve vocabulary with students, especially if they show difficulties regarding this type of vocabulary. Match the phrasal verbs of the text with its meaning, you can use online dictionaries from the Internet.



1. Start using a computer system.
2. Search; try to find something.
3. Try to find a piece of information in a list.
4. Phone someone again later.
5. Talk to someone you haven't seen for some time.
6. Discover; learn about.
7. Start something (a business, a product).
8. Make the volume louder.
9. Stop a device from working temporarily.

Learning to learn

- 23 When you study a new phrasal verb, write it in your notebook with an example sentence. When you see them in context, it is easier to learn.

III. Song - Treat you better (I, 10 min)

Students listen to a song – *Treat you better* by Shawn Mendes (<https://bit.ly/29GSKFR>). They listen to it twice, the first time without the lyrics of the song and the second one with them. Then, they have to fill the gaps with modal verbs, also they can try to guess the meaning and equivalent translation in Spanish.

²³ From: McBeth, Catherine. 2016. *Pulse 3 Students Book Andalusian Edition*. Macmillan E.L.T.

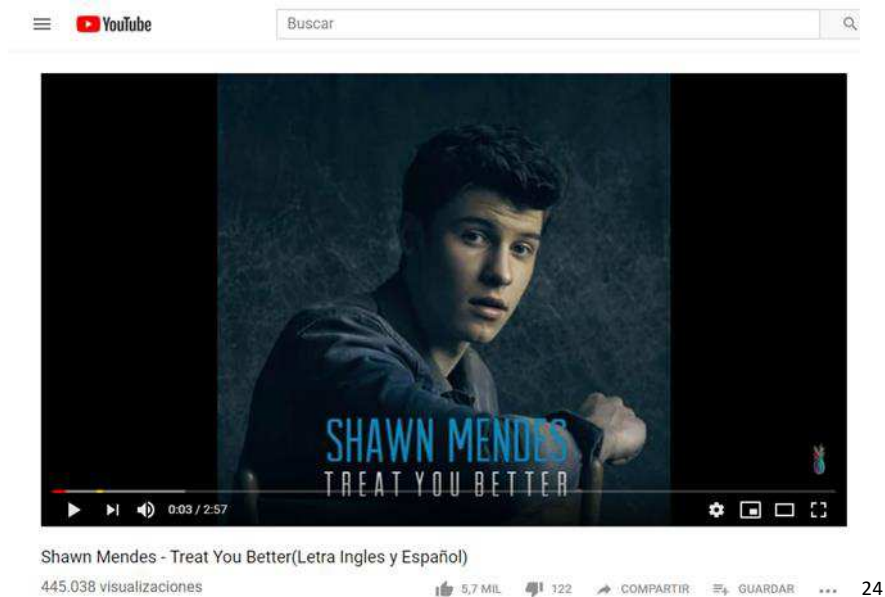
Treat You Better

[Shawn Mendes](#)

*I won't lie to you
I know he's just not right for you
And you ____ tell me if I'm off
But I see it on your face
When you say that he's the one that you want
And you're spending all your time
In this wrong situation
And anytime you want it to stop
And you're spending all your time
In this wrong situation
And anytime you want it to stop
I know I ____ treat you better
Than he ____
And any girl like you deserves a gentleman
Tell me why are we wasting time
On all your wasted cryin'
When you ____ be with me instead
I know I ____ treat you better
Better than he ____
I'll stop time for you
The second you say you'd like me to
I just wanna give you the loving that you're missing
Baby, just to wake up with you
Would be everything I need and this ____ be so different
Tell me what you want to do
'Cause I know I ____ treat you better
Than he ____
And any girl like you deserves a gentleman
Tell me why are we wasting time
On all your wasted cryin'
When you ____ be with me instead
I know I ____ treat you better
Better than he ____
Better than he ____
Give me a sign
Take my hand, we'll be fine
Promise I won't let you down
Just know that you don't
Have to do this alone
Promise I'll never let you down*

'Cause I know I ____ treat you better
 Than he ____
 And any girl like you deserves a gentleman
 Tell me why are we wasting time
 On all your wasted cryin'
 When you ____ be with me instead
 I know I ____ treat you better
 Better than he ____, oh oh

 Better than he ____
 Better than he ____



[Originally designed activity]

POST-TASK / HOMEWORK

I. Writing task

Students have to write a short review of a technological gadget in order to practise the expressions they have learnt during the session. In this case, students are given extra instructions to develop this activity.

²⁴ URL: <https://bit.ly/29GSKFR>. Web Screenshot (own photo).



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INSTRUCTIONS

PLAN: Plan your review. Answer these questions.

1. What is the gadget?
2. When did you get it?
3. Was it easy to set up?
4. What are the pro and cons?

WRITE: Write your review with 4 paragraphs.

1. Introduction.
2. Things you liked.
3. Things you didn't like.
4. Conclusion – Would you recommend it?

CHECK: Check your writing.

Session 3

PRE-TASK

I. Homework correction (WC, 20 min)

Pupils have to show for the rest of their classmates their review about a technological device. In this way, the oral skill is evaluated.

[Originally designed activity]

²⁵ URL: <https://bit.ly/2wdTJY8>

TASK

I. Listening and speaking activity (PW, 15 min)

Students watch a video about *Social Media Data Privacy Awareness*, (<https://bit.ly/2nRoVat>). Here, pupils learn about how social media platforms, businesses, and marketers, can use personal information and posts to social media to create other profiles. Then, students discuss the video in pairs.



[Originally designed activity]

II. Read & listen to the text. Then, answer the questions (I, 10 min)

Students work with a text about 'You and your online identity'. They read the text and, then, they answer the following questions.

²⁶ URL: <https://bit.ly/2nRoVat>. Web Screenshot (own photo).

Today we're going to have a debate about social networking. Does using social media improve our life?

YOU AND YOUR ONLINE IDENTITY...

For most of us, social networking has become an integral part of life. Around the world, almost two billion people use social media. But does our cyber-identity reflect our real life, or do we create a parallel universe online?

Many of us choose to share only the 'good bits' of our life online, such as pictures of parties and holidays. We can literally 'airbrush' the image of our life – especially with photo-manipulation apps like Instagram. There's even an app which helps us to create a completely fake social life, just to impress people.

All this can lead to 'social media envy', where you think that all your friends must lead really exciting lives. In reality, this is far from the truth. According to a recent survey, 44% of people wish they could be more like the person they describe themselves as on social media.

Perhaps one advantage is that social media can inspire us to enjoy more new experiences in real life – just so that we can share them online!




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- According to the text, how many people use social media?
- In the text, the author gives examples of the 'good bits' of our online life. What are these examples?
- What is the meaning of the expression 'social media envy'?
- Taking into account the opinion of the author, what could be an advantage of social media?

²⁷ From: McBeth, Catherine. 2016. *Pulse 4 Students Book Andalusian Edition*. Macmillan E.L.T.

III. Listen & repeat. Pronunciation activity (WC, 10 min)

Students have to practise the pronunciation of the sound /ə/ of the English language. In order to achieve this goal, they try to produce a tongue-twister 'Peter Piper'.

[Originally designed activity]

Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of
pickled peppers
How many pickled peppers did
Peter Piper pick?

A cartoon illustration of a boy named Peter Piper with blonde hair, wearing a brown hat and a red shirt. He is smiling and waving. Next to him is a glass jar filled with various pickled peppers. The text 'Pickled Peppers!' is written in a stylized, bubbly font at the bottom of the illustration.

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POST-TASK / HOMEWORK

I. Jot down new vocabulary

Pupils have to look for new vocabulary about icons that they can see on their computers. No more than 5 words.

[Originally designed activity]

Session 4

PRE-TASK

I. Homework correction (WC, 5 min)

Teacher checks the new vocabulary that students had to look for in order to see whether they have done the activity or not.

[Originally designed activity]

²⁸ URL: <https://bit.ly/2VV4D4p>. Web Screenshot (own photo).

English email icons

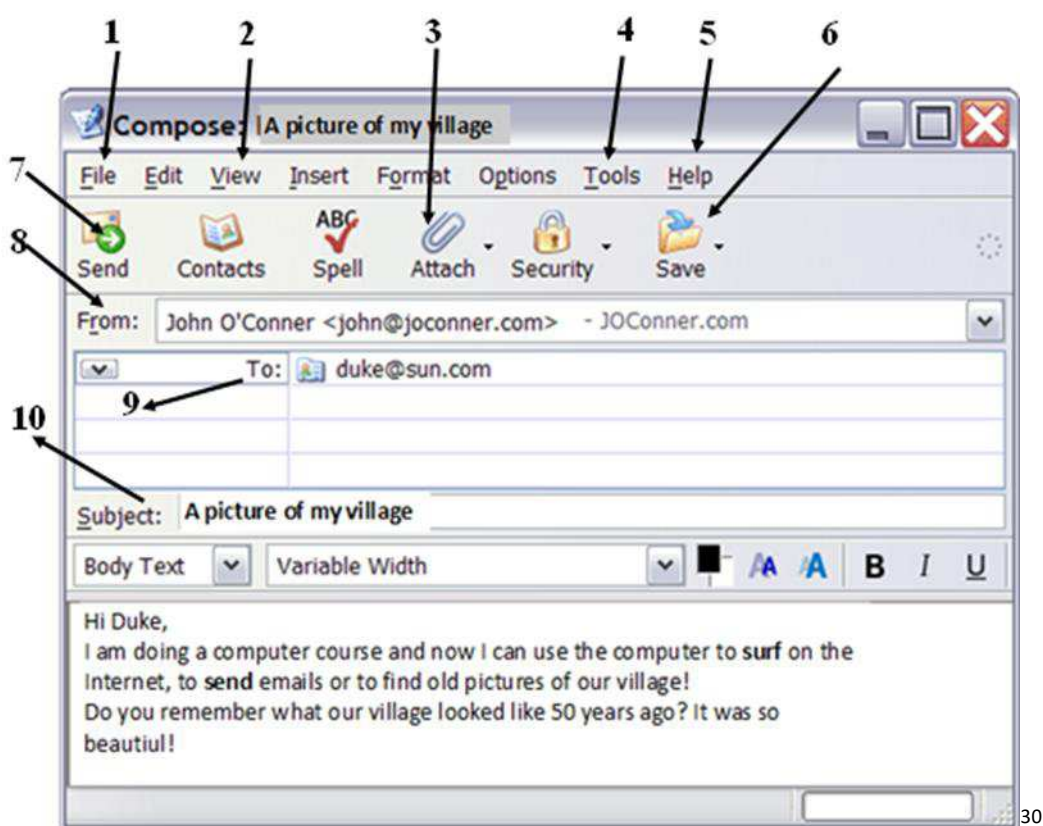


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TASK

I. Vocabulary. English email icons (I, 15 min)

Do you know English email icons? Let's see if you can find the right Spanish word for each of the icons and words of the email.



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²⁹ URL: <https://bit.ly/2JpZuXL>. Web Screenshot (own photo).

³⁰ URL: <https://bit.ly/2YDP1xH>

I. Write a letter or an email (I, 35 min)

Students have to write an informal letter or an email in order to practise the expressions they have learnt during the session. In this case, students are given extra instructions to develop this activity, that is, they write for a foreign friend, who is addicted to social networking sites. They have to tell him/her some advantages and disadvantages taking into account technology uses. *What advice would you give somebody spending all the time with technological gadgets?*

[Originally designed activity]

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TOP TIPS FOR WRITING

- Title (Dear Anna, Dear Dad etc.....)
- Explanation - Reason for writing
- Paragraph 1 - First point with detail
- Paragraph 2 - Second point with detail
- Paragraph 3 - Third point with detail
- Closing sentence - (I look forward to seeing you etc)
- Signing off - (All the best / See you soon!.... etc)
- Name (Made up - or your own)



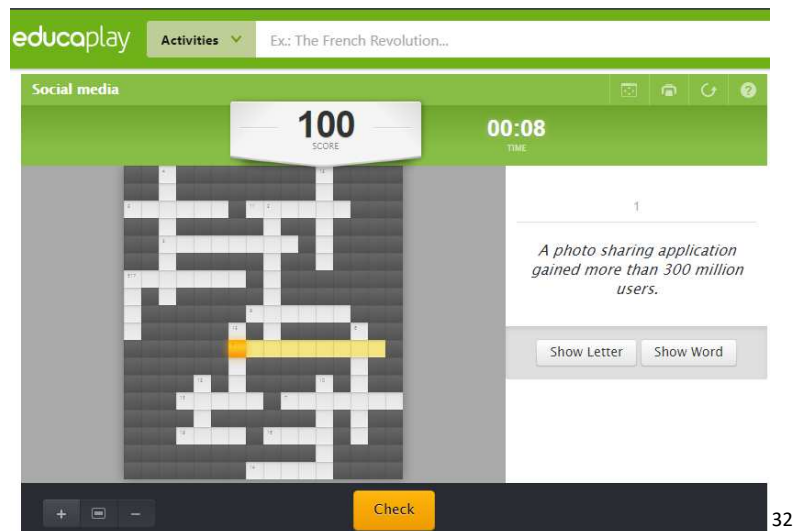
Session 5

PRE-TASK

I. Social media crossword (WC, 10 min)

Pupils have to play the game 'Crossword' (<https://bit.ly/2HdQ95m>). This checks vocabulary related to social media that students usually use every day.

³¹ URL: <https://bit.ly/30DGuhd>.

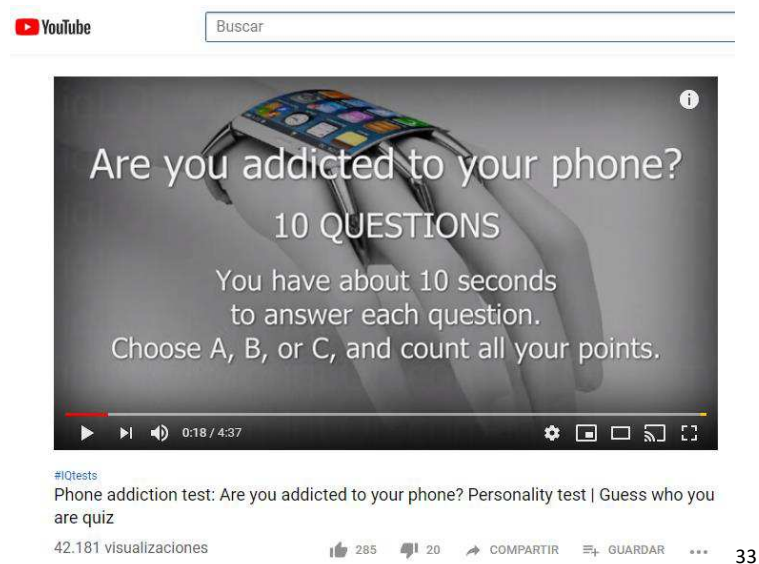


[Originally designed activity]

TASK

I. Listening and speaking activity (PW, 15 min)

Students watch a video about 'Phone addiction test: Are you addicted to your phone? Personality test | Guess who you are quiz', (<https://bit.ly/2LEkEqH>). Here, the students after learning that they must be critical with the use of new technologies and social media, they measure their level of addiction.



[Originally designed activity]

³² URL: <https://bit.ly/2HdQ95m>. Web Screenshot (own photo).

³³ URL: <https://bit.ly/2LEkEqH>. Web Screenshot (own photo).

I. Play 'Pass the Word' (I, 15 min)

Pupils have to play the game 'Pass the Word' (<https://bit.ly/2VxAnwe>). In this way, they put into practice all the vocabulary they have learnt in this unit. They all be evaluated individually by this activity. Once they have finished the exercise, they have to say how they have found the activity in order to check writing interaction.



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[Originally designed activity]

Session 6

FINAL PROJECT

I. Create a video presentation (I, 50-55 min)

Students choose a technological invention/gadget and they do research work on history and characteristics of this device. After this research work, they should record a video. In the video, these students must appear explaining what they have discovered. The video presentation have to be uploaded to *CLASSROOM GOOGLE*.

[Originally designed activity]

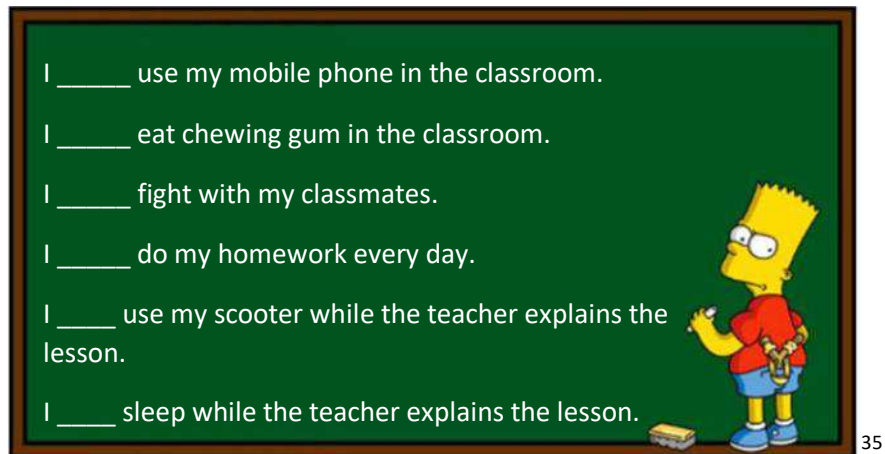
³⁴URL: <https://bit.ly/2VxAnwe>. Web Screenshot (own photo).

ATTENTION TO DIVERSITY / DIVERSITY OUTREACH

REINFORCEMENT ACTIVITIES

I. Complete the sentences using modal verbs.

Students have to complete this blackboard with must, mustn't, should and shouldn't, taking into account the rules in the classroom.



[Originally designed activity]

II. Write questions using modal verbs.

Students have to write some questions using the modal verbs that have been studied in this Didactic Unit.

[Originally designed activity]

III. Review vocabulary about technology and computers from *ESL Printables*.

Students extend the vocabulary that they have learnt in this Didactic Unit with some worksheets from *ESL Printables* (<https://bit.ly/2Hf7xbe>).

³⁵ URL: <https://bit.ly/2X031T9>.

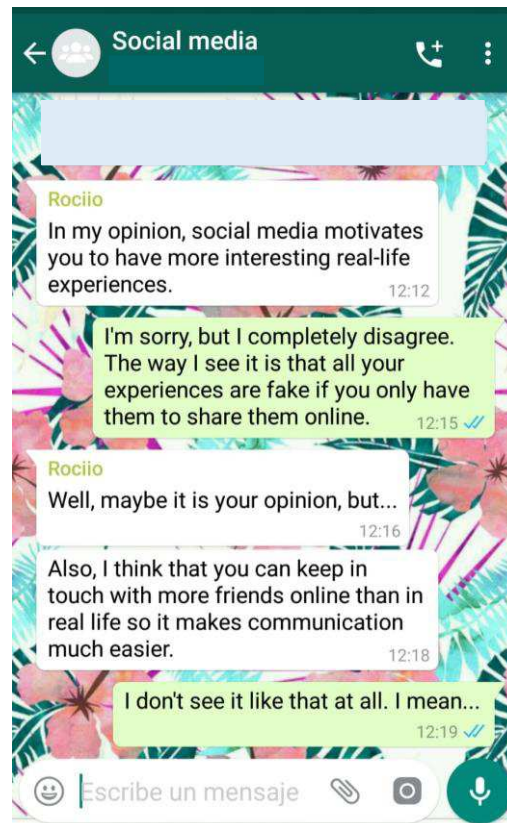
EXTENSION ACTIVITIES

I. Write a dialogue in relation with the topic 'Using social media improves our life'.

Students have to create a short dialogue talking about arguments for and against.

Ex:

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[Originally designed activity]

II. Write about activities you are supposed to do in the classroom while you are using electronical devices.

Students have to write about activities that are supposed to do in the classroom while they are using the electronical devices.

[Originally designed activity]

III. Extend vocabulary about technology and science from *ESL Printables*.

Students will extend the vocabulary that they have learnt in this Didactic Unit with some worksheets from *ESL Printables* (<https://bit.ly/2WFrYj>).

³⁶ Screenshot (own photo). Originally designed by WhatsApp

5. CONCLUSIONS

In conclusion, throughout this MA dissertation, we have observed that ICTs do not stop developing new technological tools from which the field of language learning can benefit. Despite this, some obstacles also arise in the use of ICTs within the classroom. Some points must be taken into account so that the incorporation of new technologies has a positive effect and favours both teachers and students.

The teaching processes must be based on innovative methodologies that serve as support for students and teachers, but the most traditional methodologies should also be considered. The combination of both methodologies can be perfect for successful learning. At present, we have a wide variety of resources that become relevant within the classrooms, examples of these are Internet access, computers/laptops, overhead projectors, and a long list of websites to improve the level of English in the students.

Teachers have a fundamental role when they use ICTs in their teaching models. They must help students in the use of new research methods, in the recognition of what resources are appropriate for the development of their learning, thus keeping clear their identities and their own communication strategies (Kern, Ware, and Warschauer 2004). As a result, students will have the possibility to participate in interactive activities taking advantage of a wide variety of information while learning new contents.

The use of new technologies within the classroom can be understood as an obstacle. The reason is that its use can imply a loss of time due to malfunctions of technological devices, poor knowledge of teachers with ICT, etc. As a consequence, the potential of ICTs within the educational field will be effective if this has the support of the school administration, constant maintenance of technological resources and continuous updating of these devices (Ghavifekr and Rosdy 2015).

If we understand new technologies as a supplement to the traditional methodologies, they can be considered as support systems to improve learning experiences, to offer cooperation between different educational institutions, thus increasing communication and creating a virtual learning environment. Moreover, the surveys carried out at the Sierra Mágina high school in Huelma (Jaén) showed that the majority of the students (about 90%) and 100% of the teachers that make up the English department think that the use of new technologies improves the teaching of English.

In addition to that, some of the most significant results that we obtain from this research are that 59% of the teachers stated agreed with the statement *"I like working with ICT tools"* and 72% of them agreed on the fact that they find it is more fun to teach English when using ICTs. On the other hand, taking into account the opinion of students,

we find that 53% of 4th CSE pupils agreed and 37% agreed totally with reference to the statement *“I like working with ICT tools”*. The same happened with the assertion *“I find it is more fun to learn English when using ICT”*, 50% of respondents agreed and 33% of them agreed totally.

In the opinion of 2nd CSE students, over half of them agreed (30%) and agreed totally (33%) with the fact that they like working with ICT tools. Furthermore, 33% of respondents agreed totally and 18% agreed about the statement *“I find it is more fun to learn English when using ICT”*.

As a result, and taking into account the findings of this research work within the classrooms, a Didactic Unit was created in which different technological resources are used. This Didactic Unit aims to improve the learning of English as a foreign language and, at the same time, enjoy the teaching process taking advantage of the potential of new technologies.

Finally, we can say that in the future, ICTs will continue to offer new tools that benefit the field of education and that in turn, these resources will serve to increase the level of learning for the students themselves.

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APPENDICES

APPENDIX I. QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to identify and analyse the use of ICT resources that facilitate and improve the teaching-learning process in the English language area within the classroom.

Please, tick the option that best describes you as a teacher. Thank you for your cooperation.

1. Teaching experience time:

- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-9 years
- ☐ More than 10 years

2. Years in which you teach:

- ☐ 1st CSE
- ☐ 2nd CSE
- ☐ 3rd CSE
- ☐ 4th CSE
- ☐ 1st NCSE
- ☐ 2nd NCSE

3. Do you consider that the quantity and quality of ICT tools in your school is suitable?

- ☐ Yes
- ☐ No
- ☐ It could be better

4. How often do you use ICT tools in the classroom?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ Very frequently

5. Why do you use ICT tools when teaching English?

- ☐ To do the same as always but in a more attractive way (digital book)
- ☐ To expand contents
- ☐ To reinforce contents
- ☐ To work with authentic materials
- ☐ To find information
- ☐ Other reasons

6. What ICT tools do you use when teaching English?

- ☐ Digital books (whether online or on the students' computers)
- ☐ Educational blogs
- ☐ Digital board
- ☐ Computers/Laptops
- ☐ Mobile phones
- ☐ Other tools

7. Do you think that the use of ICT improves the teaching process of English?

- ☐ Yes
- ☐ No
- ☐ I do not know

8. If you work with ICT to teach English, what language components do you use them for?

- ☐ Vocabulary
- ☐ Grammar
- ☐ Pronunciation
- ☐ Listening
- ☐ Reading
- ☐ Speaking
- ☐ Writing
- ☐ Others

Please, say how much you agree with the following statements.

5 = I totally agree 4 = I agree 3 = Neutral 2 = I disagree 1 = I totally disagree

	1	2	3	4	5
I like working with ICT tools					
I like to work with ICT tools more than with traditional tools like textbooks					
I find it is easier to teach with ICT than with other resources					
I am competent in using ICT tools					
I feel motivated to use these tools within the class					
I find it is more fun to teach English when using ICT					

APPENDIX II. QUESTIONNAIRE FOR STUDENTS

The purpose of this questionnaire is to identify and analyse the use of ICT resources that facilitate and improve the teaching-learning process in the English language area within the classroom.

Please, tick the option that best describes you.

1. Year in which you are:

- ☐ 1st CSE
- ☐ 2nd CSE
- ☐ 3rd CSE
- ☐ 4th CSE
- ☐ 1st NCSE
- ☐ 2nd NCSE

2. Do you consider that the quantity and quality of ICT tools in your school is sufficient?

- ☐ Yes
- ☐ No
- ☐ It could be better

3. How often do you use ICT tools in the classroom?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ Very frequently

4. Why do you use ICT tools when learning English?

- ☐ To do the same as always but in a more attractive way (digital book)
- ☐ To expand contents
- ☐ To reinforce contents
- ☐ To work with authentic materials
- ☐ To find information
- ☐ Other reasons

5. What ICT tools do you use when learning English?

- ☐ Online digital books
- ☐ Educational blogs
- ☐ Digital board
- ☐ Computers/Laptops
- ☐ Mobile phones
- ☐ Other tools

6. Do you think that the use of ICT improves the learning process of English?

- ☐ Yes
- ☐ No
- ☐ I do not know

7. If you work with ICT to learn English, what language components do you use it for?

- ☐ Vocabulary
- ☐ Grammar
- ☐ Pronunciation
- ☐ Listening
- ☐ Reading
- ☐ Speaking
- ☐ Writing
- ☐ Others

Please, say how much you agree with the following statements.

5 = I totally agree 4 = I agree 3 = Neutral 2 = I disagree 1 = I totally disagree

	1	2	3	4	5
I like working with ICT tools					
I like to work with ICT tools more than with traditional tools like textbooks					
I find it is easier to learn with ICT than with other resources					
I am competent in using ICT tools					
I feel motivated to use these tools within the class					
I find it is more fun to learn English when using ICT					

APPENDIX III. PERMISSION SHEET

Permission sheet for students

D. / D^a _____,
padre/madre, tutor/a del alumno/a

autoriza la participación de su hijo/a en el proyecto de investigación para el Trabajo de Fin de Máster de Rocío Rubio Torres (Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas de la Universidad de Jaén).

En _____, a _____ de _____ de 2019.

Fdo.: _____

Permission sheet for teachers

D. / D^a _____,

profesor/a del departamento de inglés en el I.E.S. Sierra Mágina de Huelma (Jaén),

autoriza su participación en el proyecto de investigación para el Trabajo de Fin de Máster de Rocío Rubio Torres, (Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas, Universidad de Jaén).

En _____, a _____ de _____ de 2019.

Fdo.: _____

APPENDIX V. RUBRIC FOR THE FINAL PROJECT

	Excellent (4 points)	Good (3 points)	Fair (2 points)	Need to improve (1 point)
Vocabulary	Perfect use of the vocabulary of technology and its uses in the right context.	Correct use of the vocabulary of technology and its uses.	Poor use of the vocabulary of technology and its uses.	No use at all of the vocabulary of technology and its uses.
Grammar	Perfect use of all the modal verbs learnt in class in the right context.	Use of most of the modal verbs learnt in class.	Poor use of modal verbs learnt in class.	No use at all of the modal verbs.
Pronunciation	Perfect pronunciation of the sound /ə/	Correct pronunciation of the sound /ə/	Not a good pronunciation of the sound /ə/	No pronunciation of the sound /ə/
Creativity and Originality	Looking for history/characteristics of the technological gadget/invention, decoration in the video such as costume, objects or pictures.	Looking for history/characteristics of the technological gadget/invention, showing pictures or some objects.	Looking for History/characteristics of the technological gadget/invention, but poor decoration or pictures.	Without new History/characteristics of the technological gadget/invention, and pretty simple video.

