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Master's Dissertation/
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A STUDY ON THE TEACHING USE OF DIGITAL TOOLS FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

The purpose of this Master's Dissertation is to carry out a study about the use of digital tools in the teaching-learning process of the English foreign language. To do this, first the theoretical aspects related to the use of new technologies in education and the different methodologies that can be used today for technology-focused teaching are explained, knowing the role of the teacher in this methodology. In addition, taxonomy of different digital tools which can be used for teaching the foreign language and working on different skills will be offered. Finally, in the central part of this work, a survey conducted among English as a Foreign Language teachers in Primary Education about their attitude for using digital tools in the teaching-learning of the foreign language will be studied, analyzing the data obtained from these answers.

Keywords: technology, digital tools, foreign language learning, electronic learning, teaching-learning process.

1. INTRODUCTION

Nowadays, we live surrounded by technology and it is part of our daily lives. This technology has evolved greatly in recent years and continues to constantly change. These changes can be reflected in education. Many schools have incorporated digitalboards or other technological devices in their classrooms, allowing teachers and students to access a range of tools to facilitate the teaching-learning process. According to UNESCO (2007) “the use of ICTs in and for education is now seen worldwide as both a necessity and an opportunity” (p.13). Information and Communication Technologies (ICTs) offer us the opportunity to innovate in teaching and bring students closer to the real world. In particular, the use of ICTs in education is essential in learning a foreign language.

We live in a globalized world in which it is necessary to understand and communicate with citizens from anywhere in the world. Knowing a foreign language opens horizons and offers new opportunities. English has become an international language and this has made its learning an essential part and subject of our educational system, since it enriches society in general and education in particular. Teachers must use methodologies that promote the acquisition of the communicative competence to prepare students as citizens of the future, since as Ian Jukes says “we need to prepare students for their future, not our past” (Lisa Nielsen, 2008, para. 3).

Our students have grown up surrounded by technology, therefore, by bringing this technology into the classroom we will make them feel identified and familiar with these resources, thus awakening their motivation and interest in continuing to learn the language. Motivation plays an essential role in the teaching-learning process and even more in the process of acquiring a foreign language. For this reason, we must make them feel comfortable in their learning. For this, there are tools that make students learn in a playful way, providing thus a significant and, therefore, a more lasting learning. On the Internet, we can find a wide variety of resources and interactive materials that make the student learn in different ways, access information immediately and communicate using the foreign language, making learning not an obligation, but a pleasure that everyone wants to experiment.

However, the success of this process will depend not only on the use of technology, but also on knowing how to properly integrate it into our teaching. This is the reason why in this work we want to offer a taxonomy of digital tools that can help teachers in their teaching work. These tools have been selected to cover the learning of different linguistic skills and offer innovation in the way we evaluate and prepare our classes based on technology. Through these tools, our students will play an active role, feeling involved in their own learning.

Not only do we want to offer these resources to English teachers, but the main objective of this thesis is to know what attitude teachers have towards the use of these digital tools in their lessons. We want to know the importance they give to their use in their daily lives and in their work of the four linguistic skills (listening, speaking, reading and writing). In addition, the different tools previously explained will be presented to find out if they have heard of them and if they use them in their teaching.

Therefore, this work will begin with a theoretical framework about ICTs in education and will address new learning models based on technology, such as Electronic learning (e-learning) or Mobile learning (m-learning), the combination of face-to-face and online learning through the Blended learning and gamification.

We cannot forget the role that the teacher plays in this educational innovation based on technology, so we will also know the role that the teacher presents today. Subsequently, the different steps that the teacher must follow to properly select a digital tool and the types of tools that can be used for educational purposes will also be presented. Moreover, the advantages and disadvantages of the use of this type of tools will be explained. In addition, each of the digital tools that have been selected for this work will be explained and thus know what benefits we can obtain from their use.

Finally, the central part of this master dissertation will address with the study of the attitudes of English as a Foreign Language teachers in Primary Education towards the use of these tools. Data will be extracted from a survey, which will be reflected through different tables and figures. Finally, these data will be analyzed and discussed to verify the results that have been obtained from teachers' opinions towards technology in education.

2. THEORETICAL FRAMEWORK: THE USE OF NEW TECHNOLOGIES IN EDUCATION

Currently, technology offers thousands of educational opportunities and as Lam Kieu et al. (2021) mention, technology provides students with different ways to participate in their learning. Now, we will know how new Information and Communication Technologies (ICTs) have entered our Educational system and the new ways they offer us for foreign language learning.

2.1. ICTs in English Language Teaching

Language teaching has evolved throughout history from approaches such as Grammar Translation Method, the Silent Way, or Suggestopedia (Richards and Rodgers, 2001) to more current methodologies based on communication in the foreign language. Today, in foreign language teaching, some of these approaches continue to be worked on and combined in an eclectic way. However, a factor that predominates nowadays in teaching in general and in language teaching in particular, is the use of Information and Communication Technologies (ICTs). Therefore, we should know what Information and Communication Technologies mean. UNESCO (2007) defines them as follows: “Information and communication technologies (ICTs) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information” (p.120).

All these actions are part of the objectives of education. As teachers, we want to transmit and share information with our students so that they become citizens of the future. Today, Information and Communication Technologies (ICTs) have transformed the way we transmit knowledge and have enriched teaching with the use of different materials and resources.

Our curriculum reflects this importance of technology in education. The current Organic Education Law 3/2020, December 29th (LOMLOE) promotes the use and trust of information and communication technologies as a teaching resource in the classroom, using them in a safe way. Furthermore, in the Royal Decree 157/2022, March 1st, establishing the organization and minimum teaching requirements for Primary Education, which describes the competencies, we can see that one of them is the Digital Competence. This competence involves the use of Information and Communication Technologies in a responsible, critical and safe way and the interaction with them to be competent in a digital world. The curriculum

not only gives importance to this competence, it also gives it to linguistic competence, which is one of the most important ones in language teaching and the Plurilingual competence which involves the use of different languages to communicate.

One of the goals in foreign language teaching is for students to develop communicatively in the target language and become communicative agents who receive and offer information. Following Stephen Krashen's natural approach (Richards and Rodgers, 2001), we must provide enough comprehensible input to our students so that language acquisition occurs naturally. All the educational tools that new technologies offer us help the teacher to present the language in different ways, using different resources and materials, that is, giving a wide variety of input to students and helping them to communicate in the foreign language.

Teaching can benefit from the use of technology, being more effective than in the traditional teaching model in which classes were based on the teacher's presentation (Ahmadi, 2018). This model, in which the use of the chalk board was the main resource, has been modified or complemented by the use of digital blackboards and countless technological resources. These new resources not only help create an attractive and meaningful learning environment for students, awakening interest and motivation in learning the foreign language, but also make students actively participate in their learning, helping them internalize the language (Ahmadi, 2018).

As Prensky (2001) postulates, students have changed. They are now digital natives. According to this author, these new students think and process information differently. Prensky distinguishes between digital natives, who are those who were born surrounded by technology, and digital immigrants, who were born prior to this digital revolution and must adapt to changes.

For this reason, the educational system must adapt itself to the new generation of students who were born immersed in the world of technology. Whether as native teachers or digital immigrants, we must take advantage of this technological knowledge to guide them and invest quality time in their education, motivating them to continue learning and discovering and being aware of the fundamental role that ICTs play in education.

As teachers we must know the advantages and disadvantages that we can find in the use of ICTs in the educational environment. According to Pérez Morales (2020), among the

advantages, we can find the degree of motivation that the use of any technological resource in the classroom arouses in students. In addition, new technologies allow access to a greater variety of content in a creative way and include all students in learning. Pérez Morales (2020), points out that UNESCO has recognized the potential that ICTs have in the educational inclusion. With the variety of resources that can be used, we can adapt teaching to the characteristics of the students and their preferences.

On the other hand, we must take into account some drawbacks when using ICTs in our classes. Teachers have to be constantly learning about the new resources that appear and study which ones best adapt to our students. Furthermore, although we are surrounded by technology, we need to be aware that not all students or all schools have the same possibilities of access to technological resources. This is one of the reasons why Pérez Morales (2020) states that we should not forget all the previous methodologies and materials, but rather combine traditional methodologies with the use of new Information and Communication Technologies.

Next, we are going to analyze some learning models and approaches which have been originated with the introduction of new technologies in the educational field and can be incorporated into more traditional teaching methods.

2.1.1. E-learning and M-learning

New technologies have modified the face-to-face teaching-learning process but have also given rise to new teaching approaches, such as e-learning and m-learning.

E-learning means electronic learning and is based on learning over the Internet with an electronic device, such as a computer, a tablet or a mobile phone. Although it is a very innovative approach and may seem complicated to carry out, in recent years we have faced a pandemic, the Covid 19, which has caused this and other methods to be put into operation. During the pandemic, teachers had to face the challenge of teaching remotely through the Internet, and e-learning teaching is based on this methodology. Using digital platforms, such as Google Classroom to contact your students, posting materials and resources in online platforms, online activities and evaluations or videoconferences through Google Meet, are some examples that have been used in e-learning.

Espinosa-Izquierdo et al. (2021) define this model as the creation of a new learning environment in which the teaching of content is carried out through mobile devices. It is about creating a learning environment anytime, anywhere. As in face-to-face classes, the teacher must prepare the lessons and have all the contents, materials and resources that he/she wants his/her students to use.

Espinosa-Izquierdo et al. (2021) point out two working methods in this learning model. One of them is based on online learning, that is, real-time learning in which both teacher and students are connected. The second method is when students work autonomously and, whenever they want, for example, doing activities that the teacher has posted on the online platform and that will be corrected later by him/her.

On the other hand, the device that occupies a main place in our lives and in which we invest a large part of our time is the mobile phone. For this reason, mobile learning (m-learning) has emerged. Some authors consider that m-learning is a form of e-learning that has adapted to the times. However, other authors distinguish different terminology for each, such as interactive and multimedia for e-learning and spontaneous and informal for m-learning (Korucu & Alkan 2011). This type of learning is related to Mobile-Assisted Language Learning (MALL), an educational approach in which mobile devices are used for the purpose of learning languages (Yaman & Ekmekçi, 2016). This approach derives from what is known as Computer-Assisted Language Learning (CALL). Although they differ in portability, Yaman & Ekmekçi (2016) point out that both can be used in a complementary way by students both at school and at home, thus, helping them to acquire linguistic skills.

Starting from the interests of this work, we can consider m-learning as a more evolved, portable and accessible form of e-learning. In English class, we can use different mobile applications to work on the foreign language or students can use these applications at home to work individually with their mobile phone or that of their parents if supervision is necessary.

One of the advantages that stands out the most in these learning models is that they are flexible approaches in which each student can work at their own pace, so they are inclusive methods that can be adapted to the rhythms and characteristics of each student. However, we must take into account some drawbacks when using these approaches. First of all, all participants must have access to the Internet and possess mobile devices to work. Furthermore, not all students have the same knowledge about technology and situations of

inequality can be created when working with different digital tools. Especially in m-learning, distractions can arise that prevent students from learning correctly.

2.1.2. *Blended learning*

Nowadays, many teachers use technology in their face-to-face classes and to stay in contact with their students, so that they can continue their learning from home. The methodology based on this type of teaching is known as Blended learning.

Hrastinski (2019) defines Blended learning as “the education that includes some aspect of face-to-face learning and online learning” (p.564). In other words, we can say that it is a combination between face-to-face learning in the classroom and distance learning outside the classroom. Hrastinski points out that this type of learning has traditionally been known as hybrid learning and that both terms are still used.

In this type of learning, the teacher plays a very important role since, as Castaño Pérez (2015) says, the teacher changes roles depending on the methodology used, acting as a tutor and trainer. In face-to-face teaching, the teacher will use the resources and materials that he/she considers for the development of his/her classes and, in distance teaching, he/she will use technological tools to create a virtual class with his/her students, post materials and activities, keep in touch with his/her students and evaluate them.

Watson establishes different categories in Blended learning (as cited in Hrastinski, 2019, p.265). One of them is based on classroom teaching combined with the use of significant online resources with the aim of expanding learning beyond the limits of the school environment. This category is the one that is mostly used by Primary Education teachers to reinforce and extend their students' learning through digital platforms, such as Google Classroom, Moodle or Edmodo.

One of the main advantages of this type of teaching is motivation, considering that the use of technological tools implies an interest on the part of students. Furthermore, Castaño Pérez (2015) points out that this learning brings the school and the students closer to technological reality. The use of different technological resources in class that they also use at home makes students feel familiar and interested in these resources. However, this being an e-learning environment, some drawbacks mentioned above may arise related to technical

problems and the lack of technological resources in the school or on the part of the students. Furthermore, Castaño Pérez (2015) mentions the need in this type of teaching for a change on the part of teachers and preparation in their digital literacy.

2.1.3. Gamification

Nowadays, the globalized world in which we live makes learning a foreign language of vital importance. For this reason, the teaching-learning process of the foreign language requires the use of attractive methodologies that capture the students' interest in the language.

In recent years, a very significant methodology has been developed for students, which is based on games, that is, Gamification. Alomair & Hammami (2019) define Gamification as “the pursuit of applying game mechanics and design elements in non-gaming contexts to enable an elevated level of user engagement” (p.224). In other words, it is about carrying out activities and tasks in a playful way, making students feel committed and motivated with their learning.

Gamification allows students to have fun learning and be motivated to continue doing so through the achievement system, turning their learning into something meaningful. Furthermore, Alonso Fernández (2021) points out that gamification is not only a motivating and novel approach for students, but also contributes to the development of their cognitive skills. As Alonso Fernández says: “the gamification theory in education is that learners learn best when they are also having fun” (p.11).

This work focuses on the use of technological tools for teaching and learning the foreign language. Currently, we can find different tools, such as mobile applications and websites, that are based on gamification. Alomair & Hammami (2019) point out that gamification is valued in mobile applications because it reaches a greater number of users and allows their retention, maintaining their long-term interest.

Many of these applications and platforms motivate students because they are based on a system of points and badges that allow them to advance to a higher level. In this way, students will have a greater willingness to continue learning (Alonso Fernández, 2021). In some of these tools, we are allowed to create avatars, which is something that especially motivates Primary Education students, as it is the case with ClassDojo. Others offer

leaderboards and progress charts, allowing teachers to track their students' progress. Some examples of these types of gamified applications that we will analyze in depth in this work are Duolingo, Kahoot or Plickers.

2.2. Teacher's role

As we have seen, Information and Communication Technologies (ICTs) have changed the way of teaching and learning in classrooms. This change in methodology entails a change in teaching staff. Traditionally, the role of the teacher has been that of the protagonist of teaching, where the student focused on listening to the knowledge that the teacher transmitted. However, new technologies have brought about a change.

According to García Laborda (2017), the teacher has become a facilitator of learning, that is, the teacher is a guide in the learner's learning. The teacher has the role of guiding, staying updated and studying which methodologies best adapt to their students, and selecting appropriate resources for their teaching, thus facilitating their learning and making it permanent for their students.

Teaching methods have changed over recent years and teachers must be aware of this change. According to García Esteban, S., & García Laborda, J. (2018), a change in the teaching of foreign languages can be achieved with a commitment on the part of teachers to transform teaching and its methods, being aware of the actions of each one and the importance of the technology to achieve this change.

As we have mentioned previously, our students have grown up surrounded by technology. It is, for sure, a resource that they master and that attracts their attention. Therefore, there is no better way to capture this attention than by using resources that increase their motivation for the language and that make learning occur unconsciously. Furthermore, as Pérez Morales (2020) says “learning to teach is a lifetime experience” (p.88). Teachers must innovate and use new methods to learn from them.

According to Cansigno-Gutiérrez (2020), some of the advantages that Communication and Information Technologies (ICTs) provide to teachers are motivation, immediate access to resources, materials, activities and contents, and the possibility of collaborative work and interaction.

However, as mentioned above, Prensky (2001) coins the term digital immigrants. This term can refer to teachers who have not grown up surrounded by technology and must adapt to it. Cansigno-Gutiérrez (2020) points out that there are still teachers who refuse to adapt to this technology, due to the lack of technological infrastructure and technical failures. In addition, teachers need constant preparation and updating due to the rapid advancement of technology.

For this reason, Cansigno-Gutiérrez establishes some points that mark the role of the teacher today.

- Updated teacher familiar with technologies.
- Teacher facilitator and learning guide.
- Teacher who facilitates collaboration between colleagues and students.
- Teacher who uses new technologies for the design of materials and resources and the search for information.
- Teacher who integrates the traditional model of education in technology.

In short, although times have changed and the role of the teacher has also changed, it continues to play an essential role in the teaching-learning process. Technology can help in this process and facilitate and enrich the teacher's teaching, but it cannot replace his/her role.

3. DIGITAL TOOLS

Thanks to technology we can find a multitude of tools that help us in our daily lives. There are many applications or platforms that we can find on the internet that can help us in the teaching-learning process. Below we will see how to select them properly and examples of them.

3.1. Use of digital tools for teaching English in Primary Education

One of the objectives of this master's dissertation is to understand the use that foreign language teachers in Primary Education make of the different digital tools for teaching and learning the foreign language. To do this, we must begin by defining what these tools are and what they consist of and see their potential for the acquisition of different linguistic skills.

First of all, it is important to understand the concept of technology. According to Lam Kieu et al. (2021), “technology is the invention, change, use, and knowledge of tools, machines, techniques, professional skills, systems, and organizational methods, to solve a problem, improve an existing solution, achieve a goal, or perform a specific function” (p.25).

Our goal is for our students to acquire communicative competence in the foreign language and digital tools can help us achieve this. But what is a digital tool? “Digital tools refer to technology-based software, applications, or online platforms that are designed to enhance productivity and efficiency in various fields such as communication, collaboration, learning, and design” (Thoriq Noor, 2023, para. 7). These are educational, communication and management tools that facilitate our teaching work and awaken students' interest in acquiring the foreign language.

In this work, we are going to include different applications, websites and platforms that can help us work on different skills in a ludic and motivating way. Numerous studies have analyzed the effectiveness of technology in learning the foreign language and in the acquisition of different skills. One of these studies, conducted by Lam Kieu et al. (2021), concludes that the four skills can be improved thanks to the use of technology by teachers and students. Furthermore, this study reflects that the majority of students consider technology useful for learning English.

Following the order of natural acquisition of a language, we should start working on oral skills (listening and speaking) in our English class. To do this, we can rely on different digital resources. Márquez Pérez (2021) points out that listening can be improved thanks to the large number of auditory or audiovisual resources which we can find. In addition, there are many applications, platforms and websites that offer us materials. For example, we can watch YouTube videos, listen to podcasts, songs, stories or radio programmes, use repetition tools to learn phonetics or presentations recorded by the teacher. All of these tools can spark a debate in class to encourage communication. However, there are also applications to practice speaking or you can do videoconferences with other students of the target language. In this way, they will enrich their listening with different accents and develop communicative skills.

Likewise, written skills (reading and writing) can benefit from the use of technology. According to Márquez Pérez (2021), multimedia texts can be used to improve students' reading comprehension while word processors are used to correct and improve written expression. We can also find electronic books, applications to practice reading and writing,

applications to learn vocabulary and grammar, use interactive worksheets and take advantage of authentic materials such as newspapers, magazines or digital stories.

In addition to practicing the four skills, technology can help us create materials for our classes, manage our resources or assess our students. There are applications that allow us to assess in a different way than traditional exams and in a more attractive way for students. Likewise, we can also create materials, such as worksheets, flashcards, videos or stories.

In short, new technologies can help both students and teachers to improve their teaching-learning process (Pérez Morales, 2020). These technological resources contribute to the acquisition of different skills in an attractive and meaningful way for students, helping to make this learning more lasting than in traditional teaching. Furthermore, one of the keys to success in learning and using educational tools is variety. In this way, we will be able to maintain our student's interest and make learning meaningful for them.

3.2. Choice of digital tools

Today we have an infinite number of technological resources at our disposal and there are an infinite number of tools and applications that we can use for teaching and learning a foreign language. However, if a teacher wants to use a digital tool in his/her lessons, he/she must analyze and evaluate it beforehand to check that it contains the appropriate content and if it is adapted to the age, level and characteristics of their students. This task can be somewhat complicated due to work overload. For this reason, we will intend to offer a small taxonomy of technological tools that teachers can use to complement their classes in this work.

As we mentioned previously, the choice of any technological resource that we want to use for the performance of our classes must be previously evaluated to check if it adapts to the characteristics of our students. Lubniewskia et al., (2018) establish five steps to verify the effectiveness that applications can have in our class and they can be extrapolated to any technological resource:

- First of all, the teacher must check that the application adapts to the age of his students and focuses on the contents programmed for teaching.

- Secondly, it must be examined whether the resource is attractive and interesting for students. One of the ways to check this is when students ask us to use the application again, this tells us that they have enjoyed using it.
- Third, it is important to consider the design of the application. An attractive and easy-to-use design can help include all students in its use and adjust to all needs. In addition, it must be taken into account that students can access it not only at school but also at home through different devices and that the resource offers them adequate feedback.
- Fourthly, the resource we use must have a link with the curriculum and be related to our content and the educational level to achieve an improvement in student learning. Likewise, it is important that the content it includes connects the student with the real world outside the classroom to have more meaningful learning.
- Finally, fifthly, its didactic functions must be evaluated, that is, what type of learning the application provides.

In the figure number one, we can see a checklist in which these five steps are collected through a series of questions.

-Figure 1

Name of app:													
Suitable for ages:	Cost:												
Content Area(s) Select all that apply. <table border="0"> <tr> <td>☐ Reading</td> <td>☐ Writing</td> </tr> <tr> <td>☐ Science</td> <td>☐ Social Studies/ History</td> </tr> <tr> <td>☐ Mathematics</td> <td>☐ Other, please specify:</td> </tr> </table>	☐ Reading	☐ Writing	☐ Science	☐ Social Studies/ History	☐ Mathematics	☐ Other, please specify:	Other Target Skill(s) Select all that apply. <table border="0"> <tr> <td>☐ Behavior</td> <td>☐ Study Skills</td> </tr> <tr> <td>☐ Social Skills</td> <td>☐ Daily Living Skills</td> </tr> <tr> <td>☐ Communication</td> <td>☐ Other, please specify:</td> </tr> </table>	☐ Behavior	☐ Study Skills	☐ Social Skills	☐ Daily Living Skills	☐ Communication	☐ Other, please specify:
☐ Reading	☐ Writing												
☐ Science	☐ Social Studies/ History												
☐ Mathematics	☐ Other, please specify:												
☐ Behavior	☐ Study Skills												
☐ Social Skills	☐ Daily Living Skills												
☐ Communication	☐ Other, please specify:												

DIRECTIONS: Please choose the answer that best suits each question.

STUDENT INTEREST				
	YES	NO	SOMEWHAT	N/A
Is it easy to use?	☐	☐	☐	☐
Would students find this app entertaining?	☐	☐	☐	☐
Does it increase student interest in the topic?	☐	☐	☐	☐
Do students want or ask to use this app again?	☐	☐	☐	☐
DESIGN FEATURES				
	YES	NO	SOMEWHAT	N/A
Is the layout clear and consistent?	☐	☐	☐	☐
Does the app include graphics and/or animations?	☐	☐	☐	☐
Do the visual features enhance student learning? (e.g. pictures or animation)	☐	☐	☐	☐
Do the auditory features enhance student learning? (e.g. music or reading aloud)	☐	☐	☐	☐
Is it compatible with other technology devices?	☐	☐	☐	☐
Is technology support available?	☐	☐	☐	☐
Is content prepared in a culturally inclusive manner?	☐	☐	☐	☐
Does it provide students performance feedback?	☐	☐	☐	☐
Does educators have access to student performance data?	☐	☐	☐	☐
Does it collect data over multiple uses?	☐	☐	☐	☐
Is it reasonably priced?	☐	☐	☐	☐
CONNECTION TO CURRICULUM				
	YES	NO	SOMEWHAT	N/A
Does the content relate to Common Core standards?	☐	☐	☐	☐
Can the content match with student skill level?	☐	☐	☐	☐
Can it align with IEP goals?	☐	☐	☐	☐
Can it be applied to real world situations?	☐	☐	☐	☐
Will it improve students' academic skills?	☐	☐	☐	☐
Will it improve students' critical thinking skills?	☐	☐	☐	☐
INSTRUCTION FEATURES				
	YES	NO	SOMEWHAT	N/A
Does it require students to memorize basic facts?	☐	☐	☐	☐
Does it require students to explain ideas and/or concepts?	☐	☐	☐	☐
Does it require students to apply information to various situations?	☐	☐	☐	☐
Does it require students to make connections among concepts?	☐	☐	☐	☐
Does it require students to create original work?	☐	☐	☐	☐
RATING AND REVIEW				
Total number of "YES" responses: _____				
Please circle the rating below.				
23 and above = 5 stars	20-22 = 4 stars	18-19 = 3 stars	15-17 = 2 stars	14 and below = 1 star
		YES		NO
Would you recommend this app to other professionals?		☐		☐
Would you recommend this app to families?		☐		☐
Additional Comments:				

Figure 1. App Checklist for Educators (ACE)

Note: App Checklist for Educators (ACE), (Lubniewskia et al., 2018)

Other authors such as Jamieson, Chapelle and Preiss cited in Rosell-Aguilar (2017) consider six other steps that must be followed when evaluating CALL software, which are “language-learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality” (p.247).

In the words of Rosell-Aguilar (2017), “classifying apps into different types should help learners, teachers, and researchers to conceptualize and visualize the different varieties of apps available, which in turn can help them to evaluate their potential” (p. 248).

Furthermore, Rosell-Aguilar makes a distinction between two types of applications, those which have been designed for language learning and those that have not been designed for such learning. In the first group we find applications that work on different linguistic skills and offer different types of activities. In the second group, we find applications that have not been designed for language learning but that are useful for this purpose and can help us in our teaching work, for example, when communicating with our students or to create contents and materials. In the figure 2, we can see a schematic representation of these two groups.

-Figure 2

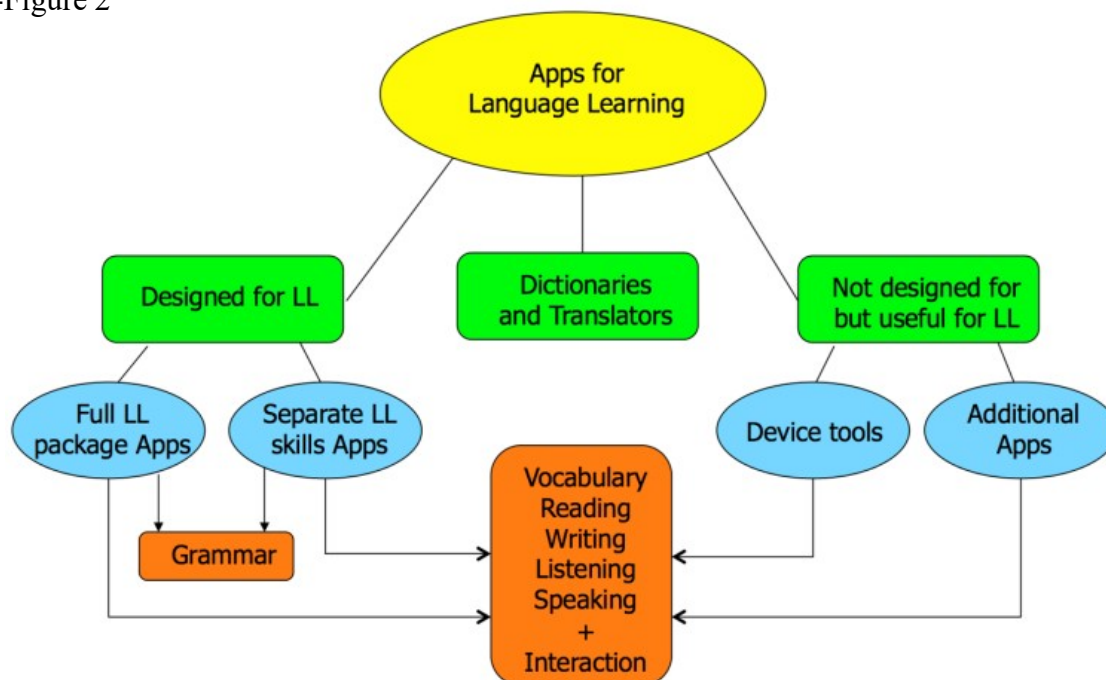


Figure 2. Taxonomy of Apps for Language Learning.

Note: Representation of the types of apps that can be used for language learning (Rosell-Aguilar, 2017)

For this final master's thesis, I have selected different technological tools to practice and help the acquisition of different linguistic skills, language learning and for teaching in general. As we have just seen, not all of these tools are designed for language learning but they can be of great help in the process. Some are aimed at learning specific skills, but others, depending on the use we give them, offer us the possibility of integrating the four skills. Now, we are going to analyze each of them.

Edpuzzle

This web application is a video enricher that allows us to modify a previously created YouTube video. Some of the modifications we can make are the introduction of yes-no questions, multiple choice questions or open responses. Additionally, we can trim the video or add voice notes.

First of all, the teacher must create a class which is shared with his/her students through a code. There is also the option to connect directly to your class in Google Classroom.

Second, the teacher chooses a video from YouTube or another platform that can be cut and edited with questions and comments. Additionally, if we are interested only in the video projection and not the audio, we can mute it and record our own explanation. Questions can have feedback or be self-corrected, except for open questions that must be corrected by the teacher.

This tool is very useful for working on listening in English class. It is a way for students to listen to different people with different accents through different videos or even the teacher's voice. In addition, editing and trimming the videos allows us for students to view the content that we really want them to learn in a few minutes and prevents them from getting bored with a longer video. Questions are a way to keep the student's attention and allow us to evaluate and keep a record of all their answers. With the questions, we also work on reading and grammar, especially of the questions. The teacher can check which parts have been more difficult for the students, since he/she can see the record of the times they have seen or stopped the different parts.

Finally, this tool can be used both in class and at home. In class, the video can be watched by all students at the same time and answered individually. From home, they will work on it individually and within a time limit that will be established by the teacher.

Flipgrid

This web application allows us to create videos in which our students can participate. First of all, the teacher must register and create a class. Then the teacher creates a video asking a question about the topic they want to work on. Each student answers this question in the same way, recording themselves on video. The duration of the answer will be previously established by the teacher, being it available between 15 seconds and 5 minutes. In the same way, you can define the time that the students have to participate in the video. Finally, the tool creates an editing with all the answers and can be shared with the entire class.

This tool is very useful for working on oral skills and for the development of social interactions and communication. Firstly, listening is worked on and, secondly, it allows students to express themselves in the foreign language in an easy way and without pressure, since they do it individually and can repeat the video if they wish. When they have answered the question, the students must take a profile photo that they can decorate with drawings and stickers, something that is fun for the student and motivating to participate in more videos.

On the other hand, it allows us to evaluate the answers through comments or through rubrics. The answers will be available once the teacher has previously viewed them.

Finally, it can be used through the website on the computer or through the application on the mobile phone. The teacher can create an unlimited number of classes and the app is intended for mobile phones or tablets. It is free for the students and also for the teacher

Liveworksheets

On this platform, we can find a multitude of interactive sheets from different areas and different topics. However, the most attractive thing about this tool is that we can create our worksheets, adjusting them to the contents that we are going to teach and the characteristics of our students. Additionally, we can share these worksheets through a link. This way, we can send them to the students through Google Classroom.

Thanks to it, we can create interactive worksheets with a wide variety of exercises, such as filling in the gaps, multiple choice, joining with arrows, unfolding, dragging,

watching videos, listening, free responses or answering orally. Like this, we can work with traditional worksheets in a more attractive way through technology and work on all skills, especially the written ones.

Quizlet

It is an application and a website in which the teacher can insert vocabulary words and a definition, so that the tool can generate games for you to practice. There are already many created on the page itself and they can also be shared through a link in Google Classroom.

It is free but, if teachers want to see the progress of their students, there is a payment option. It allows you to create flashcards and use them to practice, take tests and play different games. It especially allows us to work on listening, reading and writing vocabulary. It is a useful tool for students to internalize English vocabulary.

Duolingo

It is a mobile and web application for learning languages. The application offers different exercises to learn vocabulary and grammar in a gamified way. The system is very dynamic, since it alternates different types of exercises and intersperses the different skills through different topics and following the model of presentation, practice and production.

On the other hand, there is Duolingo for schools. It is a great option, since it allows the teacher to create a class and be able to teach and evaluate his/her students. The teacher creates a class with all his/her students and adds different lessons. This way, he/she can see the progress and participation of his/her students.

This application is very intuitive, so it is easy to use and has a very attractive design for students. Students can practice and learn the four skills in a fun and motivating way thanks to its achievement system as the lessons progress. Finally, we can use it collaboratively in class or it can be used at home individually and at your own pace.

Storyjumper

It is a web application with which we can create digital stories and tales. First of all, we must register and create our class in which we can import our students through Google Classroom.

You can use books that have already been created by other people or create your own story. To do this, you can add background, images, create your own characters, add sounds, music, text or we can record the story in audio.

This tool especially encourages written expression, although we can work on the four skills with recording and awakens the students' imagination. You can work in different ways. We can start a story that must be completed by the students, the students can create a story individually or you can work collaboratively creating stories in groups or pairs.

Kahoot

With this tool, we can create questions to play contest style. We can use questionnaires that have already been created by others or create our own.

Questions can be multiple choice or true and false. Additionally, images or videos can be included in the questions. It can be used to evaluate or to practice and reinforce contents and it helps to practice written skills. It can be played individually or in teams, which encourages cooperative work.

It is a gamification tool, since the winners receive points and trophies. It motivates the students a lot and, at the end, we can download the results in an Excel sheet. Like other applications, it can be shared through a link.

Chatterpix

This is a mobile application in which we can add voice to an image, which could be an object, character or a photo of a person. The tool adds a mouth to the image to simulate that the image proposed is talking. In addition, drawings and filters can be added to the image to make it more attractive or fun and include texts.

It is a free app and very easy to use. The videos are 30 seconds long and allow us to introduce topics or even explanations. This tool is very attractive for students and allows them to practice oral skills. It can be used by both the teacher and the students, who can participate by creating characters with the tablets.

Finally, as Sanz (2021) says, this application can help the most introverted children to express themselves orally without any fear at all, since they can create characters and add their voice to them.

Plickers

It is a web tool that allows us to evaluate our students and create online questionnaires. To begin, we must register and create a class with our students. Then we must create the questionnaire with multiple choice or true and false answers.

Students will answer by holding up some cards that we have printed and distributed beforehand. Each of the cards contains four letters (a, b, c, d) that correspond to the answers. On the digital whiteboard, we need to project the questions. Students answer by raising the cards and we will scan the cards to check their answers with our mobile phones and the application itself.

The application shows us graphs with the answers and we can download a report with the results. It is an easy-to-use tool in which students do not need electronic devices. It is a way of evaluating in which students feel comfortable answering and motivated. It can be used to work on all skills, generating a debate after the questions.

Canva

It is a website where we find thousands of templates that we can use and modify to our liking. We can create posters, cards, brochures, calendars or schedules. Furthermore, something very useful in language teaching is the possibility of creating presentations and recording ourselves with only audio or video. This allows us to create engaging presentations for students or for them to create themselves.

To be able to work on Canva you must register. There is a free option and a premium option for more advanced features. In addition, there is Canva for education, in which we can create our class and add our students. In this way, you can work collaboratively and, apart from the templates mentioned above, we can find activity and brainstorming worksheets or class rules.

Learn English Kids by the British Council

It is a British Council website where we can find a variety of activities aimed at practicing English for children between 5 and 12 years old.

It is a great tool to use in class or at home, as it offers a wide variety of resources in English to practice the four skills. Among these resources, we can find magazines, poems or stories for reading and writing activities. We can also practice oral skills by speaking and spelling and listening through videos and songs, all separated into levels of difficulty. In addition, this website offers us materials such as flashcards, worksheets or crafts.

Finally, it has a section aimed at families where you can find applications, English courses or other resources. Therefore, it is a tool that can help us enrich the English class with different materials that students can use at home.

Google classroom

It is a Google tool that allows us to manage classes virtually. It is associated with our Google account and, this way, we can create a class with all our students. From this class, we can send material, upload files, links, YouTube videos, take quizzes or assign tasks. In addition, we can establish a delivery date for these tasks and grade our students.

On the other hand, it is a communication tool between teacher-students and teacher-families, since we can place announcements and messages. It is associated with all Google tools, so we can also use it in online learning through Google Meet. Additionally, there are many educational applications that work through Google Classroom, such as Actively Learn or BackPax. Apart from this, we can link our class with other applications or websites that we have seen in this work and thus be able to unify the data of our students.

In table number 1 we can see a summary table with the characteristics of each of the digital tools that have been presented.

-Table 1:

Tools	Type of tool	Skills	Cost	Objective	Language
Edpuzzle	App Website	Listening	Free	Education	Spanish
Flipgrid	App Website	-Listening -Speaking	Free	Education	English Spanish
Liveworksheets	Website	Four skills	Free	Education	English Spanish
Quizlet	App Website	-Reading -Writing -Listening	-Free -Premium option	Education	Spanish
Duolingo	App Website	Four skills	Free	Language learning	English Spanish
Storyjumper	Website	Four skills	Free	Education	English
Kahoot	App Website	-Reading -Listening -Speaking	-Free -Premium option	Education	English Spanish
Chatterpix	App	-Listening -Speaking	Free	Education	English

	-Reading				
Plickers	App Website	Four skills	Free	Education	English
Learn English Kids: British Council	Website	Four skills	Free	Language learning	English
Canva	Platform	-Reading -Writing -Listening	-Free -Premium option	-Editing -Education	English Spanish
Google Classroom	Google platform	Four skills	Free	-Education -Communication	Spanish

Table 1. Summary of tools characteristics (own source)

3.3. Advantages and disadvantages of using digital technological tools.

The new Information and Communication Technologies (ICTs) have made great advances in recent years and have facilitated our work as teachers, which is why there are many benefits in the use of technological tools in education. However, this great change has also generated some drawbacks that must be assessed. For this reason, in this section we are going to see some of the advantages and disadvantages of using these tools for the teaching-learning process.

On the one hand, we can point out the following advantages in the use of technological tools:

- Immediate access to information and resources. As Rosell-Aguilar (2017) states, technology gives us more possibilities to teach with a single device and have access to the target language to improve our English skills.
- The use of technology for teaching is attractive and motivating for students, thus resulting in meaningful learning of the foreign language.
- The large number of resources that we can find allows us to work on each of the skills (listening, speaking, reading and writing).

-Many tools allow students to work autonomously with a device such as a tablet or mobile phone.

-Interactivity. Many of the technological tools used in class facilitate the interaction between the teacher and students and families. This is the case of Google Classroom that we have seen previously.

On the other hand, the disadvantages that can be mentioned in the use of these technological tools are the following:

-Lack of training on the part of teachers. As we saw previously, with the term digital immigrant cited by Prensky (2001), today there are teachers who have not grown up surrounded by all the technology that we have today, therefore, there is a lack of training in the use of these tools within of the classroom and can be a great challenge for some teachers.

-Student distractions. The use of a device requires control by the teacher or a family member, since with the use of the Internet, students are exposed to a multitude of distractions that can hinder their learning.

-Student safety. Coupled with the previous point, in addition to distractions on the Internet, some dangers can be found for students, so all activities must be supervised by the teacher.

-Preparation time. As we saw previously in the role of the teacher, the use of technological tools in class requires a prior evaluation by the teacher to verify that they are appropriate and that they adapt to the characteristics and needs of their students.

-The use of technological tools is linked to the use of the Internet, which can cause technical problems with the network and the impossibility of using these tools in our classroom.

- The lack of infrastructure and the socio-educational level of the students can cause digital divide with respect to other centers and other teaching methods. As Cansigno-Gutiérrez (2020) mentions, some centers are not equipped with the appropriate technological equipment, which produces rejection by teachers.

4. ANALYSIS OF TEACHERS' ATTITUDES TOWARDS THE USE OF TECHNOLOGY IN THE FOREIGN LANGUAGE CLASSROOM: ENGLISH.

4.1. The objective of the study

The main objective of this Master's Dissertation is to know the attitudes of teachers towards the use of technological tools in the foreign language classroom, which is English.

In this part of the thesis, we are going to collect and discuss the data that has been collected through a survey of English as Foreign Language teachers in Primary Education and analyze the following hypotheses:

- Is there a relationship between the use of digital tools and the years of experience of the respondents?
- Are there differences in the use of digital tools for learning oral skills and written skills?
- Do the teachers who know the tools presented also use them?

4.2. Study design

As seen previously, to carry out this purpose, research has first been carried out on the use of ICTs in education and the types of methodologies that have emerged in recent years, based on electronic learning. On the other hand, the aspects to be taken into account when selecting digital tools have been considered and, finally, a taxonomy of different digital tools that can be used by teachers for the teaching-learning process of the foreign language has been presented. In this way, we will provide teachers with a way to innovate in their classes.

4.3. Sample selection

The participants in this study were 25 English teachers in Primary Education from the Autonomous Community of Andalusia. Table 2 shows how the number of women who participated in the survey corresponds to an 80% (n=20) and the number of men to a 20%

(n=5). The average age of this sample was 38.48 years old and the average number of years of experience in the educational system was 13.84 years.

On the other hand, the type of school in which the participants work recorded in Table 3 has also been included, with a 48% corresponding to a charter school (n=12), a 36% (n=9) working in public schools and a 16% (n=4) work in a private school. No exclusion criteria were applied in this sample.

-Table 2:

Sex	Number	%	Average age	Average of years of experience
Man	5	20%	38.48	13.84
Women	20	80%		
Total	25			

Table 2. Sample characteristics (own source)

-Table 3:

School type	No.	%
Charter school	12	48%
Public school	9	36%
Private school	4	16%
Total	25	100%

Table 3. Type of school of survey participants (own source)

4.4. Variables

The variables that have been taken into account to measure the survey questions have been the frequency of use of digital tools, the perception that the participants have about the use of technology in the teaching-learning of English and the knowledge and use of these digital tools.

4.5. Procedures for data collection and analysis

To collect the data, a survey was used with a set of questions called “Survey on the use of digital tools and resources in the teaching-learning of English as a foreign language in Primary Education.”

First of all, it should be noted that this survey has been previously validated by an expert in the field. To collect data, an online form has been designed through Google Forms, which is a secure online survey platform, with the aim of being sent to English teachers through a link. This tool has been chosen because of the possibility of asking different types of questions and because of its ease of sharing with the sample.

This descriptive study has been carried out during the months of July to October. This survey was sent during the month of July to around 100 teachers in the Autonomous Community of Andalusia, however only 25 of them have answered the questions. The anonymity of the answers has been guaranteed.

Two types of scales have been used in this survey. One of them has been a dichotomous scale, which is characterized by questions with two response options, in this case, with answers of Yes or No. Other questions have been evaluated through a Likert scale with several response options. In this case, we have wanted to know the degree to which they agree with different statements, being the answers 1= nothing (he/she does not agree), 2= little (he/she agrees a little), 3 =quite (he/she agrees sufficiently) and 4= a lot (he/she agrees very much).

On the other hand, this research is qualitative in nature and the technique used was Explanatory Data Analysis (EDA). Depending on the type of question, the average of some aspects has been taken, such as the age and years of experience of the sample or the average of teachers who use digital whiteboard or technological tools. The percentage of other

aspects, such as the use of digital tools for different linguistic skills, has also been calculated. In addition, these data will be displayed through tables in which data is represented by the total number and its percentage and different graphs. Once these data are reflected, they will be analyzed and relationships will be established among the different variables.

4.6. Results and discussion

Next, we are going to analyze the results that have been obtained from the survey answers. These results are presented in tables and graphs. The number of teachers who responded and the percentage are indicated as well. In this way, we are going to discuss the opinions of teachers towards the use of digital tools in the teaching-learning process.

-Table 4:

Statements	Number	Percentage
Digital whiteboard available	20	80%
Using own devices	18	72%
The school has computers or tablets	14	56%
Favourable socio-economic environment for ICTs use	18	72%

Table 4. Availability of technological resources in the educational environment (own source)

Firstly, once the recognition questions about sex, age and experience that we have recorded previously were asked, the following four statements from the survey have been grouped in table number 4. The type of scale that has been used for these first statements was the dichotomous scale, with two response options (Yes/No). The frequency indicates the number of teachers who have answered Yes and their corresponding percentage.

In the first statement, we wanted to know the number of teachers who have a digital whiteboard in their classrooms. Of the 25 teachers who responded to the survey, 20 of them do have a digital whiteboard, being an 80%, and 5 do not have one. It may be surprising that,

in this statement, there has not been a majority of teachers who do have it. However, this reflects that, despite the technological advances that have been made in recent years, there are still schools which continue to use only the chalkboard or the whiteboard. This may be due to infrastructure or economic problems, since the purchase and installation of this equipment requires a large investment by the center.

However, not having a digital board does not prevent the use of digital tools in the classroom, since, as indicated in the following question, teachers' own devices, such as laptops or tablets, can be used. In this case, a 72% of teachers do use them. Of the four teachers who do not have a digital board in the classroom, three of them do use their own devices. Therefore, it can be said that most of them are familiar with the technology.

As for whether the school where they work has devices, such as computers and tablets, for use by teachers and students, a 56% do have them and a 44% of them do not. In this case, as reflected in this data, it is more complicated for the school to have devices for all students. Not only does it represent a large financial expense, but there are not enough of them so that they can be used by all students. Therefore, the time invested in their use may not be a great advantage for the students' learning.

Finally, this first table reflects that a 72% of teachers work in a school with a favorable socioeconomic environment for the use of ICTs, that is, technological devices and tools can be used because the educational community knows or uses the technology for teaching-learning and students have these devices at home.

-Figure 3:

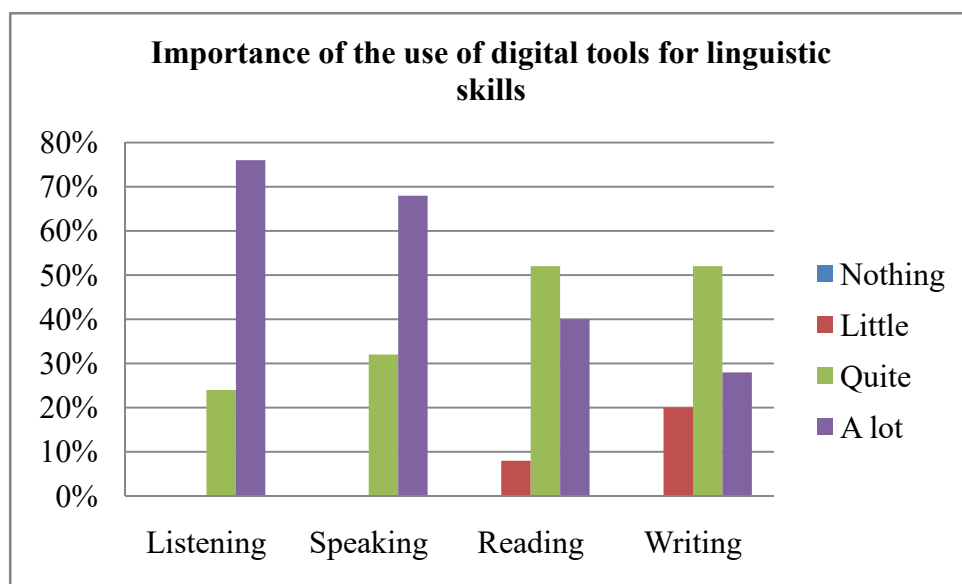


Figure 3. Graphic on the importance of using digital tools for different skills (own source)

One of the main objectives of this study is to compare the opinions that teachers have regarding the use of digital tools as a resource for learning different linguistic skills in the foreign language. Therefore, the survey asked about the degree of importance they give to each of them, using in this case the Likert scale.

In figure 3, we can see a bar graph with the percentage that has been obtained in each of the skills. Firstly, a difference is distinguished between oral skills (listening and speaking) and written skills (reading and writing). A 76% strongly agree with the use of technology to work on listening and, in the case of speaking, a 68%. As we have seen previously, technology and in particular these tools allow access to a wide variety of auditory and audiovisual materials and, as seen in the graph, teachers are aware of this potential. Likewise, they are resources that encourage communication in the target language.

However, we can see how less importance is given to the use of technology to work on written skills. Although in both skills a 52% have responded that they quite agree with their use, in the case of reading, an 8% have little agreement in their use for reading and a 20% in writing. Some teachers continue to work on writing skills in traditional ways, based on the textbook and paper readings. In addition, the search for applications and platforms that help to work on these skills can be more complicated and they may not know how to work on them.

However, we can see how all respondents consider technology important to work on skills, since no one has answered that they do not agree at all with its use, therefore, to a lesser or greater extent they find the use of technology relevant.

-Figure 4:

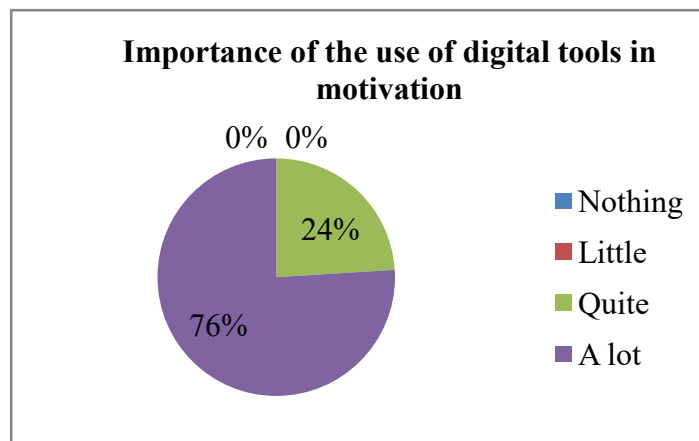


Figure 4. Importance of the use of technological tools for the motivation of student (own source)

Figure 4 reflects whether teachers consider the use of technological tools to be important to motivate students, with a 24% quite agreeing and a 76% strongly agreeing. Therefore, all the teachers who participated in the survey think that technology promotes students' motivation towards their learning. As we have seen nowadays, students are digital natives who were born surrounded by technology, so its use in class brings them closer to the real world and captures their attention.

-Figure 5:

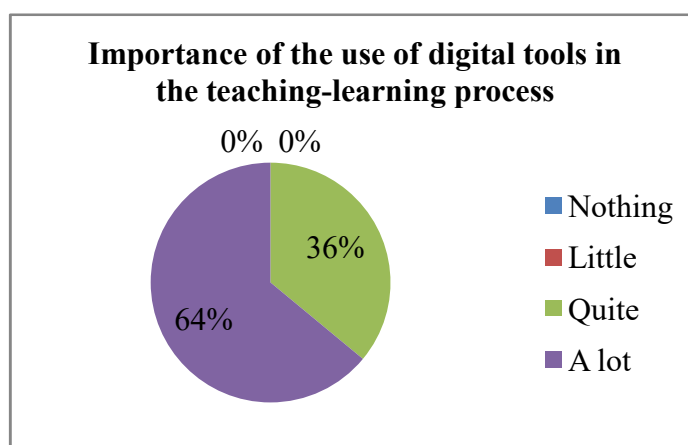


Figure 5. Importance of the use of technological tools to facilitate the teaching-learning process (own source)

On the other hand, Figure 5 shows the degree to which they agree with the use and importance of technological tools in the teaching-learning process, a 36% corresponding to teachers who agree quite a bit and 64% corresponding to those who strongly agree. This means that, although the participants in this survey are of different ages, they have all updated their teaching around technology.

-Figure 6:

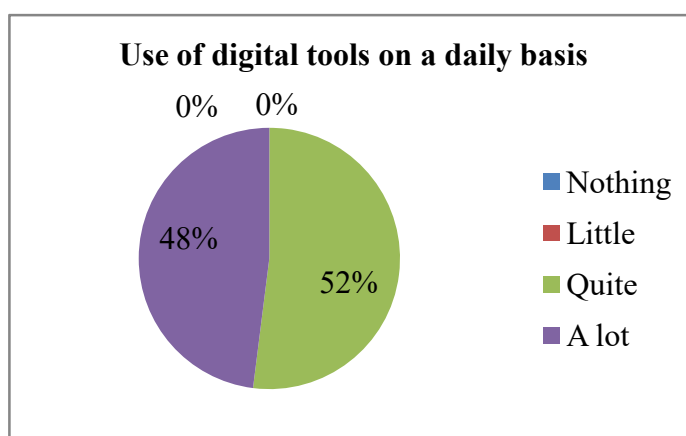


Figure 6. Use of digital tools as a resource for the development of classes on a daily basis (own source)

Figure 6 shows that in the statement “I use technological tools as a resource for the development of my lessons daily”, a 52% (n=13) responded “quite” and a 48% (n=12) responded “a lot”. Therefore, all of them usually use technology daily or several times a week to help them teach the foreign language.

After this statement, respondents were asked if they did not use technology to indicate what other resources they used and if they did use it, to provide an example. Some of the responses were the use of a textbook, flashcards, games, a virtual classroom and an electronic book, a projector, tools to create presentations collaboratively, YouTube to listen to songs and explanations, and, finally, some of the applications that have been developed in this work, like Genially, Liveworksheets, Canva or Quizlet.

YouTube is a very useful tool in language learning, since it offers countless videos on different topics and students can listen to different accents. In addition, many teachers use this platform to teach songs in English, which represents a potential in language learning. In this

work, we have exposed the Edpuzzle application, which, as we have seen, is responsible for enriching YouTube videos, something that can be very useful for adapting these videos to our contents and to the students.

-Figure 7:

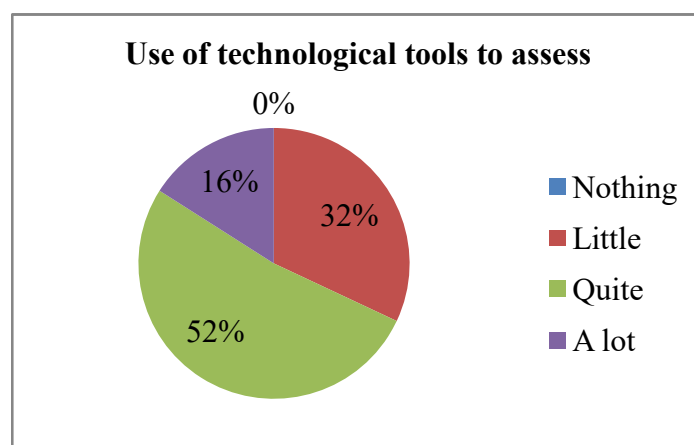


Figure 7. Use of digital tools to evaluate students (own source)

As we have seen, today there are tools and resources that allow us to evaluate students interactively. This survey has asked the extent to which they use technology to evaluate. As seen in graph 7, a 32% (n= 8) of those surveyed use this type of evaluation tools little. However, 52% make quite a use of them and a 16% answered “a lot”. On this occasion, we have observed that the responses have been more varied. Besides, a portion of those surveyed prefer to use the methods that have traditionally been used for evaluation. The rest have incorporated this type of resources as a help and innovation in the evaluation of their students. These tools can be useful, as they provide us with immediate feedback and a more creative way of evaluating students.

Similarly, respondents have been asked to provide examples of the technological tools they use for student evaluation. The responses have been the use of rubrics on tablets, the use of Excel and the use of applications and platforms such as iDoceo, Kahoot, Google Classroom, Google Forms, Liveworksheets, Additi, FantasyClass, Edpuzzle, Quizziz, Quizlet, Plickers and Seneca notebook. As it can be observed, some of these tools have been included in this work and others can be of great help for this purpose and can be added to the list.

-Table 5:

Statements	N	%	N	%	N	%	N	%
	Nothing		Little		Quite		A lot	
I involve families and students in the use of digital tools to learn English at home.	1	4%	10	40%	11	44%	3	12%
I inform families about how these digital tools work.	0	0%	11	44%	12	48%	2	8%

Table 5. Digital tools at home and families (own source)

Table 5 shows the two statements that respondents were asked to answer in relation to technology and families. Firstly, we wanted to know if teachers involve their students and their families in the use of these tools to continue learning the foreign language from home. In this case, we see that there are some teachers who have answered “nothing” and a 40% do so only a little. However, another 44% do it “quite” and another 12% do it “a lot”. In this statement, we can see that the answers are more distributed. Moreover, almost half of those surveyed do not contact the family so that their students can continue learning English at home or do not consider the use of these tools relevant in home. On the contrary, more than the half do try to tell families the importance of continuing to reinforce the language from home.

Regarding the second statement about informing family members about the use of these tools, the responses are also distributed and a 44% affirm that it informs them little and the remaining percent informs them quite (48%) a bit or a lot (8%).

Therefore, these data reflect that there are teachers involved in the use of technology to continue learning from home and are willing to inform families of the importance of its use or explain how they can work from home. However, it is understood that not everyone

informs families about how it works, since it is difficult for some families to devote time to reinforcing these contents, especially in the foreign language.

-Table 6:

Question	N	%	N	%	N	%	N	%
	Nothing		Little		Quite		A lot	
English foreign language teachers are prepared to use ICTs in their classes.	0	0%	5	20%	18	72%	2	8%
English teachers need more training in this regard.	N		%		N		%	
	Yes				No			
	22		88%		3		12%	

Table 6. Teacher preparation and training in digital tools (own source)

As we have seen previously in this Master's thesis, using technology in lessons requires prior preparation and a change in the teacher's role. For this reason, the survey sought to know if teachers consider that they are prepared to use ICTs in the classroom. Table 6 shows how a 20% (n= 5) of them think that they are not prepared and a 72% (n= 18) think that they are quite prepared. However, in the second statement about whether teachers need more training in this regard, the majority of them, an 88%, specifically 22 of the 25 respondents, consider that they do need more training. Only three people have responded that they do not need training, and, in this case, they are young people between 24 and 32 years old with a few years of experience. This may be because, since they are young, they have been more in contact with technology and it will be easier for them to implement it in the classroom.

These answers reflect that although nowadays most teachers are surrounded by new technologies and use them in their methodology, they need more preparation. Technology advances at great speed and sometimes teachers have a heavy workload that prevents them from updating or they have to do it on their own. The ideal would be to be able to attend

congresses and conferences on new technologies that help them be better prepared and updated.

-Figure 8:

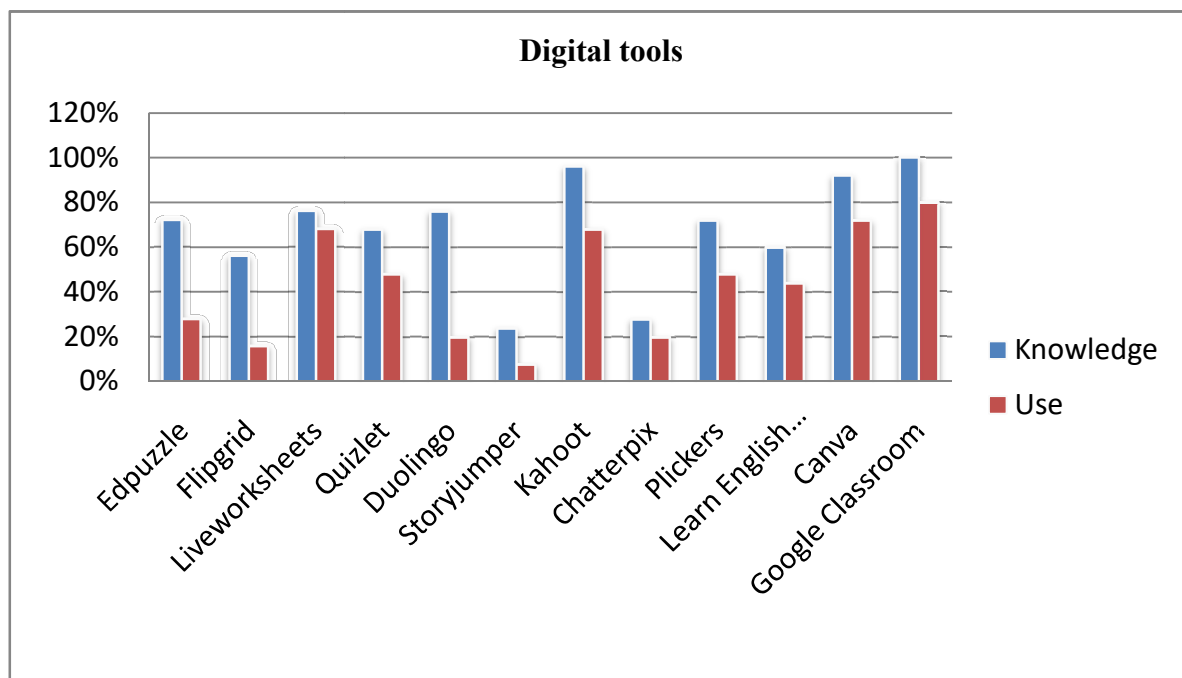


Figure 8. Graphic on the taxonomy of digital tools (own source)

In addition to knowing how foreign language teachers use new technologies, one of the purposes of this work was to offer a taxonomy of digital tools that can help them in the teaching-learning process. In this way, we wanted to know if they know these tools and if so, if they use them in their classes.

In figure number 8, we can see a graph with each of the tools and the percentage of teachers who have heard of them or who use them. As expected, the best-known and most used tools are Kahoot, Canva and Google Classroom. The latter is known by the 25 respondents and is used by 20 of them. This Google tool is well known by teachers since, as we have seen, it helps to keep contact with the teacher and the student and provide materials. In recent years, Canva has also become well known for its range of material design and presentation resources. Likewise, Kahoot is very well known for creating contest-type questions, in this case a 96% know it and a 68% use it in their classes.

On the contrary, the least known application and less used by the sample is StoryJumper, a tool to create stories and tales digitally. Six of those surveyed have heard of it but only 2 know it. As we have seen in the analysis of the different skills, written skills have obtained a lower percentage in the use of tools, therefore, it is understood that this application is less known. However, with this work it is hoped that it can be known by more teachers and it is encouraged to use it to work on these skills in a more creative and motivating way for students.

Furthermore, another tool that has obtained lower data is Chatterpix. A 28% know it and a 20% of the respondents use it. It is one of the most current tools that has been presented, so it is understandable that it is less known. However, it can be very useful to promote listening and communication in the foreign language class.

On the other hand, it is surprising that there are three applications that are known by a large number of teachers, but they do not really use them in their teaching process. One of them is Edpuzzle, known by a 72% and used by a 28%. Another one is Flipgrid. It is known by a 56%, but used by only a 16% of them. Both tools are very useful for promoting oral skills, but it takes time to prepare the videos to share them with the students, this may be one of the causes of their low percentage in use.

The other application is Duolingo, known by a 76% and used by a 20% of them. Duolingo is a mobile language learning application, so it can be assumed that, although it is known for its popularity, it is not used in class because, in principle, it is designed for autonomous work. However, we must consider the creation of the version of Duolingo for Schools to create virtual classes with students and track their progress.

Finally, as it can be seen in the bars of the graph of each of the applications, all of them are known, but not all of them are implemented in the classroom in the same way. This may be due to the lack of time and preparation that teachers need to evaluate these tools and verify that they adapt to their students and the preparation time in each of their classes.

Once the respondents have marked these tools, they have been asked to indicate if they use others that have not been included in the questions and some of the answers have been, for instance, Voki, Bamboozle, Genially, ClassDojo, FantasyClass, Educaplay, Tuneinto English, Quizziz, Google Slides, Loom videos or YouTube.

There are, therefore, many digital tools that we can find to work in class, whether on the digitalboard, tablets, computers or mobile phones. In this work, some of them have been exposed, trying to incorporate different tools to work on the different skills, the creation of slides or materials and the evaluation. However, the teachers' answers help us to expand this taxonomy and have more possibilities of working with technology when learning the foreign language.

-Figure 9:

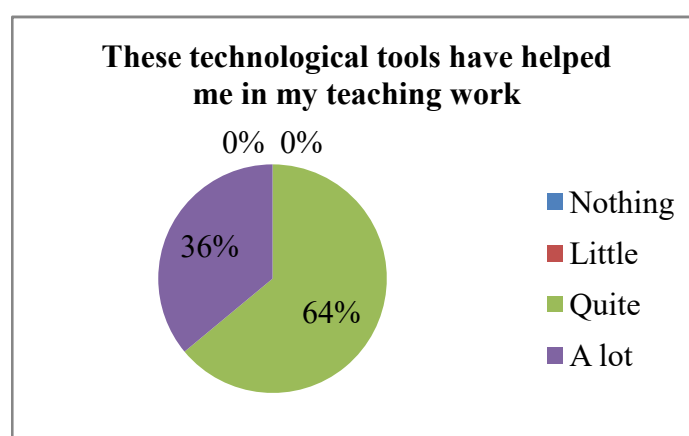


Figure 9. Help of digital tools in the performance of teaching work (own source)

Subsequently, the statement reflected in Figure 9 regarding whether these tools have helped them in their teaching work has been answered. The 25 respondents consider that they have helped them, specifically a 64% consider that it has helped them quite a bit and a 36% that it has helped them a lot. Therefore, it is proven that the use of technology not only motivates the students, but also helps the development of lessons and teaching.

-Table 7:

Advantage	Number	Percentage
Significant learning	16	64%
Motivation and interest of students	25	100%
Promote the acquisition of different skills	16	64%
Immediate access to information and resources	15	60%
Student autonomy	16	64%
Interactivity	18	72%
None of the above	0	0%

Table 7. Advantages of using digital tools in learning the foreign language (own source)

Finally, a series of advantages and disadvantages have been presented in the use of these tools, which have been discussed in this work to verify to what degree the teachers in this sample agree with them. Teachers have had the option to mark all those that they consider relevant.

Table 7 shows the benefits of using digital tools in education. All the items have obtained a high percentage, but the one that stands out above all is “Motivation and interest of the students”. This advantage has been marked by a 100% of those surveyed. Therefore, as mentioned above and it can be verified with these answers, technology is closely related to the student's motivation towards learning.

Another advantage that has a higher percentage is interactivity, having a 72%. These types of tools allow the student to have active learning in which they can interact with the rest of their classmates, the teacher or people of the target language and receive immediate feedback. Therefore, interactivity helps increase students’ interest and participation.

As it can be seen, the rest of the advantages have obtained a similar percentage, so the teachers agree with them and none have indicated that they do not agree with any of those advantages.

On the other hand, in this survey, they were asked to indicate others if they considered it necessary. In this case, one of the teachers indicated others, such as collaboration, cooperation and development of critical thinking. Without a doubt, using digital tools in education can foster collaboration between teachers and students. There are digital platforms and applications that help maintain communication and facilitate cooperation and teamwork. For example, one of those that have been exposed in this work has been Google Classroom. Through it, you can create work groups in which students can collaborate on presentations or shared documents.

Furthermore, the good use of these tools encourages critical thinking in students, since we can create online debates in which students explain their opinions and encourage analysis in the search for information.

-Table 8:

Disadvantage	Number	Percentage
Lack of training	8	32%
Student distractions	11	44%
Preparation time	14	56%
Technical problems	22	88%
Lack of infrastructure	15	60%
Student safety	6	24%
None of the above	1	4%

Table 8. Disadvantages in the use of digital tools in learning the foreign language (own source)

Finally, teachers have been asked to mark the drawbacks that they consider may arise from the use of digital tools in the classroom. The disadvantage that has obtained the highest percentage has been “Technical problems” with a percentage of 88%, that is, 22 people have marked this option. These types of tools depend on the internet connection and sometimes connection problems arise, which prevent these tools from functioning correctly, making learning difficult and losing time in class. This, together with the lack of infrastructure, that is, incorrect installation of the network or the lack of devices such as computers or digital boards, can make its use even more difficult. For this reason, in this case, a 60% has been obtained.

Other disadvantages that half of them consider important are preparation time, with a 56%, and student distractions, with a 44%. As we have seen in this work, to make good use of these tools and verify that the educational resources they offer adapt to our contents or to the age and characteristics of our students, preparation time is needed to verify it and also to include these materials in each one of the lessons. As for distractions, it is another factor that can arise in lessons when using these tools individually, since students can surf the Internet and view content not related to class or use other types of applications that have not been supervised beforehand. Teachers must pay attention to these aspects and establish guidelines and standards that students must follow.

The lack of training has obtained a 32%. As we have seen before, teachers are prepared to use this type of tools but more training would still be necessary, although it is something that, as reflected in this data, does not worry the majority.

Student safety has received the lowest percentage, a 24%. Although we have seen that distractions can arise and dangers for minors can be found on the Internet, teacher supervision of these applications and guiding students in their learning can avoid these types of dangers.

On this occasion, there has been one person who has answered that he/she does not consider any of these disadvantages. Likewise, they have been asked to indicate if they were aware of any other drawbacks. One of the respondents answered that there is little availability of tools in some schools, which is something that is related to the lack of infrastructure that has been mentioned previously.

5. CONCLUSIONS

Throughout this Master's dissertation, the new methodologies that have emerged in education around new technologies have been addressed, based mainly on electronic learning through digital tools. We should not forget about the role of the teacher, who is a fundamental part of this change in methodology, becoming a guide to the learning of his/her students.

In the first part of this master dissertation and as one of the main purposes, we wanted to offer a taxonomy of digital tools, such as applications, websites or platforms where teachers, students and families can use to facilitate the teaching-learning process of the foreign language. In total, twelve tools have been presented, some of them focused on language learning and others on education in general, but with all of them you can work on different linguistic skills. In addition, we also wanted to collect useful tools for the evaluation process and content creation. Not only did we want to give teachers the opportunity to learn about these types of tools, but thanks to the respondents, this list has been expanded with other digital tools that they use in their English lessons.

The second part of this master dissertation has focused on the study of teachers' aptitudes towards the use of these digital tools. As we have seen in the data analysis and answering to the questions that have been raised previously, in this study no relationship has been evidenced between the use of technology and the years of teaching experience of the respondents, nor is there a relationship with their age or their sex, perhaps because the sample was not balanced between men and women. The conclusion underlying this study is that the majority of English teachers consider the use of digital tools important for the teaching-learning of the language and to a greater or lesser extent, they use some of the tools that we have offered or others that have been exemplified in the survey to carry out their work as teachers.

Regarding the differences in the use of these tools for learning different skills, a difference has been obtained between oral skills and written skills, being the first best valued in terms of the use of technology to work on listening and speaking.

Finally, one of the questions we wanted to know was whether the taxonomy of tools that has been presented was known and used by the teachers surveyed. In this case, higher percentages have been obtained in the knowledge of these tools than in their use, that is, the

majority of tools are known by a large number of teachers, but not all use them in their teaching.

Furthermore, in this thesis, some of the advantages and disadvantages of the use of technology in education have been exposed and, from the survey, it has been obtained that the advantage that stands out the most among all those exposed is the motivation generated by the use of technology in the education of students, making them interested in their learning. However, it must be taken into account that this new methodology can be weakened by a major drawback, which is the technical problems that cause teachers to lose interest in using these tools in class due to the loss of time that this entails.

One of the drawbacks of this study has been the number of the sample, since it was initially 100 participants but has been reduced to 25 participants. This may be due to lack of interest or time on the part of the participants. However, this research will serve as a basis for future studies in which a larger sample could be studied to compare the results by combining qualitative and quantitative research, and carrying out a longer study over time to verify how teachers use these tools in the classroom of English as a Foreign Language.

In conclusion, this study has confirmed that foreign language teachers are involved in the use of technology in language learning and have a positive attitude regarding its use in the educational process. Finally, we wanted to offer the possibility of taking advantage of the technological tools that we have available in this digital world in which we live, turning the learning of our students into meaningful learning that helps them know the importance of learning a new language and awaken in them the desire to continue learning since as Albert Einstein said, "I never teach my pupils; I only attempt to provide the conditions in which they can learn".

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7. APPENDICES

Appendix 1: Survey of English foreign language teachers

-Da usted permiso para el uso de los datos obtenidos de esta encuesta en la realización del Trabajo Fin de Máster.

Sí No

Sexo:

Hombre mujer

-Edad _____

-Años de experiencia en la enseñanza _____

-¿En qué tipo de centro trabaja?

Centro público

Centro concertado

Centro privado

1. Dispone de pizarra digital en clase.

Sí No

2. Utiliza sus propios dispositivos como tablet o portátil para el desarrollo de sus clases.

Sí No

3. En su centro, el alumnado dispone de ordenadores o tablets para utilizarlas en clase de inglés

Sí No

4. El entorno socioeducativo del alumnado es favorable para el uso de las TIC.

Sí No

Señale la opción que mejor refleje su opinión con respecto a las siguientes afirmaciones, siendo las respuestas:

Nada (no está de acuerdo), poco (está poco de acuerdo), bastante (está bastante de acuerdo) y mucho (estás muy de acuerdo)

- 5. Considero importante el uso de herramientas tecnológicas para trabajar la escucha en la clase de inglés.**

Nada Poco Bastante Mucho

- 6. Considero importante el uso de herramientas tecnológicas para trabajar la comunicación en la clase de inglés.**

Nada Poco Bastante Mucho

- 7. Considero importante el uso de herramientas tecnológicas para trabajar la lectura en la clase de inglés.**

Nada Poco Bastante Mucho

- 8. Considero importante el uso de herramientas tecnológicas para trabajar la escritura en la clase de inglés.**

Nada Poco Bastante Mucho

- 9. Considero importante el uso de herramientas tecnológicas para motivar a mi alumnado.**

Nada Poco Bastante Mucho

- 10. Considero importante el uso de herramientas tecnológicas para facilitar el proceso de enseñanza-aprendizaje.**

Nada Poco Bastante Mucho

- 11. Utilizo herramientas tecnológicas como recurso para el desarrollo de mis clases diariamente.**

Nada Poco Bastante Mucho

12. En caso de no utilizar indique qué otros recursos utiliza y en caso de sí utilizar indique un ejemplo:

Para el desarrollo de mis clases utilizo: _____

13. Utilizo herramientas tecnológicas como recurso para evaluar al alumnado.

Nada Poco Bastante Mucho

14. Si las utiliza puede dar un ejemplo: _____

15. Involucro a las familias y alumnos en el uso de herramientas tecnológicas para aprender inglés en casa.

Nada Poco Bastante Mucho

16. Informo a las familias del funcionamiento de estas herramientas tecnológicas.

Nada Poco Bastante Mucho

17. Marque si conoce alguna de estas herramientas tecnológicas.

-Edpuzzle

-Flipgrid

-Liveworksheets

-Quizlet

-Duolingo

-Storyjumper

-Kahoot

- Chatterpix

-Plickers

-LearnEnglish kids: British Council

-Canva

-Google classroom

18. Marque si usa alguna de estas herramientas tecnológicas en clase:

-Edpuzzle

-Flipgrid

-Liveworksheets

-Quizlet

-Duolingo

-Storyjumper

-Kahoot

- Chatterpix

-Plickers

-LearnEnglish kids: British Council

-Canva

-Google classroom

19. ¿Utiliza otras?

20. Me han ayudado estas herramientas tecnológicas a desempeñar mi labor docente.

Nada Poco Bastante Mucho

21. Los maestros de inglés están preparados para usar las TIC en sus clases.

Sí No

22. Los maestros de inglés necesitan más formación al respecto.

Sí No

23. ¿Qué ventajas ve en el uso de herramientas digitales? (puede marcar varias opciones)

Aprendizaje significativo

Motivación e interés del alumnado

Favorecer la adquisición de las diferentes destrezas (listening, speaking, Reading and writing)

Acceso inmediato a información y recursos

Autonomía del alumnado

Interactividad

Ninguna de las anteriores

Otras: _____

24. ¿Qué desventajas ve en el uso de herramientas digitales? (puede marcar varias opciones)

Falta de formación

Distracciones del alumnado

Tiempo de preparación

Problemas técnicos

Falta de infraestructuras

Seguridad del alumnado

Ninguna de las anteriores

Otras: _____