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Trabajo Fin de Máster

**THE USE OF SOCIAL MEDIA
AND LEARNING PLATFORMS IN
THE TEACHING OF ENGLISH**

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ABSTRACT

This Master's dissertation is divided into two parts: a theoretical and a practical part. The theoretical part explains the evolution of technology in teaching and gives reasons for using social networks and learning platforms to achieve the objective of improving the learning process by making it more interesting for students and thus improve their academic results. In the second part of this piece of work, a Didactic Unit is presented where activities including social networks and learning platforms as protagonists are included, in order to put into practice the theories explained.

Key words: social networks, learning platforms, technology, evolution.

RESUMEN

Este Trabajo de Fin de Máster está dividido en dos partes: una teórica y una práctica. La parte teórica expone la evolución de la tecnología en la enseñanza y se dan razones por las cuáles utilizar las redes sociales y las plataformas de aprendizaje para conseguir el objetivo de mejorar el proceso de aprendizaje haciéndolo más interesante para los alumnos y que de este modo, mejoren sus resultados académicos. En la segunda parte de este trabajo se expone una Unidad Didáctica dónde actividades en las que se incluyen las redes sociales y las plataformas de aprendizaje como protagonistas, para así poner en práctica las teorías explicadas.

Palabras clave: redes sociales, plataformas de aprendizaje, tecnología, evolución.

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1. Introduction

Technologies are very present in today's society. Most people have a mobile phone that they check several times a day or a computer with which they work or spend their free time. Young people especially are very familiar with these technologies and spend many hours a day on their mobile phones or computers.

On the one hand, social networks are part of teenagers' lives and in which they spend their free time, for them it is essential when it comes to communicating or making friends, which is why I think that bringing them to the educational aspect can be very attractive for them. Social networks can be used as a means of teaching and I believe that they can be very effective given the interest of students in them on a daily basis.

On the other hand, Learning Platforms are another engaging and different teaching medium for students. There are many of them, such as Nearpod or Kahoot that are out of the ordinary and can make a class much more dynamic and capture the attention of students easily. With all this, the students, being more focused, learn the concepts we want them to learn almost immediately and in a more unique way.

Furthermore, I am completely sure that knowing the evolution of technology and how it has evolved both in society and its role in the classroom is of essential importance for this work, as well as knowing the advantages of social networks and websites, the possible disadvantages they may have and how they affect pupils and their education.

The Didactic Unit presented in this piece of work is dedicated to 4ESO and will be taught during the first term. With regard to social networks, students will have to create an account in different social media, it should be noted that these accounts will only be used during classes and for school purposes. It should also be noted that the minimum legal age to use social networks is 13 years old, so students in this course meet this requirement. In addition, all parents will be advised of this and will be informed at all times how these social networks will be used in class.

2. Using Technology in the Teaching of English

English has become one of the most significant languages in the world, being considered the dominant language on the globe. "According to recent statistics, between 914 & 1200 million people speak English, 450 million speak English as a first language, 400 million speak English as a second Language, and 350 million speak English as a foreign language" (Albiladi, 2020, p.17).

Students from all over the world are introduced to different techniques and methods to learn and develop their reading, listening, speaking and writing skills (Sharifian, 2013, as cited in Albiladi, 2020, p.17). Moreover, "it depends on the development of these skills for the individuals to communicate in an accurate, clear and effective manner" (Helwa, p.134, 2017).

The use of technology in English language education and learning, and its promotion as an aid to it, has recently been given much attention by second language educators and researchers throughout the world (Albiladi, 2020, p.17). It is a fact that our daily life revolves around the important role of new technologies which undoubtedly affect the progress of human society. Therefore, we must take advantage of these modern technologies and implement them as an aid in English language teaching (Nomass, 2013, p.111). In addition, the role of the instructor also plays a very important role in the teaching of this language, and together with the effect of technology, language learning can have very advanced results (Sharma, 2009, as cited in Nomass, 2013, p.111). According to Albiladi (2013, p.17), "New Literacies provides guidelines for teachers to integrate technology into their teaching practices, which will lead to more effective and engaging classes." Moreover, for each part of language learning there are various technological tools that can be of use to the ELL learner, however, in order to make effective use of them, the ELL learner must be computer literate and internet literate and be able to interact with these techniques (Nomass, 2013, p.111).

English language learning and technology are connected with one another (Singhal, 1997 as cited in Nomass, 2013, p.111). During the 1960s and 1970s, English language acquisition laboratories were used in some schools and "the traditional language laboratory was consisted of a number of small cabinets, provided with a cassette deck, a microphone and a headphone for each one. Teachers used a central control panel to monitor their students' interactions" (Nomass, 2013, p.111). The fundamental benefit of that sort of innovation was that verbal way of behaving of understudies would assist them with rapidly learning the subsequent language (Nomass, 2013, p.111).

The language laboratory was a promising idea to connect technology with education. However, the reality is that this way of teaching students found the technique somewhat boring, partly because the teacher interacted poorly with his or her students. In addition, a student's skills improve when they are confronted with more practical activities (Nomass, 2013, pp.111- 112).

During the late seventies and eighties, much more effective and varied technological tools were introduced in schools. The first studies tried to show the impact of these technologies on pupils' learning, which were linked to the specific technologies used by the participants in the study (Honey, Mcmillan Culp and Carrigg, 2000, p.6). According to Honey, Mcmillan Culp and Carrigg (2000, P.6) "these technologies were typically text-based, locally networked or stand-alone computer-assisted instruction applications. As these technologies have become outdated and replaced by graphics-rich and networked environments, the studies that looked at impact on students have also become outdated."

Over the last decade of the 21st Century there has been an accelerated development of technologies and many more of these new technologies have been introduced in schools (Honey, Mcmillan Culp and Carrigg, 2000, p.6). In addition, “the combination of computation, connectivity, visual and multimedia capacities, miniaturization, and speed have radically changed the potential for technologies in schooling (Honey, Mcmillan Culp and Carrigg, 2000, p.6).

All of these advances mean that new technologies can be designed, and that they can solve a number of problems faced by education. One example of these developments is that there are now technologies capable of improving access to extensive resources or increasing parental involvement in their children's education, as well as making it possible to reduce the isolation of some teachers (Honey, Mcmillan Culp and Carrigg, 2000, p.6).

Since these technologies have evolved, so have our research questions. During the seventies, our questions revolved around whether certain computer-based activities could improve students' learning. The results of the studies were favourable, with the highest-scoring test activities being those that had been learned using the computer (Honey, Mcmillan Culp and Carrigg, 2000, p.6). However, these studies did not give us an answer to how technologies may or may not contribute to facilitating the research and analysis that we all want our children to undertake (Honey, Mcmillan Culp and Carrigg, 2000, p.6). In addition, “these studies did not help us learn about these more complicated issues because they did not ask the more complicated questions required to begin to learn about these issues” (Honey, Mcmillan Culp and Carrigg, 2000, p.7).

Previous research on the impact of technology in education has clearly demonstrated that technology alone has little scalable or lasting effect on school performance. To be effective, robust and innovative, technological materials must be used to support systemic changes in education, taking into account aspects such as simultaneous changes in administrative procedures, school-community relations time and space constraints, curriculum and a number of other logistical and social factors (Honey, Mcmillan Culp and Carrigg, 2000, p.7).

While the pressure for answers on how technologies can contribute to student learning continues, there is a growing recognition that technology is a crucial element in a more complex process of change that cannot be achieved by technological flexibilities alone (Honey, Mcmillan Culp and Carrigg, 2000, p.7). As stated by Honey, Mcmillan Culp and Carrigg (2000, p.7):

As a result, researchers are increasingly asking questions about how technology is integrated into educational settings; how new electronic resources are interpreted and adapted by their users; how best to match technological capacities with students' learning needs; and how

technological change can interact with and support changes in many other parts of the educational process, such as assessment, administration, communication, and curriculum development.

It is only now that schools are taking advantage of the possibilities of telecommunications. In fact, in 1995, when schools had a large area to set up local area networks, this area was used for administrative purposes, when 45% of schools had access to such an area, only one third of them took advantage of it (Hawkins, 1996, p.1). In addition, “only 20 percent of schools allowed teachers access to local area networks in their workrooms, and only 14 percent of schools provided similar access to wide area networks” (Hawkins, 1996, p.1). What is more, “forty percent of schools reported that lack of or poor equipment was a major barrier to either the acquisition or the use of advanced telecommunications. Aging facilities in many districts offer a particular challenge in this respect” (Hawkins, 1996, p.1).

In 1995, it was estimated that there was one computer for every nine students in public education, which contrasts with 1984 when there was one computer for every 125 students. However, it must be said that these statistics are very uneven, since while some schools have one computer for every seven students, others have only one computer for every 35 students (Hawkins, 1996, p.1).

Nowadays, due to the great advancement of technology, schools almost everywhere provide their students with some technological device that helps them to complete their class assignments more effectively.

Next, I will introduce the concepts of Mobile Assisted Language Learning and Computer Assisted Language Learning, both of which will be explained in order to see the importance of the evolution of teaching through this type of techniques and to understand how technologies are part of education today.

2.1 Mobile Assisted Language Learning (MALL)

Mobile Assisted Language Learning (MALL) was defined by Yang (2013) as the process of teaching and learning through the use of smartphones and tablets, further stating that MALL is a growing subdivision of computer-assisted language learning, which benefits from the tremendous diffusion of mobile devices to deliver language lessons (Albiladi, 2020, p.18). (Parsons and Ryu, 2006, p.1) defines Mobile learning (M-learning) as

an approach to electronic learning (E-learning) that utilises mobile devices. Although in some cases M-learning is seen as simply an extension of E-learning, just another channel for delivering the same content, in fact quality M-learning can only be delivered with an awareness of the special limitations and benefits of mobile devices.

It is a fact that mobile technology has been used in several educational disciplines and indeed, it has also begun to be incorporated in language learning (Burston, 2015; Duman, Orhon, & Gedik, 2014; Kukulska-Hulme, 2015, as cited in Lin, 2017, p.1035). In addition, the popularity of mobile- assisted language learning has resulted in a growth of interest from researchers in the twenty – first century (Burston, 2015; Duman et al., 2014, as cited in Lin, 2017, p.1035).

Learners of English as a foreign language (EFL) no longer find difficulties to study on these devices as they have become a daily part of their lives (Hsu, 2013, p.198). Many apps, such as Duolingo, are a great example of how learning a language from a mobile device is within everyone's reach and closer and easier than ever before. However, “despite the fact that learning EFL on mobile devices has become a trendy topic among scholars and has been the subject of several studies, empirical cross-cultural research about MALL is still scant¹” (Zhang, Song, & Burston, 2011, as cited in Hsu, 2013, p.198).

Lin (2017) designed a plan of study with 152 participants from a high school in Taiwan with a low-intermediate level of English, which out of those, 60 were females and 92 were males. 77 participants (33 females and 44 males) divided in two different classes, were randomly assigned to the paper group while the other 75 of them (48 males and 27 females) divided in two classes as well, were assigned to the ¹mobile-assisted learning group. In addition, “both groups used the same textbook, followed the same syllabus, and had the same class activities and tests” (Lin, 2017, p.1039). The results of his study showed not much of a difference between the groups in their reading tests. However, in their comprehension tests, the mobile- assisted learning group scored higher in two out of three, moreover, the mobile group outperformed the paper group in all the vocabulary tests. (Lin, 2017, p.1039).

Another study carried out by Alemi & Lari (2012) took place. This time there were 45 participants, who were non-English major learners, between 18 to 21 years old. They were randomly assigned in two different classes. The experimental group would thus have 28 participants and the control group 17. According to Alemi & Lari (2012, p.281), a couple of instruments were used during this study, which were a reading comprehension test and the Academic Word List, AWL (Coxhead, 2000). The experiment lasted 16 weeks and during that period of time, the experimental group was sent 10 words 2 times per week via SMS, with their correspondent definitions and examples in order to understand them fully. In contrast, “the participants of the control group were asked to learn the same words by using a dictionary. They were asked to write an example for each word from the dictionary and bring them to the class” (Alemi & Lari, 2012, p.281). The results revealed that even though both groups improved their

¹Scant: hardly sufficient or acceptable.

English, the experimental group scored higher in the post-test. (Alemi & Lari, 2012, p.281).

A South Korean study carried out by Kim (2014) examined the effects of using mobile devices as a learning method in reading comprehension. The study was conducted through a semester and the experimental group consisted of 23 participants who were demanded to discuss texts with their classmates outside of class and undoubtedly using their mobile phones, while the control group made up of 21 participants were not asked for that (Gutiérrez-Colón, Frumuselu & Curell, 2020, p.5). After pre- and post- tests concluded, the findings indicated that “the experimental group significantly outperformed the control group. Additionally, most of the students in the experimental group considered useful and helpful to use mobile phones for English learning” (Kim, 2014, as cited in Gutiérrez-Colón, Frumuselu & Curell, 2020, p.5).

Another study to get into account is the one by Helwa (2017) in which by means of different instruments such as EFL tests for both vocabulary and listening comprehension skills, a semi- instructed interview and finally a self- report survey she studied three different hypotheses. The subjects of the research in this specific case were 30 students from the Benha Faculty of Education in Egypt which were educated through a Mobile Assisted Language Learning (MALL) program (Helwa, 2017, p.158). During the period of ten weeks the students were sent e-mails and SMS through mobile devices and in addition, they met with the researcher for two hours per week (Helwa, 2017, p.158). The findings revealed that students scored higher in the post application listening comprehension skills tests, furthermore, “the third hypothesis states that there is a statistically significant difference between the mean score of the study participants in vocabulary learning on the pre-and post- administration of the vocabulary test in favor of the post- administration” (Helwa, p.159, 2017), meaning that the third hypothesis was also supported by evidence.

These digital tools have many advantages for both learner comprehension and performance and for the classroom environment, according to many educators. They also strongly believe that these programmes are increasingly being used in language classes as tools to promote the acquisition and teaching of English (Albiladi, 2020, p.18).

2.2 Computer Assisted Language Learning (CALL)

The computer is a technological device that has undoubtedly made its way into the world of business and communication, but it has also achieved an elementary role in education (Naba’h, Hussain, Al-Omari and Shdeifat, 2019, p.431).

Computer Assisted Language Learning (CALL) refers to the use of computers in the process of language teaching. Its use began in the 1960s and has developed and evolved to become part of modern teaching methodologies (Naba’h, Hussain, Al-Omari and

Shdeifat, 2019, p.432). "As teaching methods changed to audio - lingual and communicative approaches, CALL software included simulations and more interactive programs. Research has shown that learning strategies employed in CALL can affect the quality of learning the language" (Naba'h, Hussain, Al-Omari and Shdeifat, 2019, p.432).

A lot of hard work has been put into encouraging and facilitating the process of learning (Goodfellow, 1994; Groot, 2000 as cited in Nejati, Jahangiri & Salehi, 2018, p.352). Furthermore, "In recent years, computer technology has made inroads on foreign language learning and educational programmes have become available to both accelerate and facilitate the learning process. Researchers strongly believe that educational softwares can make a significant contribution towards learning languages" (Nejati, Jahangiri & Salehi, 2018, p.352). Due to this increasing interest in Computer Assisted Language Learning the method has become the target of study for many researchers.

First one to be mentioned is the research by Nejati, Jahangiri & Salehi (2018) that was carried out in Iran. The participants were 40 EFL students with different proficiency levels of English (pre-intermediate and intermediate). They were randomly divided into the experimental and control groups. Subsequently,

two vocabulary tests were developed. One test was developed for pre-intermediate learners, and another test was developed for intermediate learners. Each test is composed of two parts, and each part includes 20 items. These two vocabulary tests were given twice, first as a pre-test and then as a post-test (Nejati, Jahangiri & Salehi, 2018, p.354).

Once the eight weeks passed by and the study ended the students made the correspondent post-tests considering that the experimental groups were taught through a multimedia software while the control groups received ordinary teaching (Nejati, Jahangiri & Salehi, 2018, p.354). The results stated that pre-intermediate students did not show much of a difference between the experimental and control groups, however, the experimental intermediate group scored much higher than the control intermediate group (Nejati, Jahangiri & Salehi, 2018, p.354).

Naba'h, Hussain, Al-Omari, Shdeifat (2009) studied the effects of teaching the same grammatical item, in this specific case the passive voice, through two different teaching methods, one being the traditional teaching method and the other one through technological computer devices. The participants of this study consisted of 212 first secondary students who were divided into the experimental and control groups randomly, moreover, researches used two instruments: a software program and an achievement test by which they measured the students' knowledge through a pre- test and a post- test (Naba'h, Hussain, Al-Omari, Shdeifat 2009, p.454). The findings

revealed that the experimental group performed better than the control group which used traditional methods, as they stated,

there are statistically significant differences between the mean scores in the achievement test of both the experimental group who used the computer and the control group who were taught by the contemporary method. The mean scores of the experimental group is (26.21) while it is (23.95) for the control group” (Naba'h, Hussain, Al-Omari, Shdeifat, 2009, p.455).

Lastly, Liu, Sun & Tu (2019) carried out an experimental research in which 74 learners with six years of English learning experience from a high school in China participated. They were randomly assigned to the experimental and control groups, both containing 37 students and the only difference being that while the experimental group were taught through Computer Assisted Language Learning (CALL) teaching method approach, the control group’s teaching method was based on traditional teacher teaching (Liu, Sun & Tu, 2019, p.193). The researches made use of pre- and post- tests as well as of interviews. The results summed up that CALL-based teaching method improves the learner’s listening skills and in addition, it showed that students became more autonomous in their learning (Liu, Sun & Tu, 2019, p.193).

Given these two techniques of teaching through technology, it is worth noting the growing importance of social networking in the lives of learners. As technologies advance, so must education, so it is of vital importance to know how to implement these increasing social medial in the teaching of students.

3. Using social media for educational purposes

For the last decade, language specialists and academics have been discussing technological development and the teaching of English as a second language (Rwodzi, De Jager and Mpofo, 2020, p.1).

Nowadays, teachers and educational managers can make teaching and learning more exciting and appealing through the use of information and communication technologies, given the development of the Internet and technologies (Hoi, 2019, p.173). Moreover, “English language teachers in secondary schools have been compelled by technological innovations and curriculum needs to update their teaching and learning skills in line with technological requirements and policy” (Rwodzi, De Jager and Mpofo, 2020, p.1).

For the current field of education one of its highest priorities is to make the most of the potential of technology in education and thereby bring a better effect to the learning and teaching experience (Hoi, 2019, p.173). Furthermore, not only will the Internet contribute to uninterrupted teaching after class time is over, but at the same time, the

Internet, together with information technologies, will enable students to acquire knowledge more quickly (Ghani, 2015, as cited in Hoi, 2019, p.173). Moreover, it is a fact that with the emergence of the Internet and all the resources it brings with it, teaching in general and English language teaching in particular, has undergone a change, making the teaching process more enriching, dynamic and fluid.

But, what do we know as social networks? Social networks are applications that offer services for a variety of purposes such as selling products, chatting with other users privately, discussing and communicating (Albiladi, 2020, p.30). In addition, “these networking tools are web-based services in which people can create, share, and exchange information with a particular list of users to which they consent” (Albiladi, 2020, p.31). Therefore, people with a social network user can do a number of things such as post private information, including videos, images or text about a personal experience, and members of their friends list can access this information and interact with it (McBride, 2009, as cited in Albiladi, 2020, p.31). As an example,

Facebook is the largest and most popular social network with an average of over 2 billion monthly users. Facebook not only allows users to post photos, videos, share information, communicate with people via text or phone calls, but also allows users to create groups (open or closed), events and pages for other personal and commercial purposes (Hoi, 2019, p.173).

It is a fact that social networks have become widespread and popular all over the world. These social networks, such as Facebook, Instagram, Twitter or YouTube, are present in our daily lives and have managed to reach all aspects of life as well as transformed the way we communicate with people and the way we share information about our private lives (Albiladi, 2020, p.31).

Education is one of the areas affected by the development of new technologies and social media. Many teachers are keen to understand the discipline of these growing social networks and incorporate them into their classes, therefore, much research on the effectiveness of these in the classroom and their influence on learning has been carried out (Albiladi, 2020, p.31). According to Hoi (2019, p.173) “the social network originally designed for social communication and information exchange has now become one of the effective tools to support and motivate students to study better.” Furthermore, social networks have offered different opportunities for teaching English as a second language (Rwodzi, De Jager and Mpofu, 2020, p.1). In addition, they have other possibilities such as monitoring the process of learners acquiring knowledge, managing the classroom, evaluating and commenting on learning progress, as well as helping teachers to impart their knowledge (Hoi, 2019, p.173).

For primary, secondary and higher education, social media can be of great use for learning English, what is more, it has become a necessity in the classroom due to the fact that students are constantly exposed to social media. Therefore, both school teachers and school principals² need to improve their teaching strategies and include social media in their learning environment (Albiladi, 2020, p.31).

Teachers are committed to reformulate the way they integrate digital tools into both theory and practical activities for improved learning outcomes (Jonassen, 2006, as cited in (Rwodzi, De Jager and Mpofu, 2020, p.2). In addition, “the reconceptualised procedure should result in a shift away from a teacher-centred approach to instruction that attempts to engage learners in cooperative activities that support knowledge construction in an integrated fashion” (Rwodzi, De Jager and Mpofu, 2020, p.2). However, some teachers in township environments are not prepared to use social media to teach English in their classrooms, even though the literature and educational policies strongly call for digital literacy (Rwodzi, De Jager and Mpofu, 2020, p.1). Moreover,

research shows that if teachers combine teaching and learning with social networking sites like Facebook, the lectures will become more exciting and interactive. Compared to traditional teaching methods, students become more active in exchanging information through Facebook and learn more vocabulary by reading comments from Friends (Hoi, 2019, p.176).

Hoi's argument leads us to analyse the advantages of social networks, which is of fundamental importance to know in order to be able to use them correctly in the different classes and thus achieve the objectives desired by the teacher.

3.1 Advantages of social media in teaching

Social networks exist so that their users can express themselves freely, and so that they can communicate and establish relationships with any other individual who is interested, regardless of the distance or the space between them. In order to make use of them and learn from them, it is necessary to invest time in them and create a user account (Hoi, 2019, p.174). In addition, “joining online social networks can represent the learning environment³” (Hoi, 2019, p.174). Teenagers nowadays communicate through social networks and it is one of their major means of meeting people and making friends, this may be due to the ability of social networks to make them feel free to express their opinions and tastes and to meet other people who agree with them.

In order to achieve the desired academic outcomes, it is necessary for individuals interacting with their friends and environment to engage in social and cultural

² School principal: Person who leads the school community.

³ Learning environment: Different contexts, cultures and physical settings in which students go to learn.

acceptance, that is to say, “to achieve academic results, individuals need to participate in the integration process that helps individuals transform the learning environment to academic results” (Hoi, 2019, p.174).

Young people spend a lot of time every day on their social networks, which is why they are the most suitable for learning English through social media, as they are a perfect tool for this task. Through social networking all five skills can be improved (listening, reading, writing, speaking and interaction) as each social network offers something different with which to improve fluency. As Hoi (2019, p.174) states, “if we know how to use them in a positive way, social media is an extremely effective secret to improve English very quickly.”

There are many ways to learn English using social media, one for example would be to change the language, that is, instead of using it in the native language, using it in English, in this way a lot of new vocabulary can be acquired and constantly seeing the newly words learnt makes the brain memorise them forever. Hoi (2019, p.174) adds,

if we are a fan of US & UK music, we can follow famous singers to watch videos of the private secrets revealed by singers themselves. If you are a fan of news sites such as the New York Times, BBC, we can update the latest news.

Furthermore, getting to know a foreign friend on social media can be very useful, as in addition to chatting with them, many interesting videos or articles in English could be shared (Hoi, 2019, p.174). In addition, these foreign friends can be very helpful, as by making a video call with them you practise your speaking skill.

Social networks are not a waste of time in terms of technical problems as most students already have a user account where they spend enough time each day reading comments, seeing their friends' new photos, and following all the updates, so teachers will not have to spend class time explaining how to use these social media, moreover,

students can also access the group's page from a variety of devices such as phones, iPads, laptops, as long as there is an Internet connection. Students can continue to use and study on the site after the course has finished. The learning process is not limited and not limited to the classroom (Hoi, 2019, p.175).

The social networks present in a classroom will help students to discover collaborative learning and to communicate and interact more frequently with each other, focusing on both social and cultural aspects (Hoi, 2019, p.175). What is more, as students feel more comfortable behind a screen, this leads them to give their opinions and communicate more openly and frequently. Furthermore, “social media comprises platforms that promote

interactivity and community building among users” (Ingre and Basil, 2017, as cited in Rwodzi, De Jager and Mpofu, 2020, p.2).

Social networks can be used as a means of individual teaching, they are also adapted to different personalities and that is why students with low grades have the possibility to improve their results thanks to these media. Therefore, we can affirm that social networks make cultures connect through collaborative authorship (Rwodzi, De Jager and Mpofu, 2020, p.1). The fact that social networks are so inclusive allows students to engage more in learning through them and makes the teaching process more manageable for those students who are not prone to make an effort. In addition,

in support of the use of technology in English language teaching, [...] the use of social media, such as Facebook, Twitter, YouTube and WhatsApp, is an attempt to take advantage of peer attention, freedom of expression, and to create and manage participants’ identities as they seek for information (Rwodzi, De Jager and Mpofu, 2020, p.2).

Social networks offer students the possibility of developing different skills such as critical thinking or communicative effectiveness (Rwodzi, De Jager and Mpofu, 2020, p.2), both of which are very important for the teaching process, as students must be able to communicate fluently and know how to analyse the information they read and give their opinion of it in a constructive way. In addition to this, there are many who think that teenagers are addicted to social networks and from an educational aspect this situation can be taken advantage of since "social media connects and links students' learning opportunities through the perceived social media addiction and connects students to a global digital citizenship" (Rwodzi, De Jager and Mpofu, 2020, p.2). Moreover, social media makes language teaching less conventional and dynamic causing students to participate more in class and be more likely to interact. Additionally, Rwodzi, De Jager and Mpofu (2020, p.3) affirm that “social media combines a number of practices such as creativity, networking, content selection, entertainment, electronic writing editing and evaluation, critical thinking and problem-solving through collaboration. Social media provides more opportunities in text construction, deconstruction, analysis and interpretation for meaning-making”. For all these immense possibilities that social networks offer, it is more than clear that using them as a teaching tool can help students of all profiles to become interested in learning. It is also worth mentioning that social media offers learners opportunities to acquire knowledge in different contexts as well as the ability to manipulate digital devices as they share experiences of interacting with other participants (Rwodzi, De Jager and Mpofu, 2020, p.2).

Social networks are also a means of interaction between teachers and students when the time class is over, or a place where they contribute with proposals or ideas, and therefore

many schools should give more importance to social media and introduce them as a means of teaching and learning. In addition,

the use of IT in teaching foreign languages makes the lessons more vivid and more attractive to students to study, thereby improving the effectiveness of teaching and learning. Therefore, we must make efforts to IT application in foreign language teaching and learning becomes a regular and continuous job of teachers and students (Hoi, 2019, p.177).

Many studies show the effectiveness of acquiring new vocabulary by reading comments on social media, and recognising mistakes more easily so as not to make them in writing, besides many students take inspiration for their writing from social media posts (Hoi, 2019, p.176).

As an example, Evans' (2012) research on the effectiveness of Facebook in reading and writing activities shows that both teachers and students take advantage of the medium and that it has a positive effect on student outcomes. Young people tend to have many self-esteem problems related mainly to their physique and their continuous comparisons with other people, moreover, it remains evident that many teenagers nowadays have strong anxiety, in some cases social anxiety or study-related. The study showed that students feel more self-confident using social media and therefore improve their self-esteem by changing their attitude towards themselves, valuing themselves more and seeing their work as equally relevant as that of others (Hoi, 2019, p.176). In addition, social networks relieve the anxiety that face-to-face communication has on students and make them feel more comfortable expressing their ideas and interacting with their teachers and schoolmates (Hoi, 2019, p.176).

3.1.1 Instagram for learning purposes



According to Handayani (2019, p.321) “Instagram was launched on October 6, 2010. It is one platform of social media which its user can share photos, and starting from mid-2013 instagram services expanded to sharing 15-second video”. Instagram is one of the most popular social networks today with millions of users. This social network allows you to post content in the form of photos or videos of up to 15 seconds, like other people's content, add your thoughts to your posts⁴, location, hashtags⁵, follow other users, among other things.

⁴ Post: Photo, video or text that a user shares on a social network.

⁵ Hashtag: #

Teachers can take advantage of all these features and apply them to teaching. Instagram can be a means of inspiration for writing through photos that people post, in addition, we can share our own writing through this social network. It is also a medium through which to practise reading, as many people share their thoughts, reviews of all kinds of products, films or restaurants and even current information on any topic through text in their posts.

Speaking is one of the skills that is most difficult for students due to shyness or other factors such as pronunciation and it is a fact that in schools it is not given as much importance as it should be, through Instagram we can propose interesting topics for debate on viral⁶ and current photos that attract their attention so that students are motivated to speak and give their opinion on the subject.

Finally, listening can also be practised with this social network. Many native English speakers share daily videos on this platform, which can help us to practise this skill.

As a possible exercise, students can get inspiration from an Instagram post revolving any current topic in society and then, be told to either write a composition about how they feel about it or share their opinion with their classmates.

Link to post: <https://www.instagram.com/p/Cck6wGqsGqM/?igshid=MDJmNzVkMjY=>



3.1.2 Facebook as an educational tool



Facebook is another one of the big social networks with approximately 800 million users, in this social network we can share posts of any kind on our profile and interact with the posts of our friends.

It is obvious that students are more participative in activities that are related to social networks, so Facebook can be a great means of interaction between teachers and students. In addition, students are more motivated and have a more positive attitude when learning English using tools such as Facebook (Hoi, 2019, p.175). Not only that but “using Facebook allows students to experience online learning as they might be asked to share resources,

⁶ Viral: something that quickly becomes very popular or well known by being published on the internet

create or follow new groups, annotate materials, critique or review texts, or comments on each other's work" (Kent, 2014, as cited in Albiladi, 2020, p.42).

Social networking quickly increases the learner's vocabulary if they are continuously exposed to the target language, as well as improving their reading and writing skills through Facebook's popular group discussions. In fact, a study held by Vikneswaran and Krish (2016) states that "using Facebook in writing tasks made students write better due to many factors including but not limited to the exchanges of feedback, peer influence, cooperative learning styles, and students' motivation to participate in the writing activities" (Albiladi, 2020, p.45). Oral activities are also possible through Facebook, where you can interact with foreign people through video calls.

Another aspect when learning a language is the culture of the countries where the target language is spoken. The culture of the desired target language is part of the language teaching and teachers should give it importance and include it in their classes, as it is not only interesting to know the culture of other countries, but it can be very useful for students who wish to visit these places. Moreover, it will help them to be polite with the inhabitants of these countries and of course they will feel much more integrated if they know their traditions and customs.

Facebook can bring students closer to English and American cultures, as many British and American users share their daily lives on Facebook, therefore, teachers could take advantage of this fact and integrate activities related to these cultures and how they are present in the lives of native English speakers into their lessons.

To sum it up, teachers can make their lessons more effective as well as creative and motivating for students in terms of English language teaching by incorporating Facebook in the classroom (Albiladi, 2020, p.46). Furthermore, "students also can benefit from the social aspects of Facebook to enhance not only their oral and written language skills but also their cultural competency" (Vikneswaran & Krish, 2016, as cited in Albiladi, 2020, p.46).

As I have mention there are many debate groups of Facebook that could be useful to improve the student's speaking skills or even writing skills, as well as reading and listening, as they have to read people's comments or listen what they have to say. An example of one of the many debate groups on Facebook, here's one: <https://www.facebook.com/groups/514282426408751/?ref=share>



3.1.3 Tiktok as a tool for teaching



Tiktok is one of the most current growing social networks, it was founded in 2016 and it was in 2020 when it began to reach popularity, today it has about 800 million users, most of them being teenagers and young people. This application allows sharing short videos from 15 seconds up to 3 minutes long, many users use this platform to share their daily life by blogging, or to post challenges of any kind.

The immense popularity of this social network among teenagers makes it easy to present a subject that we want to teach our students as attractive. A good way to use TikTok to educate can be to create videos that summarise certain topics that we want to make known to young people. As we already know, this application creates videos of a maximum of 3 minutes. This is a very simple way to communicate a message because it is quite easy to keep the viewer's attention.

In the application there are thousands of teachers who make short videos, explaining vocabulary or a topic of interest, school teachers can take inspiration from them and present to their students some explanation of a grammatical aspect or other type of strategy through Tiktok, in this way, teaching becomes more enjoyable, more creative and more appealing for the students.

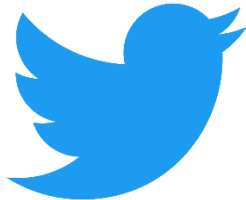
Tiktok is also a way of increasing students' creativity while improving and practising their speaking. Doing Tiktok projects of some of the concepts worked on in the unit can make students review and acquire these concepts in full as well as increase their motivation when speaking, as doing a Tiktok makes it more attractive to teenagers.

Additionally, Tiktok can also be a really useful tool for listening practice, as thousands of English-speaking users share daily videos telling about their life experiences or giving information on any topic in English.

Students can get easy access to mini-lessons through Tiktok or even test their pronunciation or Speaking skills, as an example, we have this Tiktok: <https://vm.tiktok.com/ZMNLr9y5u/?k=1>



3.1.4 Twitter and its purposes in teaching



Twitter is another of the most popular social networks today. It was created in 2006 and so far, has around 400 million users worldwide. This social media network allows you to share content through tweets⁷ of up to 280 characters, as well as to keep up to date with the daily news and the latest happenings in the world.

This social media can be implemented for educational purposes, as stated by Morgan (2014, p.75), “many teachers and school districts have started using Twitter for motivating practices, to help students learn and become more media savvy⁸”.

It is a fact that Twitter is one of the most interesting platforms for students, which is why it can be so useful in the classroom. Not only is it a different way to apply concepts, but this social network increases students' creativity while making learning fun, besides, Twitter can be a platform to improve communication between teachers and students. According to Malik et al. (2019, p.7), “majority of the reviewed studies point out that implementing Twitter improved not only students learning, motivation, engagement, and communication but teaching as well, all of which leads towards creating a more resourceful classroom environment”.

Twitter not only increases motivation among students, it also encourages student participation, as many students are too shy to dare to participate in class. Through Twitter, they feel more confident and more secure to give their opinion or to answer questions raised in class that they would otherwise not be able to do due to the embarrassment of making a mistake in front of their classmates or the teacher.

In addition, by limiting it to just 280 characters, Twitter makes communication more concise. Students on this application communicate with each other by discussing relevant concepts shown in class and responding to each other with frequent use of hashtags, thus reinforcing the contents seen in class and increasing communication between classmates

⁷ Tweet: a short remark or piece of information published on Twitter.

⁸ Savvy: having or showing practical knowledge and experience.

is done at the same time. This use of Twitter makes students realise that this platform can be used not only for social interactions but also for the evolution of their learning (Malik et al., 2019, p.9). “Moreover, Twitter also provides a convenient way to collaborate on assignments outside of class and to find intellectually stimulating interactions they would not have otherwise had” (Malik et al., 2019, p.9).

Twitter helps to share up-to-date information with the students, since in this application the news and new trends are always up to date, moreover, this helps students to locate current information on topics proposed by the teacher in class, and helps them to search for information quickly, easily and effectively. Furthermore, teachers can access feedback from students through this platform as Twitter has polls⁹ that can be taken by any user, so students can give their opinion about the classes and the teacher in a different and more engaging way.

Additionally, “Twitter is also realized as an important platform by teachers as it digitally connects them with students, allowing them to better understand the topics covered and shape the material they are teaching more effectively” (Malik et al., 2019, p.10).

Twitter can also be a useful and supportive platform for teachers. Educators can also benefit from Twitter's up-to-date news and trends to implement in the classroom in order to make their classes more interesting for students and to evolve their teaching strategies.

What is more, teachers can use Twitter to communicate with each other, share ideas about activities or strategies to implement in class, establish interesting conversations about the different objectives and goals to be achieved in the classroom, comment on group and individual work, or simply share opinions on interesting topics of discussion in a less formal way that allows them to show an even humorous and fun side by commenting on the profession. Because of all these aspects, teachers build a small community within Twitter that allows them to stay connected and in touch with each other, always providing ideas and even feedback to improve the work in the classroom, outside of class time (Albiladi, 2020, p.48).

To sum it up, Twitter it is an engaging platform which can be really useful for teaching English, as it contributes highly with the idea of encouraging creativity in order to get pupils interested in language learning. In accordance to Morgan (2014, p.76),

teaching with Twitter may motivate students, create more opportunities for students to express thoughts, help develop digital literacy, encourage collaboration, and improve reading and writing skills. School districts also can communicate important events more quickly to parents with Twitter.

⁹ Poll: survey.

Nevertheless, teachers need to be aware that careful planning is necessary for success with this technology.

Twitter, as I have mentioned, is a great medium to get easy access to the latest news, students could be asked to read some tweets about a current topic and then start a debate with their classmates. An example could be:

<https://twitter.com/BBCWorld/status/1535370609894432768?t=dvyty-L0NXwe4EQDTtWNqQ&s=19>



3.1.5 YouTube and its role in education



YouTube is a social network created in 2005 where you can share and watch videos of all types, as it has more than 2 billion videos shared by millions of users. YouTube is one of the most popular platforms in the world and has millions of daily reproductions worldwide, due to its large amount of content and diverse for all tastes. Moreover, YouTube apart from being a platform that consumer users utilise for entertainment, it can also be used as a very effective educational tool. This social network is very popular among young people, so teachers can take advantage of it to implement it in their classrooms and make their lessons more dynamic and fun for their students, in addition to the fact that it is a very popular social media platform, "YouTube is one of the easiest programs to implement in classrooms due to the fact that it is available in different forms and platforms such as mobile devices, laptops, computers, and iPads" (Albiladi, 2020, p.38).

In fact, the use of YouTube as a learning tool has grown considerably in recent years due to the sheer amount of content that makes YouTube "a tremendous resource for a multitude of educational endeavours" (Watkins and Wilkins, 2011, p.113).

Integrating these videos from YouTube into lessons encourages more innovative teaching. YouTube has a lot of potential as an educational tool and can be very useful in the classroom as it has several educational functions, according to Albiladi (2020, p.38),

these learning outcomes include but are not limited to increasing students' participation, grabbing students' attention, promoting more creative learning and thinking, enhancing their motivation and concentration, decreasing anxiety and tension when discussing some controversial topics, fostering deeper understanding and learning, creating more interests in class among students, and developing their attitudes toward the taught content and learning.

YouTube is used for teaching many different topics and subjects but is especially useful for teaching English as a second language. YouTube is a great medium for language learning thanks to the numerous video lessons and presentations explaining different grammatical concepts (Albiladi, 2020, p39). Therefore, teachers can take advantage of it to give extra material to students who have not fully understood the explanations given in class and need reinforcement. This enables students to assimilate the concepts at home, with more comfort and at the same time improving not only their knowledge but also their autonomy in learning.

Furthermore, "the use of YouTube in English teaching and learning expands and widens the learning environment beyond classroom settings" (Albiladi, 2020, p.39). Using Youtube as a teaching aid not only helps to improve students' English but also teaches them to seek to interact and evaluate with the language in a meaningful way. In addition, because it is so accessible on any device, teachers can benefit from YouTube to help students increase their learning time and take teaching out of the classroom (Albiladi, 2020, pp.39-40).

Additionally, "using YouTube to teach and learn English is a way to teach students real and authentic language. That is, language learners, especially in nonEnglish speaking countries, are in dire¹⁰ need to be exposed to language spoken by native speakers" (Albiladi, 2020, p.40). As Youtube is such a huge platform, there are videos of numerous native speakers of English, with different accents, so that apart from practising listening, the students get to know the reality of the different varieties that exist within the language and how characteristic and different some accents can be from others.

What is more, "YouTube can be used expand the cultural and social awareness among students who are learning English as a second or foreign language" (Albiladi, 2020, p.40). Culture is one of the aspects to take into account when teaching a language, Youtube offers many videos about the cultures of the native speakers of this language made by themselves, which makes it easy for students to see and get closer to these cultures and get to know them from a more personal and different point of view than what is shown in school classrooms.

¹⁰ To be in dire need: when someone needs help immediately.

Students could be asked to watch a video about a grammatical point in class in order to understand it better. An example for this type of activity can be this video: <https://youtu.be/VAWo65QwP2c>



As a sum up, I've created this simple chart where we can observe which skills can be practiced better with each social media mentioned throughout this work, and some other noticeable aspects about them.

| Social Network | Main skills | Other additional aspects | How the social network works |
|----------------|---|--|------------------------------------|
| Instagram | Writing Reading Speaking Listening | Inspiration through posts | Share photos & videos |
| Facebook | Reading Writing Listening Speaking | English and American culture or other countries Debate groups | Share photos and videos |
| TikTok | Listening Speaking | Improving creativity | Share videos of 3 minutes max. |
| Twitter | Reading Writing Speaking | Fun polls Interesting hashtags | Share tweets of limited characters |
| YouTube | Listening | | Share videos of any kind |

3.2 Struggles of teaching through social media

Social media is a great source of usefulness in English as a foreign language classes, but teachers tend to have difficulty in how to incorporate it into their classes and what materials to use so that students show a positive result on it and so that it matches the students' knowledge of the language (Albiladi, 2020, p.35). What is more, “unless ESL/EFL teachers find effective ways to incorporate social sites such as Facebook and Twitter into their lesson plans, these learning tools could become nothing more than a waste of time” (Albiladi, 2020, p.35). The reason for this is that teachers do not want to innovate without being absolutely sure that they are using materials that are appropriate to the level of the students and the objectives they have set for the course.

Additionally, “one of the most obvious downfalls of social media being incorporated into ESL/EFL classes is the lack of pedagogical intentions” (Erben et al., 2008, as cited in Albiladi, 2020, p.36). It is indeed true that social networks are not designed for pedagogical purposes, but rather for entertainment purposes, but this does not mean that if we make good use of them they cannot become a very useful and innovative element in the teaching of English. At the same time, learners need to understand and be taught that social networks can also be a great way to learn the language and not only be used for playful purposes and to waste hours on them. Moreover, teachers should bear in mind that social media is a place where a lot of information is miscommunicated and therefore they should keep students away from this kind of content. Hoi (2019, p.175) states that

social media is not always bad; the important thing here is that quite a lot of students use it for very clear learning purposes. Therefore, the potential evidence to illustrate that student should be encouraged to use social networks for right purposes.

Furthermore, some researchers believe that “even though the use of social media may create a safe environment for students who are uncomfortable expressing themselves, students are missing valuable lessons in real-life social skills” (Albiladi, 2020, p.36). Students need to connect with others and express themselves easily in front of them in order to communicate. Many authors also state that “if students are encouraged to participate in class discussions through social media websites, this could impact their abilities to interact in face-to-face situations” (Albiladi, 2020, p.36). However, just because students make use of online discussions to gain confidence and strengthen their participation in class, it does not mean that the discussions held will always be online and therefore students will never have a face-to-face discussion. In addition, online discussions can make students feel comfortable expressing their thoughts in class and in the future they may lose their fear of participating face-to-face and build their communication skills.

Finally, Yunus (2012) as cited in Albiladi (2020, p.36) states that “ELLs¹¹ need to learn how to have conversations with people even in this modern technology-based world”. Social

¹¹ ELLs: English-language learners.

networks bring communication with real native speakers of the language closer, which helps learners to get used to different accents and the use of English in a context outside the classroom, something that does not usually happen in the class, as interacting with native speakers of the language is quite complicated and unusual in a regular classroom setting.

4. Using learning platforms for educational purposes

The evolution of technology has provided great advances in learning techniques from which students benefit as they not only experience different classroom environments but the knowledge imparted is unlimited and in a more practical and engaging way (Balasubramanian, 2017, p.93).

Thanks to technology and its different tools, communication between teachers and students from different countries is possible. A clear example of the use of technology for this purpose is the colleges in the United States that use it to incorporate the outside world into their schools (Balasubramanian, 2017, p.93).

Educational applications and their development have allowed traditional learning to become boundless, where both teachers and students can communicate and share their thoughts and ideas with the whole world (Balasubramanian, 2017, p.93). In addition, “the rapid increase in the availability and affordability of interactive technologies has contributed to the adoption of games in instructional science and higher education teaching to foster collaborative learning, exploration and discovery” (Licorish, Owen, Daniel et al., 2018, p.1).

Besides, students are always keen to introduce such technologies in their teaching, largely due to their strong relationship with the use of technologies in their daily lives and their enjoyment of using applications and games on their mobile devices (Licorish, Owen, Daniel et al., 2018, p.1).

Additionally, as stated by Balasubramanian (2017, p.93),

this paradigm shifts in the classroom enabled by technology integration with these apps opens a new world of learning experience to the students. As the 21st Century learning moving towards student centered learning, today’s competitive challenges for an educator is to maximize the learning experience by integrating the technology in a right way.

With this type of learning platforms, such as Quizziz, Kahoot or Nearpod, teachers can reinforce the contents of the didactic unit being taught at the time in a more dynamic way and implementing gamification¹², as well as being easy to use for teachers because their

¹² Gamification: learning technique that transfers the mechanics of games to the educational-professional environment in order to achieve better academic results.

mechanism of use is quite simple to follow, and they do not require any kind of previous training.



On the one hand, Quizizz¹³ or Kahoot are learning platforms which are used “to project quiz questions as regular lecture slides to which students respond using a web browser on their digital devices. Quizzes can be enhanced with images and videos, and the teacher is able to control the pace of play” (Licorish, Owen, Daniel et al., 2018, p.4). These platforms, which display the points students are earning, provide extra motivation for students while also giving instant feedback on the learners' knowledge.

On the other hand, Nearpod is, as described by Balasubramanian (2017, p.94),

a place for teachers to upload content, typically images and slides, as presentations for their students. Teachers can also incorporate checkpoints into their presentations, in the form of multiple choice questions, polls, or short answer prompts. In this way Nearpod goes beyond being a handy presentation tool, offering more interactive features to involve students.

Through this platform, teachers can get quick answers as to whether their students are understanding the content given in class, and in case of confusion, clarify doubts quickly. In addition, students participate in a different activity in which they test their knowledge without pressure and in a fun and dynamic way.

These platforms allow students' anonymity so that their privacy is not affected at any time. While gathering information about students' knowledge in a minimum amount of time, these applications allow for simple discussions about both correct and incorrect answers (Licorish, Owen, Daniel et al., 2018, p.4).

One issue of concern among teachers is that students may get bored of these platforms and end up not paying any attention to these types of activities, although the reality is that as the content is always different, the questions will also be different and therefore there will never be one activity the same as another and it will be impossible for students to get bored. In addition, “allowing competition and discussion to occur between an entire class rather than in small groups, and is therefore unlikely to induce boredom” (Licorish, Owen, Daniel et al., 2018, p.4). Moreover, as indicated by Licorish, Owen, Daniel et al. (2018, p.4)

¹³ Quizizz: Learning platform that offers multiple tools to make a classroom fun, interactive and engaging.

“unlike other computer-mediated learning tools and games, the questions and problem-solving strategies vary with each Kahoot! usage based on the students’ needs.” These platforms also use audio-visual elements, which makes students even more interested in this type of activities and increases their motivation to solve these questions compared to other more traditional activities.

Students' frustration with complex contents is common during the course, but with this type of learning platforms this feeling is reduced. In addition, these platforms “not only target users’ needs for challenge and fantasy, but also promote students’ sensory curiosity through surface-level gamification features (e.g. suspenseful music and colour displays), and their cognitive curiosity through the problem-solving process and real-time feedback” (Licorish, Owen, Daniel et al., 2018, p.4).

It is a fact that there is not much evidence on the effectiveness of such gamification-based platforms on student outcomes. However, we can affirm that “games can enhance positive classroom dynamics and improve students’ interactions with their peers and lecturers” (Licorish, Owen, Daniel et al., 2018, p.5).

Most importantly, these learning platforms provide lectures “with meta-cognitive support and encourages students to reflect on their understanding of existing concepts while helping them broaden their knowledge and facilitate their ability to argue their viewpoints on various topics” (Licorish, Owen, Daniel et al., 2018, p.6). What is more, students are not only having fun but are also more focused on these activities, which leads to more positive results.

Such platforms also make students more attentive during lectures and more motivated to learn the knowledge being taught so that they can answer the questions on these platforms correctly. Furthermore, these platforms also motivate them to work at home and to review the knowledge given in class in order to have it clear and learnt by the time they use these applications in class. In addition, they help them to take a break from the lecture and take them out of the monotony and pace of the class which can get boring quite easily.

These learning platforms are usually linked to increased participation in class, as normally, extroverted students always participate, but in this case, all students feel safe, without fear of failing in public and supported by the security that anonymity gives them, which helps them not to feel judged if they answer incorrectly, and therefore, the participation rate increases dramatically using these platforms. Moreover, " the wider student participation in the class also fosters deeper engagement in the learning environment” (Licorish, Owen, Daniel et al., 2018, p.12).

Besides, the increase of interaction with teachers both during and after class also rises due to these teaching platforms as these activities bring a closeness with the students that traditional methods are not able to achieve. Furthermore, when using these platforms

students "can decide on the level of interaction that they feel comfortable with, either participating anonymously or overtly with friends, other classmates, the lecturer or with the whole class" (Licorish, Owen, Daniel et al., 2018, p.12).

Something also highly favourable about these learning platforms is the post-activity discussions, as students pay more attention to why they have missed questions and understand and comprehend the teacher's explanations more deeply, which helps them to memorise concepts instantly (Licorish, Owen, Daniel et al., 2018, p.14). Additionally, during an entire lecture a lot of concepts are given, and this can saturate students and make them miss some of the explanations, but these platforms are often used to reinforce the key concepts given during the lecture so that students can review what is important in the lecture and learn and retain the most relevant concepts (Licorish, Owen, Daniel et al., 2018, p.15).

5. Conclusion

The potential of technology is a key objective to exploit in education to improve the teaching of students (Hoi, 2019, p.173). Moreover, it is a fact that thanks to the Internet and all its tools, learners can acquire knowledge faster and what is more, uninterrupted (Ghani, 2015, cited in Hoi, 2019, p.173). That is why teaching has undergone an abrupt change and therefore, thanks to the Internet and its resources such as social networks and learning platforms mentioned in this piece of work, learning in general and English learning in particular, has been favourably affected and has made teaching more fun, different and dynamic.

In addition, I have carried out a study on 4ESO students, to check the level of interest in social networks and learning platforms of children in relation to a possible incorporation of them in their daily classes at school. The results were favourable, with the vast majority of pupils (26 out of 28) believing that they could be a great help in class and stating that they would be a great motivation for them.

Therefore, we can conclude that these tools are necessary for the evolution of the teaching of this language, creating a more dynamic environment for both students and teachers. We can thus state again that "the social network originally designed for social communication and information exchange has now become one of the effective tools to support and motivate students to study better" (Hoi, 2019, p.173).

6. Didactic Unit

6.1 Justification

I have chosen this topic because I believe that teaching must evolve as society evolves. Teachers must take advantage of new technologies and the interest that these awaken in students in order to implement the knowledge that we want to transmit to students in a way that they enjoy and find interesting, in this way, teaching will be fun and more engaging for them.

Digital competence is one of the 7 key competences that every learner should achieve by the end of their educational stage. In addition, the Royal Decree 1105/2014 states that information and communication technologies and audiovisual media, to obtain, select and present both orally and in writing information in the foreign language is essential. Furthermore, the Order of January, 15th, 2021 establishes the crucial role of digitisation in its proposed objectives. Thus, social networks are an integrated part among young learners and are nowadays necessary for acquiring such digital competence.

6.2 Contextualization

This lesson plan has been devised for students of 4th year of Compulsory Secondary Education at Cristo Rey High School in Jaén. The classroom will consist of 26 students, 14 girls and 12 boys. There are 2 slow learners and 2 highly gifted students.

As established by the Common European Framework of References for Languages (CEFRL), their curricular level is B1.

This Didactic Unit will be implemented in 8 different sessions of 55' minutes.

Cristo Rey School is located in the north of the city of Jaén. It is an expanding area with a high concentration of schools, characterised by the presence of a young population with school-age children.

Most of the families have a medium socio-cultural level, which is reflected in the daily life of the school: very low rate of disciplinary incidents, good atmosphere of coexistence, high involvement of the families in the educational process of their children, no cases of truancy...

The school's own character, together with the advantage of being able to remain in the school from Infant Education to Baccalaureate, favours the integral formation of the pupils and facilitates the teaching work.

A large percentage of the pupils receive additional training in private English schools or attend the EOI¹⁴.

¹⁴ EOI: Official language School

The Centre has two lines in Infant and Primary, three in ESO and two modalities in Baccalaureate (Sciences and Humanities and Social Sciences).

All classrooms are equipped with a digital whiteboard, projector, loudspeakers and blackboard, so that teachers have all the facilities they need to carry out the activities they wish in their classes without any limitations. In addition, the centre has extensive facilities, including classrooms for support classes and others such as classrooms for the attention to diversity.

The school is divided into several floors. On the first floor there is a porter's lodge, the teachers' room, a library which the teachers use to do various assignments or exams for children who were unable to do them on the scheduled day. The chapel is also situated on the first floor, where masses and religious events are held on important dates such as Peace Day. Finally, there is the playground, where the children spend their break time, which has basketball and football courts for the students to do physical activity if they wish, as well as benches for the children to sit on during this free time.

On the second floor, there is the secretary's office, where school procedures are carried out, and where documents are handed in, calls are made to the school, etcetera. Also on this floor are all the Primary classes and the corridors are decorated to make them welcoming for children of this age. Finally, on this floor is the room for the attention to diversity.

On the third floor, we find the ESO and Bachillerato classes, as well as a library full of books for the pupils to borrow if they wish. This floor also has a classroom dedicated to art, an assembly room, a classroom where iPads are stored for the use of the students when requested by the teacher, and, finally, a theatre which is used for talks, performances by groups hired by the school and even for the students' own performances in case they are preparing a theatre performance or other event.

Finally, it is worth mentioning that all floors are equipped with toilets for boys and girls, as well as a lift, for the exclusive use of teachers or students who have some kind of problem and need to use it.

6.3 Objectives

6.3.1 Didactic objectives

This unit proposes the following didactic objectives:

- To comprehend written and oral information taken from different contexts and using this information for accomplishing new tasks.
- To learn vocabulary related to music and emotions in order to produce and understand written and oral texts.
- To produce online and written texts for social media posts.

-To learn the use of reflexive pronouns and each other.

-To learn the verb tenses Present Perfect Simple and Present Perfect Continuous in order to narrate past actions which are still connected to the present.

6.3.2 Stage objectives

As established by the Royal Decree 1105/2014 this didactic unit aims to achieve the following stage objectives:

b) To develop and consolidate habits of discipline, study and individual and team work as a necessary condition for the efficient performance of learning tasks and as a means of personal development.

d) To strengthen their affective capacities in all areas of their personality and in their relationships with others, as well as to reject violence, prejudice of any kind, sexist behaviour and to resolve conflicts peacefully.

e) To develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially information and communication technologies.

g) To develop an entrepreneurial spirit and self-confidence, participation, a critical sense, personal initiative and the ability to learn to learn, plan, take decisions and assume responsibilities.

i) To understand and express oneself in one or more foreign languages in an appropriate way.

l) Appreciate artistic creation and understand the language of the different artistic manifestations, using different means of expression and representation.

6.3.3 FL objectives

As established by the Order January, 15th, 2021, this didactic unit aims to accomplish the following area objectives:

1. Listen to and understand specific information from oral texts in a variety of communicative situations, adopting a respectful, tolerant and cooperative attitude.

2. Express themselves and interact orally in common communication situations in an understandable and appropriate way, using dialogue as a means to resolve conflicts peacefully.

3. Read and understand different texts at a level appropriate to the abilities and interests of the pupils, in order to extract general and specific information, complementing this information with other sources in order to acquire new knowledge with a critical sense.

5. Write simple texts for different purposes on different topics, using appropriate resources of cohesion and coherence.

7. Develop autonomy in learning, habits of discipline, study and work, reflection on one's own learning process and transfer to the foreign language knowledge and communication strategies acquired in other languages.

8. To develop the ability to work as part of a team, to reject discrimination against people on the grounds of sex or any other personal or social condition or circumstance, strengthening social skills and the affective capacities necessary to resolve conflicts peacefully, and rejecting stereotypes and prejudices of any kind.

9. To make appropriate use of learning strategies and all available means, including information and communication technologies and audiovisual media, to obtain, select and present information orally and in writing in the foreign language.

11. Appreciate the foreign language as an instrument of access to information and a tool for learning different contents, as a means of artistic expression and for the development of the ability to learn to learn.

12. Show a receptive attitude and self-confidence in the ability to learn and use the foreign language in a creative way, take the initiative and participate critically in communication situations in that foreign language.

6.4 Key competences

Competences help students to develop knowledge and use it in diverse contexts. As set out in the ECD/65/2015 Order of January, there are seven key competences. This didactic unit covers the following:

- Competence in Linguistic Communication (CLC)
- Digital Competence (DC)
- Learning to Learn (L2L)
- Social and Civic Competence (SCC)

6.5 Contents

The contents of this lesson plan have been planned in tune with the contents established in the Order of January 15th, 2021, which sets the official curriculum in Andalusia:

1. Comprehension and production strategies:
 - a. Producing brief written and oral texts in digital form.
 - b. Listening and understanding written and oral texts related to music or emotions.
 - c. Producing new written and oral texts using prior knowledge.
 - d. Listening and understanding oral texts related to the tasks covered in the unit.

- e. Understanding and producing utterances in a clear and coherent manner about the topic.
 - f. Understanding guidelines for the correct completion of the activities
 - g. Writing texts using Present Perfect Simple and Present Perfect Continuous.
2. Sociocultural and sociolinguistic aspects:
- a. Identifying foreign languages as a means of communication with people from other countries.
 - b. Raising awareness about social media in teaching.
3. Communicative functions
- a. Direct communication with foreign language speaker by Skype.
 - b. Sharing opinion about social media.
 - c. Produce questions using Present Perfect Simple and Present Perfect Continuous.
4. Linguistic-discursive structures:
- a. Vocabulary related to music and emotions.
 - b. Narrate past actions which are still connected to the present: Present Perfect Simple and Present Perfect Continuous.
 - c. Referring to the subject, indicating that the action that the subject performs falls at the same time on him with reflexive pronouns.

6.6 Cross-curricular elements

This lesson plan covers the following cross-curricular elements established in the Royal Decree 1105/2014:

- Reading comprehension
- Oral and written expression
- Information and communication technologies, entrepreneurship
- Audio visual communication

6.7 Interdisciplinarity

Apart from English, this unit focuses on the following interdisciplinarity subject:

- Technology: the students will make use of ICTs by utilizing distinct electronic devices and online resources (social media and learning platforms).

6.8 Materials and resources

The materials and resources necessary for this Didactic Unit are:

- Ipads
- Computers
- Mobile Phones
- Projector
- Digital board
- Blackboard
- Worksheets
- Internet Connection
- Facebook
- Twitter
- Quizziz
- Instagram
- Kahoot
- Skype
- Canva

6.9 Methodology

For this piece of work I followed three methodologies that I am going to explain below, as I consider them to be the best for the realisation of this Didactic Unit and to achieve the desired objectives. The methodologies used in this work are:

-Task-Based Approach: This methodology gained popularity in the last decade of the 20th century. Developments in teaching have made it possible to incorporate meaning-based activities into language teaching. Sanchez (2004, P.48), states that a task involves

a set of activities that they imply a problem which must be solved, that interaction of various kinds must be activated and that a goal will be pursued and can be achieved deploying cognitive and communicative procedures, either taking advantage of already existing knowledge or creating new knowledge if necessary to achieve the completion of the task.

-Communicative Language Teaching: It emerged in England in the 1970s and its main aim is “to improve student’s communicative competence, which is widely accepted to consist of grammatical competence, sociolinguistic competence, discourse competence and strategic competence” (Kachru,1989; Koike and Tanaka,1995, as cited in Demirezen, 2011, p.57). In addition, Spada (2007, p.271) states that “that CLT is undergoing a transformation— one that includes increased recognition of and attention to language form within exclusively or primarily meaning-oriented CLT approaches to second language (L2) instruction.”

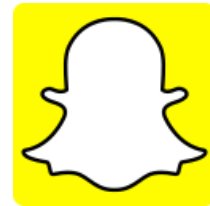
-Flipped classroom: This method has recently gained a lot of popularity around the world and consists of turning tasks that would normally be done in class, such as the explanation of a grammar point, into homework to be done at home by the student, thus encouraging self-learning (Akçayır, 2018, p.334). Moreover, “the teacher helps the students instead of merely delivering information, while the students become responsible for their own learning process and must govern their own learning pace (Lai & Hwang, 2016, as cited in Akçayır, 2018, p.334).

6.10 Sessions

| SESSION 1: Getting to know social media | |
|---|--|
| ACTIVITY 1 | Match these icons with the name of the social networks you know. |
| 5' | |
| IW | |



Pinterest – Facebook – Spotify – YouTube – Snapchat – Twitter –
Tumblr – Instagram – WhatsApp – LinkedIn – TikTok – Skype





Justification:



This activity introduces social media to the students. We are going to be working with them during this Didactic Unit and this activity is a guide to the teacher into knowing which social networks the students are familiar with.



Materials and resources:


Worksheet.

ACTIVITY
2

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|------------------------------------|--------------------------------------|----------------------------------|-------------------------------|-------------------------------|----------------------------------|-----------------------------------|----------------------------------|------------------------------------|-------------------------------------|----------------------------------|-------------------------------------|--------------------------------|----------------------------------|-------------------------------|------------------------------------|-----------------------------------|---------------------------------|---------------------------------|-----------------------------------|--------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|---|----------------------------------|
| | <p>What's on your phone? Mark how many of these apps you have on your phone and then, comment your answers with your partner.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5' | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IW/ PW | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|   | <div data-bbox="406 268 1085 1019" style="background-color: #e0e0e0; padding: 10px;"> <table border="0"> <tr> <td><input type="checkbox"/> Instagram</td> <td><input type="checkbox"/> Google Maps</td> </tr> <tr> <td><input type="checkbox"/> Netflix</td> <td><input type="checkbox"/> Waze</td> </tr> <tr> <td><input type="checkbox"/> uber</td> <td><input type="checkbox"/> Tik Tok</td> </tr> <tr> <td><input type="checkbox"/> WhatsApp</td> <td><input type="checkbox"/> Youtube</td> </tr> <tr> <td><input type="checkbox"/> Pinterest</td> <td><input type="checkbox"/> Helix Jump</td> </tr> <tr> <td><input type="checkbox"/> Twitter</td> <td><input type="checkbox"/> Soundcloud</td> </tr> <tr> <td><input type="checkbox"/> Skype</td> <td><input type="checkbox"/> Wattpad</td> </tr> <tr> <td><input type="checkbox"/> VSCO</td> <td><input type="checkbox"/> Free Fire</td> </tr> <tr> <td><input type="checkbox"/> Snapchat</td> <td><input type="checkbox"/> Shazam</td> </tr> <tr> <td><input type="checkbox"/> Tumblr</td> <td><input type="checkbox"/> Duolingo</td> </tr> <tr> <td><input type="checkbox"/> We Heart It</td> <td><input type="checkbox"/> Fortnite</td> </tr> <tr> <td><input type="checkbox"/> Facebook</td> <td><input type="checkbox"/> Pokemon Go</td> </tr> <tr> <td><input type="checkbox"/> Facebook Messenger</td> <td><input type="checkbox"/> Spotify</td> </tr> </table> </div> <div data-bbox="443 1097 981 1355" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>How many apps do you have on your phone?</p> <p>Which app do you use the most?</p> <p>What is your favourite app and why?</p> </div> <div data-bbox="718 1388 1300 1792" style="border: 1px solid black; border-radius: 50%; padding: 20px; margin-top: 20px; text-align: center;"> <p>I have three/four...</p> <p>The app I used the most is...</p> <p>My favourite app is because</p> </div> | <input type="checkbox"/> Instagram | <input type="checkbox"/> Google Maps | <input type="checkbox"/> Netflix | <input type="checkbox"/> Waze | <input type="checkbox"/> uber | <input type="checkbox"/> Tik Tok | <input type="checkbox"/> WhatsApp | <input type="checkbox"/> Youtube | <input type="checkbox"/> Pinterest | <input type="checkbox"/> Helix Jump | <input type="checkbox"/> Twitter | <input type="checkbox"/> Soundcloud | <input type="checkbox"/> Skype | <input type="checkbox"/> Wattpad | <input type="checkbox"/> VSCO | <input type="checkbox"/> Free Fire | <input type="checkbox"/> Snapchat | <input type="checkbox"/> Shazam | <input type="checkbox"/> Tumblr | <input type="checkbox"/> Duolingo | <input type="checkbox"/> We Heart It | <input type="checkbox"/> Fortnite | <input type="checkbox"/> Facebook | <input type="checkbox"/> Pokemon Go | <input type="checkbox"/> Facebook Messenger | <input type="checkbox"/> Spotify |
| <input type="checkbox"/> Instagram | <input type="checkbox"/> Google Maps | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input type="checkbox"/> Snapchat | <input type="checkbox"/> Shazam | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Tumblr | <input type="checkbox"/> Duolingo | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> We Heart It | <input type="checkbox"/> Fortnite | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> Pokemon Go | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> Facebook Messenger | <input type="checkbox"/> Spotify | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|---|--|
| | <p>-If you have marked 1-3: Not a very “Influencer person”!</p> <p>You don’t spend much time on social media, you prefer going out with friends, practising sports, or have fun with your family! You probably don’t care much about gossiping and don’t post much on your social media accounts.</p> <p>-If you have marked 4-10: You are a “balanced” person!</p> <p>You’re up to date with social media and you probably keep your Instagram feed nice and smooth. You’re also interested in what is being posted by people you know and you might like to follow the life of an Influencer or two. However, you are a social person, you like to go out with your friends and enjoy outdoor activities.</p> <p>-If you have marked more than 10: You are a “social media-holic”!</p> <p>You probably spend way too much time on social media! You are a super Influencer and post almost every day on your social media accounts. You care about what other people post and spend time stalking your favourite celebrities.</p> |
| | <p>Justification:</p> <p>This activity where students have to mark which apps they have on their phones serves as a small warm-up and contact between the students and their awareness of how much they can use social media in their daily lives.</p> <p>By discussing with their peers, they will compare the type of person they are, sharing their results and their opinions about them.</p> <p>Materials and resources:</p> <p>Worksheet.</p> |
| ACTIVITY 3 | Watch this YouTube video on how social media affect our brains. You will watch this video twice, one time without subtitles and the next time with subtitles. Once the video has been watched twice, share your opinion with the teacher. |
| 10’ | |
| IW/WC | Video: https://www.youtube.com/watch?v=HffWFd_6bJO |
|  |  |
| | Justification: |

| | |
|---|---|
| | <p>This activity allows students to reflect on how much we can be influenced by social media and how it affects our brains.</p> <p>In this way the teacher can also find out what students think about it through their various opinions.</p> <p>Materials and resources: Digital board, projector, computer, internet connection.</p> |
| <p>ACTIVITY 4</p> | <p>Discuss in pairs the following questions. Then, put your answers in common with the teacher.</p> |
| <p>7' // 5'</p> | |
| <p>PW / WC</p> | <p>-Do you think we are influenced by social media?</p> <p>-How much do you use social media in your free time?</p> <p>-How can we use social media to learn in class?</p> |
|  | <div data-bbox="402 555 906 860" style="border: 1px solid black; padding: 5px; margin-bottom: 20px;"> <p>-Do you think we are influenced by social media?</p> <p>-How much do you use social media in your free time?</p> <p>-How can we use social media to learn in class?</p> </div> <div data-bbox="820 784 1401 1182" style="border: 2px solid green; border-radius: 50%; padding: 20px; display: inline-block;"> <p>-Yes/No because...</p> <p>-I spend 1 hour everyday/ I think I use them often ...</p> <p>-I think/ In my opinion/ I believe ...</p> </div> |
| | <p>Justification: With this activity we can find out how students perceive the importance of social networks in their daily lives. In addition, we can see what opinion they have about how to implement them in the classroom or if they think they can be a useful tool for teaching this language.</p> |
| | <p>Materials and resources: Worksheet.</p> |
| <p>ACTIVITY 5</p> | <p>Introducing my social media accounts. Let's take a look at my social media accounts and what we can do with them in class.</p> |
| <p>8'</p> | |
| <p>WC</p> | |
|  | <p>Justification: Explanation on what we are going to do with these social media accounts in class and the different ways in which we can learn using them.</p> <p>Materials and resources: Digital board, projector, computer.</p> |

| | |
|---|--|
| ACTIVITY 6 | Create your own profiles so we can work together! Twitter, Instagram, Tiktok, Facebook. Then, follow my accounts and your classmates' accounts in order to have fun together learning. |
| 15' | |
| IW | |
|  | <div data-bbox="507 349 1342 712" style="border: 2px solid orange; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">QUICK STEPS TO CREATE AN ACCOUNT</p> <ol style="list-style-type: none"> 1. Go to the desired social media 2. Look for the "sign up/create an account" button 3. Introduce the personal data required: <ol style="list-style-type: none"> a. Name and surname b. Email (use the school email) c. Password </div> <p>Justification: Creating accounts on these social networks is essential for the procedure of the subsequent lessons proposed in this Didactic Unit. In this way, students will be able to work in class and participate in all the planned activities.</p> <p>Materials and resources: Ipads /Computers/ Mobile phones, Internet connection.</p> |
| Attention To Diversity | <p>Reinforcement activity -> In activity 3 slow learners will be handed the subtitles for the YouTube video so they can watch the video with the subtitles twice instead of once.</p> <p>Extension activity -> As they may finish earlier, high gifted students should help their classmates with activity 6.</p> |

SESSION 2: Music is life

ACTIVITY
1

Match the pictures with the correct word. Then, comment in pairs.

DJ – audience – drums – singer – orchestra – keyboard –
guitarist – band – classical music – jazz – album – hip hop



7'

IW/ PW




c)



d)



e)

| | |
|---|---|
| | <div data-bbox="416 212 1070 436" style="border: 1px solid orange; padding: 10px;"> <ul style="list-style-type: none"> - What does picture a) represent? - Do you like hip hop? - Do you play an instrument? - Which kind of music do you like? </div> <div data-bbox="683 524 1366 909" style="border: 1px solid blue; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p style="text-align: center;">-This picture represents...</p> <p style="text-align: center;">-Yes/No because...</p> <p style="text-align: center;">-Yes, I play.../ No I don't</p> <p style="text-align: center;">-I like pop/ country... music</p> </div> <div data-bbox="389 1039 1402 1272" style="background-color: #e6e6fa; padding: 10px;"> <p>Justification: This activity aims to introduce the vocabulary of the Unit to the students. Throughout this activity, students will learn new words related to music. At the same time, they will be encouraged to speak to their partner in the foreign language.</p> </div> <div data-bbox="389 1272 1402 1370" style="background-color: #e6e6fa; padding: 10px;"> <p>Materials and resources: Worksheet.</p> </div> |
| <p>ACTIVITY 2</p> | <p>Match the following definitions with the correct words.</p> <div data-bbox="512 1442 1342 1507" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">sold-out – audience – lyrics – composer – perform - musician</p> </div> |
| <p>8'</p> | |
| <p>IW</p> | |
|  | <ol style="list-style-type: none"> 1. present (a form of entertainment) to an audience. 2. an event for which all tickets are sold. 3. the assembled spectators or listeners at a public event such as a play, film, concert, or meeting 4. a person who plays a musical instrument, especially as a profession, or is musically talented. 5. a person who writes music, especially as a professional occupation. 6. the words of a popular song. |
| | <p>Justification: This activity aims to introduce the vocabulary of the Unit to the students. Throughout this activity, students will learn new words related to music.</p> |

| | |
|---|--|
| | |
| | Materials and resources: Worksheet. |
| ACTIVITY 3 | Read the text carefully and let's play with Quizziz. Link: https://quizizz.com/admin/quiz/62a26ee78a21c0001d372397?source=quiz_page |
| 20' |  |
| IW/WC | |
|  | |



Music and your brain



Thinking

When you listen to music, you use many different parts of the brain to process the rhythm, tune and sound. This strengthens a part of the brain called the corpus callosum, the bridge between the right and the left side of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students' maths and reading skills improve if they study music.



Language

People who play a musical instrument for at least 14 months are better at learning both the grammar and pronunciation of foreign languages. Adults who only learnt music as children still have this ability. Why? People have been making and listening to music for over 500,000 years, but they've only been speaking languages for 200,000 years. Scientists believe that communicating through language developed from humans' original use of music. When you train musically, your language abilities develop too.

Focus

Background music without lyrics is good for studying or working as it can help you concentrate. How? It stimulates brainwaves - faster rhythms help you stay alert and concentrate for longer, and slower rhythms help you relax and feel less stressed or anxious.



Physical ability

Want to exercise for longer? Listen to music! When you get tired, the body sends a signal to the brain to stop, but listening to music distracts the brain from this. Not only that, it can help you exercise more efficiently and use less oxygen. The best beats are house, hip hop, pop and disco.



Memory

Listening to music improves memory because music activates the parts of the brain involved in controlling memory. Hearing a favourite old song can bring back strong memories of an occasion or time when you used to listen to it.



Mood



Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine, the 'feel-good' chemical. Being in the audience at a live music event or performing with others also improves mood.



15

¹⁵ Reading retrieved from INFLUENCE 4 Student's Andalusian Ed 978-1-380-05988-8 / [Macmillan](#)

The image displays three sequential screenshots of a digital learning application. Each screenshot features a dark purple background with a sidebar on the left containing icons for 'Imagen', 'Audio', and 'Video'. A top-right button is labeled 'Inserir ecuación'. The main content area contains a text-based question, and below it are two large buttons: a blue 'TRUE' button and a teal 'FALSE' button. Each button has a small icon in its top-left corner and a checkmark in its top-right corner.

Screenshot 1: The question is "You mainly use one part of the brain when you listen to music". The 'TRUE' button is selected, indicated by a checkmark in its top-right corner.

Screenshot 2: The question is "If you feel stressed when you study, listening to slow music is a good idea.". The 'TRUE' button is selected, indicated by a checkmark in its top-right corner.

Screenshot 3: The question is "You will always remember the same thing when you listen to your favourite song.". The 'TRUE' button is selected, indicated by a checkmark in its top-right corner.

Imagen

Audio

Video

fw Insertar ecuación

People who play a musical instrument usually also speak a foreign language.

TRUE

FALSE

Imagen

Audio

Video

fw Insertar ecuación

Teenagers usually listen to music longer each day than adults.

TRUE

FALSE

Imagen

Audio

Video

fw Insertar ecuación

Humans were able to make music before they could use language.


TRUE

FALSE



Justification:

This Reading is intended to improve reading comprehension, as well as to introduce students to new vocabulary related to the Unit. The Reading questions are proposed by Quizziz, a learning platform that allows you to make quizzes on any topic the teacher wants, so students will feel more motivated by the activity and will pay more attention to the Reading activity.

Materials and resources:

| | |
|---|--|
| | Worksheet, digital board, computer, projector, Ipads/computers/mobile phones, Internet connection, Quizziz. |
| ACTIVITY 4 | Go to your Facebook accounts. Write a short composition of 100-120 words about any experience you had with music and include pictures! It's up to you, you can write about a performance you have given, if you play an instrument, or even what has been your most enriching experience with music. After that, get in groups and comment about what you've written with your classmates. |
| 20' | |
| IW/PW | |
|  | <p>You can follow this structure to write your composition:</p> <div style="border: 2px solid orange; padding: 10px; margin: 10px 0;"> <p>1. Introduction to the topic:</p> <p>I have been playing the piano since I was 10 years old. My parents decided to give me music lessons and I decided to play the piano because it's my favourite instrument and I've always wanted to play it....</p> <p>2. Body of the composition:</p> <p>I really like playing the piano because I feel happy when I play it and it makes me relax....</p> <p>3. Conclusion:</p> <p>I recommend everybody to play an instrument to feel the beautiful side of music...</p> </div> <div style="border: 2px solid blue; border-radius: 50%; padding: 20px; margin: 10px 0; text-align: center;"> <p>I read your composition and I think...</p> <p>My opinion about your writing is...</p> <p>I really like your writing because...</p> </div> |
| | <p>Justification:</p> <p>With this activity we introduce students to a simple exercise to test their writing skills. On Facebook they will be able to find an example of the teacher's post which they can use as a guide. In addition, they will speed up their Speaking and Listening by sharing with their classmates their different opinions about the published posts.</p> <p>Facebook is a social network where millions of people share their experiences, so students may find it interesting to share some of their experiences with music through this social media. In addition, students can learn new vocabulary from the posts of their peers.</p> |

| | |
|------------------------|---|
| | <p>Materials and resources: Ipads/ computers/ mobile phones, Internet connection, Facebook.</p> |
| Attention To Diversity | <p>Reinforcement activity -> slow learners will be given a list of essential vocabulary in activity 3 that may be difficult for them in order to understand the full text correctly.</p> <p>Extension activity -> high gifted students should write a longer composition in activity 4 so that they won't finish earlier than their classmates.</p> |

| SESSION 3: Have you ever...? | |
|---|--|
| <p>ACTIVITY 1</p> | <p>Go to your Instagram account and take the different polls¹⁶ that you can find in my Instagram stories.</p> |
| 6' | |
| IW | |
|  |  |

¹⁶ Poll: survey



THIS DANCE IS HIP HOP

TRUE

FALSE



SELECT THE RIGHT OPTION

AUDIENCE

COMPOSER

ORCHESTRA



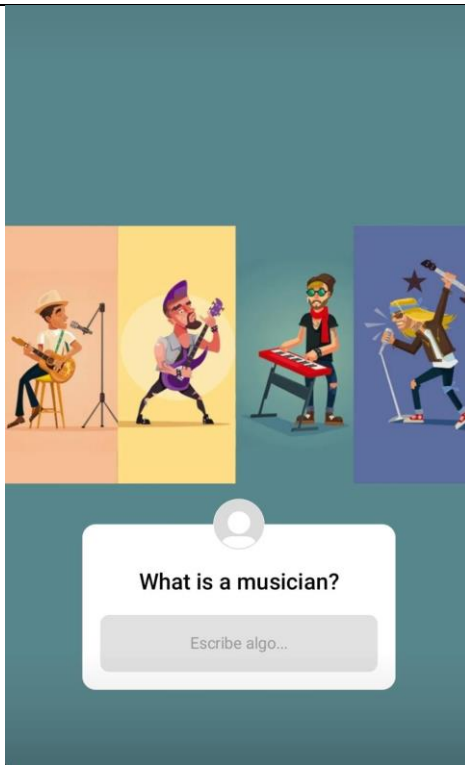
A composer is someone
who...

Escribe algo...



This is a ...


Escribe algo...



Justification:

This exercise aims to reinforce the knowledge learnt in class about the vocabulary of the unit.

Instagram is an application with a tool that allows you to upload photos or videos to your stories for a period of 24 hours, teenagers use Instagram stories on a daily basis, therefore, by using Instagram as a medium for this,

| | |
|-----------------------|---|
| | <p>students will pay more attention and be more open to learning the vocabulary.</p> <p>Furthermore, this application will allow the teacher to collect data on the surveys in real time, being able to comment on the different mistakes made by each student.</p> <p>Materials and resources: Ipads/ Computers/ Mobile phones, Internet connection, Instagram.</p> |
| <p>ACTIVITY 2</p> | <p>Go to your Ipads, computers or mobile phones, open the platform Nearpod, insert the code and pay attention to this explanation of the Present Perfect Simple and Present Perfect Continuous, you'll have to answer questions along the way! Then, discuss with the teacher possible questions you may have.</p> <div data-bbox="619 757 1337 1169" style="border: 1px solid blue; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p style="text-align: center;">POSSIBLE QUESTIONS FOR THE TEACHER AFTER THE NEARPOD</p> <ul style="list-style-type: none"> -What are the differences between these verb tenses? -Can you show us more examples? </div> <p>Video used for the Nearpod Presentation (minutes 1:30-7:40): https://www.youtube.com/watch?v=TVVn9MddtmM</p> <div data-bbox="411 1330 596 1514" style="text-align: center;">  </div> |
| 15' | |
| IW | |
| | |

Handwritten marks on the left margin, including a large 'C' and a stylized signature.

Pregunta abierta Dispositivo 1 / 1

What is the structure of the Present Perfect Simple?

0:21 / 6:12

▶ 🔊 Modo Interactivo

Pregunta de Opción Múltiple Dispositivo 1 / 1

What is the structure of the Present Perfect Continuous?

- A. have + been + main verb in past participle
- B. have + been + main verb in continuous form
- C. have + past participle

[Mostrar Solución](#)

0:42 / 6:12

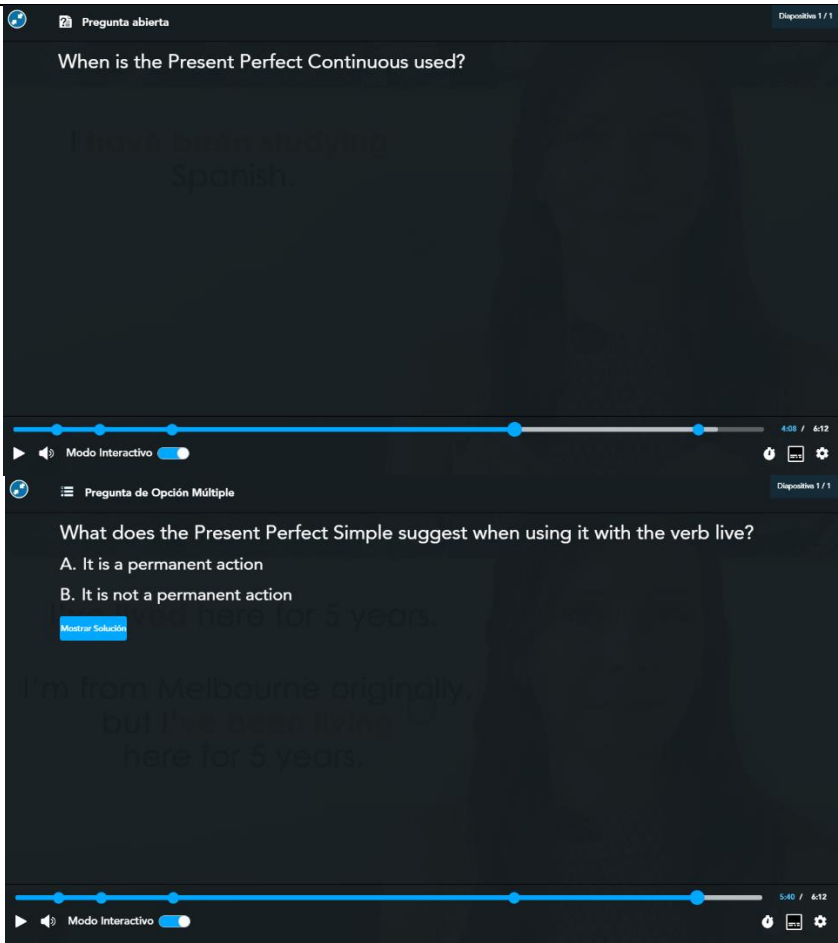
▶ 🔊 Modo Interactivo



Pregunta abierta Dispositivo 1 / 1


When can we use these verb tenses?

1:18 / 6:12


▶ 🔊 Modo Interactivo

| | |
|-----------------------|---|
| |  |
| | <p>Justification: This well-explained video is intended for students to learn how to use the Present Perfect Simple and Present Perfect Continuous.</p> <p>Thanks to the Nearpod platform we have the possibility of asking the students questions to check that they are understanding the content, so the students will be attentive to the video in order to answer these questions, which will make them really understand the content proposed by the teacher. Nearpod is a platform that allows us to show content to students and to insert questions during the task to check that students are understanding it.</p> <p>In addition, once the video has finished, the teacher will answer any questions that the students may have about it so that everything is perfectly clear.</p> |
| | <p>Materials and resources: Digital board, projector computer, Ipads/ computers/ mobile phones, Internet connection, Nearpod</p> |
| <p>ACTIVITY 3</p> | <p>Fill in the gaps with the correct form of the verb.</p> |

| | |
|---|--|
| | <ol style="list-style-type: none"> 1. Cristina is an amazing athlete but she _____ (never win) a gold medal. 2. Celia _____ (visit) so many European cities so far. 3. I need a nap. I _____ (study) for 5 hours. 4. Segis _____ (phone) me three times this evening. 5. My cousin Marta _____ (live) in a small flat all her life. 6. Alicia _____ (buy) a new dress. What do you think about it?. 7. I'm sorry I'm late. How long _____ (wait) for me? 8. _____ (write) your final project all morning? |
| 7' | |
| IW | |
|  | |
| | <p>Justification: The purpose of this activity is to make student's practice the grammatical point that has been introduced to them in the previous activity. In this way, they can learn how to use it correctly and learn from their mistakes.</p> |
| | <p>Materials and resources: Worksheet.</p> |
| ACTIVITY 4 | Choose the correct form of the verb. |
| 7' | |
| IW | |
|  | |
| | <ol style="list-style-type: none"> 1. Eloy has had/ has been having a shower for 30 minutes. 2. Clara has seen/ has been seeing Harry Potter so many times. She is a huge fan. 3. Do you like Charly's new bedroom? He has bought/ has been buying new furniture. 4. Nerea has sold/ has been selling her old house. 5. Elias is not here. He has travelled/has been travelling for months. 6. Juana has bought/ has been buying a new pair of trousers for the party. 7. Carlos has worked/ has been working all morning and he is really tired now. 8. Lia, how many slices of pizza have you eaten/ have you been eating? |
| | <p>Justification: The purpose of this activity is to make student's practice the grammatical point that has been introduced to them in the previous activities. In this way, they can learn how to use it correctly and learn from their mistakes.</p> |
| | <p>Materials and resources: Worksheet.</p> |
| ACTIVITY 5 | Let's play Never Have I Ever. You will need a piece of paper, write YES on one side and NO on the other. First, the teacher will give you some examples and you will have to answer whether you have done it or not. |











| | |
|---|---|
| | <p>Afterwards, each student will come up with a sentence for this game, which they will say out loud and the rest of their classmates will answer.</p> |
| 15' | |
| IW/WC' | <p>Remember to use the Present Perfect Simple or Present Perfect Continuous to formulate these sentences.</p> |
|  | <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>As an example:</p> <p>I have never been in Rome</p> <p>I have never used my sibling's toothbrush</p> <p>I have been practising my English recently</p> </div> <div style="border: 1px solid black; padding: 10px;"> <p>If you HAVE done it, your answer should be YES</p> <p>If you HAVEN'T done it, your answer should be NO</p> </div> |
| | <p>Justification: This activity is perfect for encouraging students to participate in class, it is simple and short, so shy students should not feel anxious about it.</p> <p>In addition, this activity serves to reinforce already acquired knowledge of the Present Perfect Simple and Present Perfect Continuous, at the same time as the teacher checks whether students have understood and can formulate sentences about these verb tenses on their own.</p> |
| | <p>Materials and resources: Piece of paper, student's sentences.</p> |
| Attention To Diversity | <p>Reinforcement activity -> Slow learners students will be given a worksheet with additional information about the verb tenses taught in this session. In addition, they will be given a worksheet with the transcription of the video in activity 2, in this case they will easily follow the activity and understand the video better.</p> <p>Extension activity -> High gifted students will be asked to think of two sentences instead of one in activity 5.</p> |

SESSION 4: How are you feeling?





| | |
|--|--|
| <p>ACTIVITY 1</p> | <p>Listen to Counting Stars by OneRepublic¹⁷ and fill in the gaps. We'll listen to the song twice. Then, we'll correct it together.</p> <div style="border: 1px solid blue; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>I've been losing – stars – dollars – I've been playing – money – watch it burn – old – lie – right thing – thinking – I've been – I've learned</p> </div> |
| <p>15'</p> | |
| <p>IW/WC</p> | |
|  | <ol style="list-style-type: none"> 1. Lately, I've been, _____ sleep 2. Dreaming about the things that we could be 3. But baby, I've been, _____ hard 4. Said, "No more counting dollars, we'll be counting _____" 5. Yeah, we'll be counting stars 6. I see this life, like a swinging vine 7. Swing my heart across the line 8. And in my face is flashing signs 9. Seek it out and ye shall find 10. Old, but I'm not that _____ 11. Young, but I'm not that bold 12. And I don't think the world is sold 13. On just doing what we're told 14. I feel something so right 15. Doing the wrong thing 16. And I feel something so wrong 17. Doing the right thing 18. I couldn't lie, couldn't lie, couldn't _____ 19. Everything that kills me makes me feel alive 20. Lately, I've been, _____ sleep 21. Dreaming about the things that we could be 22. But baby, I've been, I've been praying hard 23. Said, "No more counting _____, we'll be counting stars" 24. Lately, I've been, I've been losing sleep 25. Dreaming about the things we could be 26. But baby, I've been, _____ hard 27. Said, "No more counting dollars, we'll be, we'll be counting stars" 28. Yeah, yeah 29. I feel your love, and I feel it burn 30. Down this river, every turn 31. Hope is our four-letter word 32. Make that _____, watch it burn |



¹⁷ OneRepublic: American pop rock band formed in 2020.


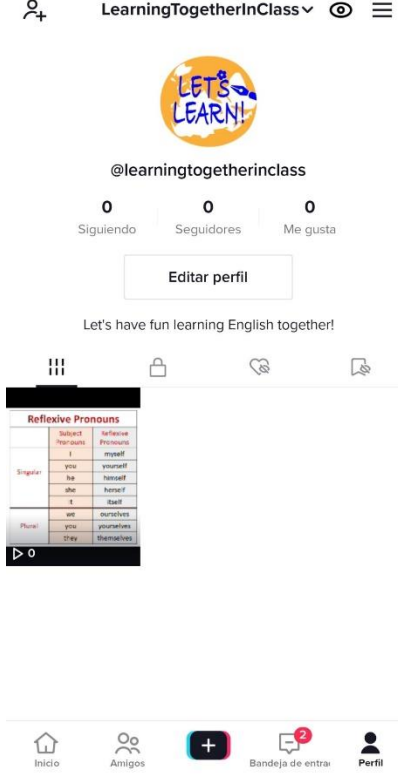
33.Old, but I'm not that old
34.Young, but I'm not that bold
35.And I don't think the world is sold
36.On just doing what we're told
37.And I feel something so wrong
38.Doing the _____
39.I couldn't lie, couldn't lie, couldn't lie
40.Everything that drowns me makes me wanna fly
41.Lately, I've been, I've been losing sleep
42._____ about the things that we could be
43.But baby, I've been, I've been praying hard
44.Said, "No more counting dollars, we'll be counting stars"
45.Lately, I've been, I've been losing sleep
46.Dreaming about the things that we could be
47.But baby, I've been, I've been praying hard
48.Said, "No more counting dollars, we'll be, we'll be counting stars"
49.Oh, take that money, watch it burn
50.Sink in the river the lessons I've learned
51.Take that money, watch it burn
52.Sink in the river the lessons I've learned
53.Take that money, _____
54.Sink in the river the lessons I've learned
55.Take that money, watch it burn
56.Sink in the river the lessons _____
57.Everything that kills me makes me feel alive
58.Lately, _____, I've been losing sleep
59.Dreaming about the things that we could be
60.But baby, I've been, I've been praying hard
61.Said, "No more counting dollars, we'll be counting stars"
62.Lately, I've been, I've been losing sleep
63.Dreaming about the things that we could be
64.But baby, _____, I've been praying hard
65.Said, "No more counting dollars, we'll be, we'll be counting stars"
66.Take that money, watch it burn
67.Sink in the river the lessons I've learned
68.Take that money, watch it burn
69.Sink in the river the lessons _____
70.Take that money, _____
71.Sink in the river the lessons I've learned
72.Take that money, watch it burn
73.Sink in the river the lessons _____

| | |
|---|--|
| | <div style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 10px; margin-bottom: 10px;"> <p>I think the correct answer for line 3 is...</p> <p>I believe the line 42 starts</p> </div> <p>Justification: This song contains Present Perfect Simple and Present Perfect Continuous, so it will help us to review these verb tenses in a more dynamic way while students strengthen their Listening skills.</p> <p>"Counting Stars" is a song that was released in 2013 by the band OneRepublic, and is a perfect example for this activity.</p> <p>Materials and resources: Worksheet, computer, Internet connection, digital board, projector, YouTube.</p> |
| <p>ACTIVITY 2</p> | <p>Use arrows to connect these emojis¹⁸ with their corresponding emotion.</p> |
| <p>5'</p> | |
| <p>IW/ PW</p>  | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 20px;">          </div> <div style="border: 1px solid black; padding: 10px; width: 100%;"> <p>Angry</p> <p>Joyful</p> <p>Embarrassed</p> <p>Sad</p> <p>Happy</p> <p>Calm</p> <p>Surprise</p> </div> </div> |






¹⁸ Emoji: a digital image that is added to a message in electronic communication in order to express a particular idea or feeling.

| |  | | | | | | | | | |
|---|--|----------------------------|-----------------|-------|-----------|-------|--------------------------------|--------------------|----------------------------|-----------------|
| <p>Justification: The goal of this activity is to introduce new vocabulary of emotions to the students. Emojis are used by teenagers everyday so this is a fun activity for them to get to know these new words.</p> | | | | | | | | | | |
| <p>Materials and resources: Worksheet.</p> | | | | | | | | | | |
| <p>ACTIVITY 3</p> | <p>Let's make new words. How do you create noun forms from adjectives? Listen to the teacher's explanation.</p> | | | | | | | | | |
| <p>5'</p> | <div style="border: 1px solid black; padding: 5px; background-color: #f9e79f;"> <p>Many adjectives have noun forms. For feelings and emotions there are abstract nouns - you can't hear, see, smell, taste or touch them. Typical nouns ending include -ment, -ness, -ism, and -ion.</p> </div> | | | | | | | | | |
| <p>IW/WC</p> | <p></p> <p>Justification: A brief explanation of this topic is necessary in order to be able to make the next exercise correctly.</p> | | | | | | | | | |
| <p>Materials and resources: Blackboard.</p> | | | | | | | | | | |
| <p>ACTIVITY 4</p> | <p>Match the nouns to their adjectives. Copy and complete the table.</p> | | | | | | | | | |
| <p>8'</p> | <div style="border: 1px solid black; padding: 5px; background-color: #f9e79f;"> <p>joy – pessimism – kindness – jealousy – happiness – anger – surprise – embarrassment – sympathy – fear – calmness – contentment – boredom – satisfaction – loneliness – sadness – optimism</p> </div> | | | | | | | | | |
| <p>IW</p> | <table border="1" data-bbox="406 1697 1332 1818"> <thead> <tr> <th>-ment</th> <th>-ness</th> <th>-ism/-ion</th> <th>other</th> </tr> </thead> <tbody> <tr> <td>embarrassed – embarrassment</td> <td>kind – kindness</td> <td>pessimistic – pessimism</td> <td>joyful – joy</td> </tr> </tbody> </table> <p> </p> | | -ment | -ness | -ism/-ion | other | embarrassed – embarrassment | kind – kindness | pessimistic – pessimism | joyful – joy |
| -ment | -ness | -ism/-ion | other | | | | | | | |
| embarrassed – embarrassment | kind – kindness | pessimistic – pessimism | joyful – joy | | | | | | | |
| <p>Justification:</p> | | | | | | | | | | |

| | |
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| | <p>The purpose of this activity is that students know how nouns are formed from adjectives.</p> |
| | <p>Materials and resources: Worksheet.</p> |
| <p>ACTIVITY 5</p> | <p>Caption it! Go to my last Instagram post. What emotion/emotions does this picture transmit to you? Leave a comment with a suitable caption for this Instagram post using the vocabulary and/or grammar seen in class. Then, work in pairs, and answer the following questions:</p> |
| <p>12'</p> | |
| <p>WC'</p> | |
|  |  <p>a. What was your caption to the picture? Why? b. Have you ever felt like this? c. Do you know someone who has been feeling like this recently?</p> <div data-bbox="616 1126 1273 1597" style="border: 1px solid blue; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>-My caption to the picture was... because...</p> <p>-Yes, I've felt like this when.../ No, I've never felt like this</p> <p>-Yes, my friend has been feeling...</p> </div> |
| | <p>Justification: With this activity, students will not only review the vocabulary taught in class, but also the grammatical aspects. In addition, it will strengthen their creativity since social networks and in this specific case, Instagram posts, can transmit emotions that textbooks do not achieve, and therefore, students are more interested and motivated in this type of activities.</p> |
| | <p>Materials and resources: Ipads/ computers/ mobile phones, Internet connection, worksheet, Instagram.</p> |

| | |
|---|--|
| <p>ACTIVITY 6</p> | <p>Let's learn with Tiktok!</p> |
| <p>5' IW</p> | <p>-Go to my Tiktok account, there you'll find a video about Reflexive pronouns that you must watch at home.</p> |
|  |  <p>Justification: The teacher will provide to the students with the necessary information about what a flipped classroom is, where they can find that specific lesson and how to get access to it.</p> <p>Materials and resources: Digital board.</p> |
| <p>Attention To Diversity</p> | <p>Reinforcement activity -> In activity 5, slow learners will be provided with examples in order to write the caption for the Instagram post.</p> <p>Extension activity -> High gifted students won't be given the possible words to fill in the gaps in activity 1.</p> |

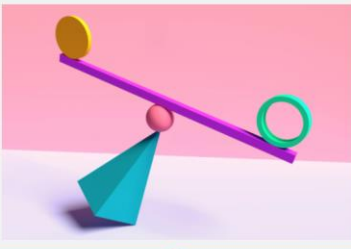
SESSION 5: A singer for a day

| | | |
|--|--|---|
| ACTIVITY 1 | Watch the video of the flipped classroom together in class and solve possible questions of the students. Tiktok link: https://vm.tiktok.com/ZMNN7p5qK/?k=1 | |
| 10' WC |  | |
|   | | <p>Justification: The aim of this activity is for students to have a good understanding of the concepts given in the flipped classroom and to be able to share opinions and solve possible doubts in class.</p> <p>Tiktok is one of the social networks most used by young people so giving grammatical content, which may not seem very attractive to them, through this application can be more appealing.</p> |
| | | <p>Materials and resources: Digital board, projector, computer, Internet connection, Tiktok.</p> |
| ACTIVITY 2 | Let's practice the reflexive pronouns and each other with Kahoot! Kahoot: https://create.kahoot.it/share/reflexive-pronouns/2120f837-3436-41ee-b01e-600b13226a71 | |
| 10' IW |  | |
|  | | |



Kim kissed Tom. Tom kissed Kim. They kissed

9



0 Respuestas


▲ each other ◆ himself

● herself ■ yourself

1/5 kahoot.it PIN de juego: 157570

He did his homework

17



0 Respuestas


▲ myself ◆ ourselves

● himself ■ themselves

2/5 kahoot.it PIN de juego: 157570

We can make dinner

12

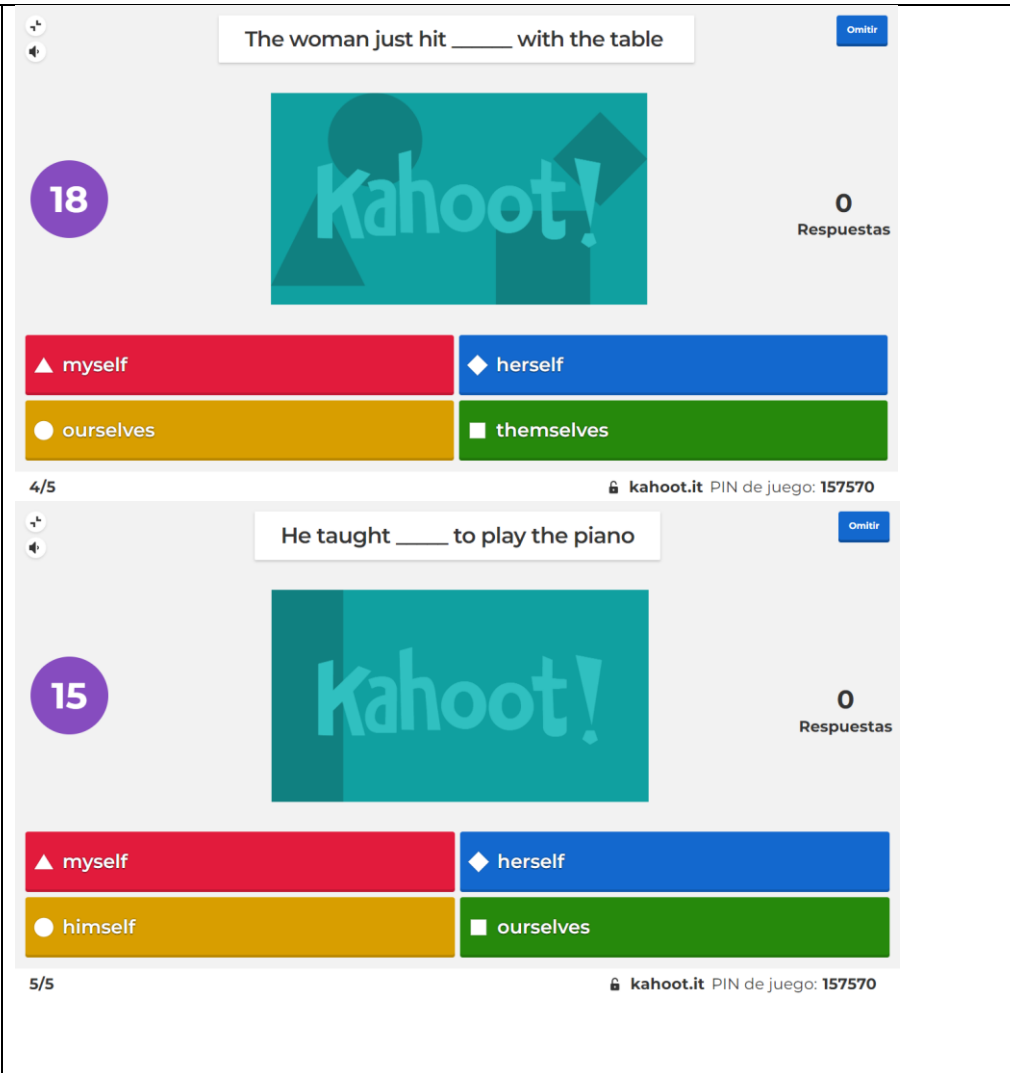


1 Respuesta

▲ themselves ◆ himself

● ourselves ■ myself

3/5 kahoot.it PIN de juego: 157570 +

| | |
|---------------|--|
| |  <p>The woman just hit ____ with the table</p> <p>18</p> <p>0 Respuestas</p> <p>▲ myself ◆ herself</p> <p>● ourselves ■ themselves</p> <p>4/5 kahoot.it PIN de juego: 157570</p> <p>He taught ____ to play the piano</p> <p>15</p> <p>0 Respuestas</p> <p>▲ myself ◆ herself</p> <p>● himself ■ ourselves</p> <p>5/5 kahoot.it PIN de juego: 157570</p> |
| | <p>Justification:</p> <p>This activity proposes a series of activities to put students' knowledge of reflexive pronouns and each other into practice.</p> <p>Kahoot! makes the practice of these activities more dynamic and fun for the students and therefore they show more interest. In addition, this application allows you to see the students' answers in real time which enables the teacher to comment on the mistakes they make.</p> <p>Materials and resources:</p> <p>Digital board, projector, computer, lpads/ computers/ mobile phones, Internet connection, Kahoot!</p> |
| ACTIVITY 3 | Read the following text and answer the questions. |
| 20' | |
| IW | |

19



Lattitude Festival has been going since 2006. It takes place every year over for days in July at Henham Park. It's an incredible mix of music and other arts. Weekend tickets for over- 16s cost around £200. Make sure you buy your ticket early as they sell out fast.



This year, there were seven different music stages to choose from ,with a huge variety of bands and music styles, from rap to folk, pop to electronic. In addition, there was theatre, film, literature and comedy. The sound quality was excellent at all the stages and there were some great special effects. If you enjoy watching new music talent, don't miss the Sunrise Arena. I saw some brilliant performances there, including Temples and Sigrid. Teenagers should definitely check out the Teen Arena - for me, it was the best thing about the festival. I did two amazing workshops there. I've learnt a lot!

There isn't much I'd change about the festival; it's well-organised and well-planned. However, I think there should be more showers as they got crowded. In general, the food was fantastic, but small bottles of water cost £2.50, which is too expensive.


It's well worth going to Lattitude. There's something for everyone and the tickets are good value. I'd recommend this festival, especially to teenagers who love music and trying new things.

19

- A. Read the text and answer the questions.
1. What is the name of the festival? Where and when is it?
 2. What positive things does the review mention about the festival? What was the best thing?
 3. Was there anything the reviewer didn't like or thought could be better?
 4. Does the reviewer recommend the festival or not? Who for?
- B. Find suitable word for these definitions.
1. A piece of paper or card that gives the holder a certain right, especially to enter a place (paragraph 1)
 2. An organised series of concerts (paragraph 2)

| | |
|---|---|
| | <p>3. A raised floor or platform, typically in a theatre, on which actors, entertainers, or speakers perform (paragraph 2)</p> <p>4. Full of people, leaving little or no room for movement; packed (paragraph 3)</p> <p>Justification: This Reading is intended to improve Reading Comprehension, as well as to introduce students to new vocabulary related to the Unit.</p> <p>Materials and resources: Worksheet.</p> |
| <p>ACTIVITY 4</p> <p>10' PW / WC</p> | <p>Art with Twitter. Go to your twitter accounts. Imagine you are a new artist that has been invited to his/her first festival, after the performance, you decide to post a tweet about how you feel. Remember to use the vocabulary (emotions/ music) and/or grammar (Present Perfect Simple, Present Perfect Continuous) we have seen in class. Here's an example:</p> |
|  | <div style="border: 1px solid orange; padding: 10px; margin: 10px auto; width: fit-content;"> <p>I have never felt so happy! I'm full of joy right now, I have been dreaming about this moment all my life. Thank you all, I was so surprised with your reactions, I have felt so loved in the stage!</p> </div> <p>Justification: This activity gets the pupils to introduce the vocabulary and grammar learnt in class into sentences of their own construction, so that the teacher can see how well the children have acquired this knowledge.</p> <p>Materials and resources: Ipads/computers/mobile phones, Internet connection, Twitter.</p> |
| <p>ACTIVITY 5</p> <p>5' PW'</p> | <p>Get in pairs. Discuss the following questions with your partner.</p> <ol style="list-style-type: none"> Have you ever been to a concert/festival? What was your favourite part/situation about it? What was your favourite song? What was the part you disliked? |
|  | <div style="border: 1px solid blue; border-radius: 50%; padding: 20px; margin: 10px auto; width: 80%;"> <p>-Yes, I have been to ____'s concert/ No I have never been</p> <p>-My favourite part/situation about it was...</p> <p>-My favourite song was...</p> <p>-The part I disliked the most was...</p> </div> |

| | |
|------------------------|--|
| | |
| | <p>Justification: This activity is a good way to end a lesson in a relaxed and simple way. Through this activity we can get the students not to panic about speaking English with one of their classmates as music is a topic of interest among young people. This makes the students feel relaxed and they can talk in English about something they really like.</p> |
| | <p>Materials and resources: Worksheet.</p> |
| Attention To Diversity | <p>Reinforcement activity -> Slow learners will be provided with a list of vocabulary that may be difficult for the understanding of the Reading Comprehension in activity 3, moreover, high gifted students will help them answering the questions of this Reading Comprehension if they find difficulties. They will be also paired together with high gifted students in activity 5.</p> <p>Extension activity-> As they may finish earlier, high gifted students will help the slow learners answering the questions they may find more difficult in activity 3. In addition, they will be paired together with slow learners students in activity 5 to help them to reinforce vocabulary.</p> |

| SESSION 6: Connecting with the real world | |
|---|--|
| ACTIVITY 1 | Go to your Twitter account and take the different polls that you can find in my Twitter account. |
| 10' | |
| IW | |
|  | |



Mark the correct word for the following definition : feeling or showing strong annoyance or displeasure.

[Traducir Tweet](#)

- | | |
|-------------|----|
| happy | 0% |
| angry | 0% |
| embarrassed | 0% |
| calm | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:40 · 10 jun. 22 · [Twitter for Android](#)

[||| Ver actividad del Tweet](#)



feeling, expressing, or causing great pleasure and happiness

[Traducir Tweet](#)

- | | |
|----------|----|
| surprise | 0% |
| sad | 0% |
| joyful | 0% |
| jealous | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:43 · 10 jun. 22 · [Twitter for Android](#)

[||| Ver actividad del Tweet](#)



a percussion instrument sounded by being struck with sticks.

[Traducir Tweet](#)

- | | |
|----------|----|
| guitar | 0% |
| audience | 0% |
| drums | 0% |
| piano | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:46 · 10 jun. 22 · [Twitter for Android](#)

[||| Ver actividad del Tweet](#)



an event for which all tickets are sold

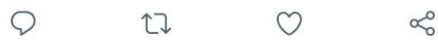
[Traducir Tweet](#)

| | |
|----------|----|
| lyrics | 0% |
| sold out | 0% |
| perform | 0% |
| musician | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:47 · 10 jun. 22 · [Twitter for Android](#)

||| [Ver actividad del Tweet](#)



present a form of entertainment to an audience

[Traducir Tweet](#)

| | |
|-----------|----|
| perform | 0% |
| sold out | 0% |
| band | 0% |
| orchestra | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:49 · 10 jun. 22 · [Twitter for Android](#)

||| [Ver actividad del Tweet](#)



feelings of pity for someone else's misfortune

[Traducir Tweet](#)

| | |
|--------------|----|
| satisfaction | 0% |
| sadness | 0% |
| optimism | 0% |
| sympathy | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:54 · 10 jun. 22 · [Twitter for Android](#)

||| [Ver actividad del Tweet](#)



an unpleasant emotion caused by the threat of danger, pain or harm.

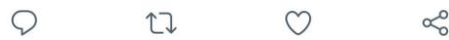
[Traducir Tweet](#)

| | |
|-----------|----|
| fear | 0% |
| sadness | 0% |
| boredom | 0% |
| happiness | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

10:08 · 10 jun. 22 · [Twitter for Android](#)

||| [Ver actividad del Tweet](#)



sadness because one has no friends or company

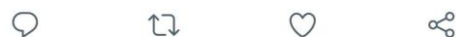
[Traducir Tweet](#)

| | |
|---------------|----|
| kindness | 0% |
| embarrassment | 0% |
| joyful | 0% |
| loneliness | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

11:42 · 10 jun. 22 · [Twitter for Android](#)

||| [Ver actividad del Tweet](#)



the quality of being friendly, generous, and considerate

[Traducir Tweet](#)

| | |
|---------------|----|
| embarrassment | 0% |
| kindness | 0% |
| happiness | 0% |
| boredom | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:52 · 10 jun. 22 · [Twitter for Android](#)

||| [Ver actividad del Tweet](#)



hopefulness and confidence about the future or the success of something

[Traducir Tweet](#)

| | |
|-----------|----|
| optimism | 0% |
| pessimism | 0% |
| suprise | 0% |
| calm | 0% |

0 votos • Tiempo restante: 23 horas 59 minutos

9:55 · 10 jun. 22 · [Twitter for Android](#)

||| Ver actividad del Tweet

Justification:
 This exercise aims to reinforce the knowledge learnt in class about the vocabulary of the unit.

By using Instagram as a medium for this, students will pay more attention to learn vocabulary.

Furthermore, this application will allow the teacher to collect data on the surveys in real time, being able to comment on the different mistakes made by each student.

Materials and resources:
 Ipads/ computers/ mobile phones, Internet connection, Twitter.

ACTIVITY
2

Let's play Kahoot!
 Revise Reflexive Pronouns, Present Perfect Simple and Continuous with Kahoot.

10'
IW



Sue and Lisa haven't seen _____ for ages.

16

12 Respuestas

| | |
|--------------|----------|
| ▲ herself | ◆ myself |
| ● each other | ■ itself |

Salir de vista previa < 1 de 10 > ↻

I _____ for you the whole morning (wait)

51



17
Respuestas

¡Jugadores, escriban su respuesta!

Salir de vista previa < 2 de 10 > ↕

Marcos _____ all his exams. (finish)

50



19
Respuestas

¡Jugadores, escriban su respuesta!

Salir de vista previa < 3 de 10 > ↕

Victoria can ride the bike _____

15



15
Respuestas

▲ herself

◆ himself

● itsefl

■ themselves

Salir de vista previa < 4 de 10 > ↕

I _____ the book yet. (not find)

53



8
Respuestas

¡Jugadores, escriban su respuesta!

Salir de vista previa < 5 de 10 > +

I have been playing football recently

24



25
Respuestas

◆ Verdadero

▲ Falso

Salir de vista previa < 6 de 10 > +

María and Paula are helping ____ with their homework.

12



25
Respuestas




▲ itself



◆ themselves

● herself


■ each other

Salir de vista previa < 7 de 10 > +

| | |
|--|--|
| | <div data-bbox="655 203 1102 253" style="border: 1px solid black; padding: 2px; text-align: center;">Marina only thinks of themselves</div> <div data-bbox="416 376 501 461" style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px 0;">13</div> <div data-bbox="667 297 1098 539" style="text-align: center; margin: 10px 0;">  </div> <div data-bbox="1246 409 1358 465" style="text-align: right; margin: 10px 0;">22 Respuestas</div> <div data-bbox="411 573 1350 714" style="display: flex; justify-content: space-between; margin: 10px 0;"> <div data-bbox="411 573 879 714" style="background-color: #0070C0; color: white; padding: 5px; display: flex; align-items: center;"> ◆ Verdadero </div> <div data-bbox="879 573 1350 714" style="background-color: #E31A1C; color: white; padding: 5px; display: flex; align-items: center;"> ▲ Falso </div> </div> <div data-bbox="743 689 1018 719" style="text-align: center; margin: 5px 0;"> <small>Salir de vista previa</small> < 8 de 10 > + </div> |
| | <div data-bbox="660 741 1094 786" style="border: 1px solid black; padding: 2px; text-align: center;">I _____ English recently. (learn)</div> <div data-bbox="416 925 501 1010" style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px 0;">23</div> <div data-bbox="643 835 1118 1099" style="text-align: center; margin: 10px 0;">  </div> <div data-bbox="1246 958 1358 1014" style="text-align: right; margin: 10px 0;">8 Respuestas</div> <div data-bbox="539 1137 1219 1249" style="background-color: #F0C000; color: white; padding: 10px; text-align: center; margin: 10px 0;"> ¡Jugadores, escriban su respuesta! </div> <div data-bbox="743 1225 1018 1254" style="text-align: center; margin: 5px 0;"> <small>Salir de vista previa</small> < 9 de 10 > + </div> <div data-bbox="603 1267 1163 1319" style="border: 1px solid black; padding: 2px; text-align: center; margin: 10px 0;">I have played soccer since I was two years old</div> <div data-bbox="416 1440 501 1525" style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 10px 0;">22</div> <div data-bbox="667 1361 1098 1603" style="text-align: center; margin: 10px 0;">  </div> <div data-bbox="1246 1473 1358 1529" style="text-align: right; margin: 10px 0;">37 Respuestas</div> <div data-bbox="411 1637 1350 1787" style="display: flex; justify-content: space-between; margin: 10px 0;"> <div data-bbox="411 1637 879 1787" style="background-color: #0070C0; color: white; padding: 5px; display: flex; align-items: center;"> ◆ Verdadero </div> <div data-bbox="879 1637 1350 1787" style="background-color: #E31A1C; color: white; padding: 5px; display: flex; align-items: center;"> ▲ Falso </div> </div> <div data-bbox="743 1762 1018 1792" style="text-align: center; margin: 5px 0;"> <small>Salir de vista previa</small> < 10 de 10 > + </div> |
| | <p>Justification: Revising the grammatical points throughout the Unit is essential so that students don't forget everything they've learned.</p> <p>Using Kahoot for this activity makes students be more engaged during the activity, that factor of "competing" with their classmates makes them want</p> |




| | |
|---|---|
| | to not make any mistakes, in this way, they are more committed to the activity. |
| | Materials and resources: Digital board, projector, Ipads/ computers/mobile phones, Internet connection, Kahoot. |
| ACTIVITY 3 | Getting to know a native speaker! In the next activity a Skype call will be held with an English native speaker who is a musician himself. Get in pairs and formulate 2 questions that you may want to know about him. Remember to include in at least one of these two questions any grammatical aspect of the Unit or vocabulary that we've seen in class. |
| 10' | An example questions: |
| PW | |
|  | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>What has been your favourite concert?</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Where do you see yourself in 5 years?</p> </div> |
| | Justification: This activity is necessary to carry out the video call with the native English speaker. By being able to prepare the questions the students will avoid the stress of doing so during video call. This will also ensure that all students participate in the video call and interact with the native English speaker. The native speaker is a 21-year-old man from Essex, England, who has been a musician all his life. He is a teacher's friend that she met during her Erasmus stay in England. |
| | Materials and resources: Piece of paper. |
| ACTIVITY 4 | Skype activity with an English native speaker! For the next 25 minutes we will be talking with a native speaker, he will introduce himself first and then, you can ask him the questions you've prepared in the previous exercise. |
| 25' | |
| WC | |
|  | Justification: This activity is a unique opportunity for the students. Most of them have probably never interacted with a native English speaker before, so this activity will be really engaging for all of them. Also, they will be open to a different accent outside the established English books and listening exercises, which will bring them closer to the real world, while practising the grammar and vocabulary of the Unit. |
| | Materials and resources: Digital board, projector, Internet connection, Skype. |

| | |
|------------------------------|--|
| Attention To Diversity | <p>Reinforcement activity -> For activities 1 and 2 slow learners can look through their class notes in order to find the right answers for the surveys. Moreover, in activity 3 they will be paired with high gifted students in order to elaborate the questions correctly.</p> <p>Extension activity -> High gifted students will be paired with slow learners in activity 3 to help them create correct sentences grammatically, moreover, they will need to create a question by themselves in order to ask the native speaker.</p> |
|------------------------------|--|


| SESSION 7: Let's create! | |
|---|--|
| ACTIVITY 1 | <p>Let's play <i>Pasapalabra</i>²⁰, The class will be divided into two teams. You'll have 15 minutes to prepare the definitions, then, another 15 minutes to play!</p> <div style="border: 1px solid black; background-color: #ffe4c4; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Popular app that lets users create and share videos up to 3 minutes long (TikTok)</p> </div> <p>LIST 1: audience, bored, composer, DJ, embarrassed, guitarist, hip hop, musician, optimistic, sell out. LIST 2: angry, classical music, drums, fear, jealous, kind, lyrics, orchestra, pessimistic, scared.</p> |
| 30' | |
| IW | |
|  | <p>Justification: The teacher will give a different list of words to each team with the vocabulary seen in class, so that the students will have to think of a definition for these words. It should be noted that not all the letters of the alphabet will be used as this would take too much time. When the students have the definitions, the game begins. Each team will give their definitions to the teacher, who will read each definition to the opposing team.</p> <p>Students will have the help of a dictionary in case they do not know how to give a definition of any of the words proposed by the teacher.</p> |
| | <p>Materials and resources: Piece of paper.</p> |
| ACTIVITY 2 | <p>The Wonderful world of Memes! Get into groups of 3. Create a meme²¹ about the unit and tweet it #MemeswithTeacherBea. Go to your twitter</p> |

²⁰ Pasapalabra: A programme in which two contestants try to accumulate seconds in various word tests, which will give them more time to answer all the definitions in the final test, called El Rosco.

²¹ Meme: Text, image, video or other item that is rapidly disseminated on the internet, often modified for humorous purposes.

| | |
|---|--|
| | accounts and like the meme you liked best. Whoever pair gets the most likes will win a special price! In case of draw, the teacher will decide. |
| 15' | Remember to use vocabulary related to music, emotions, reflexive pronouns or the verb tenses Present Perfect Simple and Present Perfect Continuous. |
| PW | You can create your meme with Canva: https://www.canva.com/es_es/crear/memes/ |
|  |  |
| | Justification: Memes are continually used by teenagers in their lives. Bringing them into a school setting makes them a useful tool for students to use their knowledge of the unit in a way that is dynamic and fun for them. |
| | Materials and resources: Ipads/ computers/ mobile phones, Internet connection, Twitter |
| ACTIVITY 3 | Explanation of final project. Create a tiktok talking about your favourite artist. The Tiktok MUST be minimum 2:30 long and maximum 3:00 long. |
| | 1. Explain who your favourite artist is and what he/she has achieved. Have you ever been to her/his concert? What emotions did you feel? In case you haven't, explain what emotions their songs make you feel. |
| WC | 2. Use as much vocabulary and grammar seen in the unit as possible. You must include: |
|  | -Vocabulary related to music -Vocabulary of emotions -Present Perfect Simple structures -Present Perfect Continuous structures -Reflexive pronouns |
| | 3. You can insert images, or even a short video of him or her singing, creativity is up to you! |
| | Here's an example of how you could start your presentation: |
| | <div style="border: 1px solid black; padding: 10px; background-color: #fff9c4;">His full name is Harry Edward Styles and although he's only in his 20s, he has achieved a lot in his musical career. He has produced records since he was just a 16-year-old teenager. Since then, he has worked hard to make a name for himself in the music industry. More recently he has been experimenting with new sounds and he has just been starting mentoring other young singers to help them with their music.</div> |

| | |
|------------------------|---|
| | <p>Justification: This last activity is designed for students to combine all the knowledge learnt in this unit and use it in a Tiktok of maximum 3 minutes where they'll develop their Speaking skills.</p> <p>Materials and resources: Digital board, projector.</p> |
| Attention To Diversity | <p>Reinforcement activity -> Slow learners will be paired with high gifted students in activity 2 so they take the same time in creating the meme as the rest of their classmates with their help.</p> <p>Extension activity -> High gifted students won't be able to use a dictionary during activity 1. In addition, they'll be paired with slow learners in activity 2 in order to help them and don't finish the exercise earlier than the rest of the class.</p> |

| SESSION 8: Final Projects Reveal | |
|---|---|
| ACTIVITY 1 | <p>Presentations of Final Projects. Each student will have to send the Tiktoks they have made to the teacher by email. One at a time and in alphabetical order, they will be shown in class. After each Tiktok, the teacher will make a brief commentary giving his or her opinion on it.</p> |
| 55' | |
| WC | |
|  | <p>Justification: Students will present their Tiktoks in class, so that the rest of the students will be able to assess their classmates' work using a rubric provided by the teacher.</p> <p>Materials and resources: Digital board, projector, computer, Internet connection, Tiktok.</p> |

6.11 Evaluation criteria

This lesson plan will be evaluated following the criteria and assessable learning standards based on the Royal Decree 1105/2014. Thus, the evaluation criteria for this didactic unit will be as follows:

| Evaluation criteria | Assessable learning standards |
|---------------------|-------------------------------|
|---------------------|-------------------------------|

| | |
|---|---|
| To understand written and oral information from different contexts. (1.1 + 3.1, CLC, DC) | Understands written and oral information from different contexts. |
| To identify and know how to use new vocabulary related to emotions and music. (3.6 + 4.6, CLC, DC) | Identifies and knows how to use new vocabulary related to emotions and music. |
| To create brief oral and written texts for sharing in distinct social media. 2.1 + 4.1 (CLC, DC, L2L, SCC) | Creates brief oral and written texts for sharing in distinct social media. |
| To recognise and use reflexive pronouns in correct ways. 2.1 + 4.1 (CLC, DC, SCC) | Recognises and uses reflexive pronouns in correct ways. |
| To formulate grammatically correct sentences using Present Perfect Simple and Present Perfect Continuous. 2.1 + 4.1 (CLC, DC) | Formulates grammatically correct sentences using Present Perfect Simple and Present Perfect Continuous. |

In order to give a mark to each of these criteria the following instruments will be used:

- Daily observation of student's work
- Class work
- Checklist
- Rubric for final project

Thus, the following chart summarizes the marking criteria and the percentage weight of each of these instruments used to evaluate the evaluation criteria.

| EC | Marking criteria | Weight |
|-----|--------------------------|--------|
| 1.1 | Class work | 10% |
| 2.1 | Rubric for final project | 40% |

| | | |
|-----|------------|--|
| | | (30% teacher's rubric 10% co-evaluation: student's rubric) |
| 3.1 | Class work | 10% |
| 3.6 | Class work | 10% |
| 4.6 | Class work | 10% |
| 4.1 | Checklist | 20% |

| CATEGORY | 2 Points | 1 Point | 0 Points |
|----------------------------|--|---|--|
| Fluency | The student has a perfect command of the language. | The student has some problems pronouncing some words but has a good command of the language. | The student has a lot of problems pronouncing the language. |
| Organization | The student has managed to express his/her ideas very well thanks to the organisation of the work. | The student has organised the information he/she wants to communicate well but has not managed to express his/her ideas well. | The student does not have the information provided well organised. |
| Creativity | The student has introduced more than one creative element in the project. | The student has introduced a creative element in the project. | The student has not introduced any creative element in the project. |
| Usage of vocabulary | The student has introduced three or more words from the vocabulary of the unit in the project. | The student has introduced one or two words from the vocabulary of the unit in the project. | The student has not introduced any vocabulary of the unit in the project. |
| Usage of grammar | The student has introduced three or more grammatical elements of the unit in the project. | The student has introduced one or two grammatical elements of the unit in the project. | The student has not introduced any grammatical element of the unit in the project. |

Chart 1 Rubric for Final Project

In addition, students will need to take part in a self-evaluation at the end of the unit:

Answer the following questions.

| | | | | |
|--|-------|-------------|-----------|--------|
| | Never | Hardly ever | Sometimes | Always |
|--|-------|-------------|-----------|--------|

| | | | | |
|--|--|--|--|--|
| I create grammatically correct sentences using Present Perfect Simple and Continuous | | | | |
| I distinguish the use of the verb tenses Present Perfect Simple and Present Perfect Continuous | | | | |
| I recognise and know how to use vocabulary related to music | | | | |
| I can express my feelings using the vocabulary about emotions | | | | |
| I can identify and create sentences using Reflexive Pronouns and each other | | | | |

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Quizizz: <https://quizizz.com/admin>

Nearpod: <https://nearpod.com>

Canva: <https://www.canva.com>

Instagram: <https://www.instagram.com>

Twitter: <https://twitter.com/?lang=es>





Facebook: <https://www.facebook.com>

YouTube: <https://www.youtube.com>

Tiktok: <https://www.tiktok.com/es/>

8. APPENDIX

8.1 Icons and meaning

| Icon | Skill |
|--|-----------|
|  | Writing |
|  | Reading |
|  | Speaking |
|  | Listening |

8.2 Session 2

ACTIVITY 2 ANSWERS

1. perform
2. sold-out
3. audience
4. musician
5. composer
6. lyrics

ACTIVITY 3

LIST VOCABULARY FOR SLOW LEARNERS

Rhythm: ritmo

Bridge: puente

Foreign: extranjero

Develop: desarrollar

Beats: ritmos

Improve: mejorar

ANSWERS QUIZZIZ

Q. 1 False

Q.2 True

Q.3 False

Q.4 False

Q.5 False

Q.6 True

8.3 Session 3

ACTIVITY 2 NEARPOD ANSWERS

Q.1 Have + past participle

Q.2 aux. verb Have + been + main verb in continuous form

Q.3 Action in the past that are still connected to the present

Q.4 Actions that are unfinished

Q.5 It is a permanent thing

ACTIVITY 3 ANSWERS

Q.1 Has never won

Q.2 Has visited

Q.3 Have been studying

Q.4 Has phoned

Q.5 Has lived

Q.6 Has bought

Q.7 Have you been waiting

Q.8 Have you been writing

ACTIVITY 4 ANSWERS

Q.1 Has been having

Q.2 Has seen

Q.3 Has bought

Q.4 Has sold

Q.5 Has been travelling

Q.6 Has bought

Q.7 Has been working

Q.8 Have you eaten

8.4 Session 4

ACTIVITY 4 ANSWERS

| -ment | -ness | -ism/-ion | other |
|---|--|--|--|
| embarrassed – embarrassment contentment- content | kind – kindness happiness – happy calmness-calm loneliness- lonely sadness- sad | pessimistic – pessimism satisfaction- satisfied optimisim- optimistic | joyful – joy jealousy- jealous surprise- surprised angry- anger sympathy- sympathetic fear- fearless boredom- bored |

8.5 Session 5

ACTIVITY 2 KAHOOT ANSWERS

Q.1 each other

Q.2 himself

Q.3 ourselves

Q.4 herself

Q.5 himself

ACTIVITY 3

LIST OF VOCABULARY FOR SLOW LEARNERS

Huge: enorme

Variety: variedad

Miss: perder

Check out: investigar sobre algo

READING ANSWERS

- A. Q.1 Latitude Festival. It takes place in July at Henham Park.
Q.2 The sound quality. Sunrise Arena.
Q.3 There should be more showers as they got crowded.
Q.4 Yes. For teenagers who love music and trying new things.
- B. Q.1 Ticket
Q.2 Performances
Q.3 Stage
Q.4 Crowded

8.5 Session 6

ACTIVITY 2 KAHOOT ANSWERS

Q.1 each other

Q.2 have been waiting

Q.3 has finished

Q.4 herself

Q.5 haven't found

Q.6 True

Q.7 each other

Q.8 False

Q.9 have been learning

Q.10 False