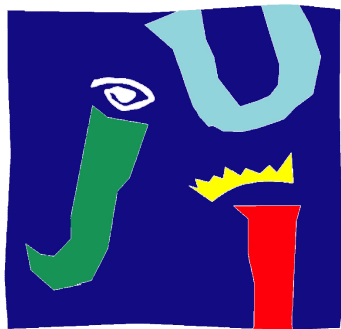


Introducing ICTs in the English class methodology



UNIVERSITAT
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Abstract

Information and communication technologies (ICTs) offer diverse possibilities that provide students with several alternatives to learn. Nowadays, thanks to globalisation and the increase of new technologies, many different types of applications and web sources have been designed for education, and are being, little by little, incorporated in the classroom, which allow teachers to innovate and implement lessons more appealing and accessible for students. This means that the use of ICTs can also benefit students with learning difficulties. Therefore, an appropriate employment of ICTs can lead to an enrichment of the educational outcomes. Bearing this in mind, the aim of this study is to observe if the use of ICTs can lead to a knowledge improvement and help students perform a great speaking task. Thus, this paper is going to be focused on a methodology in which new technologies are considered a key part of the learning process. More concretely, this work is going to focus on the set of activities in order to perform a final task, a speaking task. To do so, a selection of virtual applications such as Mentimeter, Kahoot or Instagram have been employed during the implementation of the didactic proposal. By making use of these ICT sources, students will learn phrasal verbs and vocabulary related to a certain topic but at the same time, they will be enhancing their oral skills as they are encouraged to communicate orally in each activity. Finally, this paper also aims to show that innovation can and should be introduced into the classrooms to make the teaching-learning process more attractive and adjust to nowadays society.

Keywords: ICT, Mentimeter, Kahoot, Instagram, speaking, innovation

1. Introduction

Over the last years, information and communication technologies (ICTs) have increased their importance. This escalation of importance has occurred, to a great extent, due to the existent globalization in the world, which is more interconnected each time. Besides, over the last year its importance has suffered a great upsurge because of the appearance of COVID-19. Therefore, the globalisation and the problem being faced since March 2020 in Spain, has helped finding and using new approaches towards teaching in general, but also towards teaching English as a foreign language. Most of these approaches make use of new technologies, which are becoming more and more used in the English classroom.

Along with the assertion previously declared, it should be stated that at the present time teenagers are constantly in touch with new technologies. They are continually in contact with the Internet, laptops, smartphones, and the apps and web sources students can find on those devices. The use of these devices and sources can have a positive impact on the learning process, since they can simplify language learning, whether foreign or not, or make it more enjoyable. Likewise, by cause of the aforementioned COVID-19, student's learning has been more connected to ICT than ever before; they have had to study from home for several months and teachers and learners have had to learn to use new technologies so the teaching-learning process could continue.

In line with the new technologies or ICTs issue, there is a need to mention that they provide learners with a vast range of different possibilities, that is, applications and digital sources, to learn or practice the concepts seen in class. In addition, many of those resources can also be incorporated into the classroom in order to create a different learning environment or provide learners with different ways of practicing the acquired knowledge. Thus, with a correct employment of ICTs, an improvement of the educational outcomes can be achieved.

The major objective of this study is to observe whether the implementation of the use of new technologies in the English class, to make learning easier, might have a positive impact on students' attitudes towards the English class and their learning abilities. In order to achieve that goal, a selection of applications and web sources such as Mentimeter or Instagram have been employed in the implementation of the didactic proposal. By making use of these apps and web sources, students will learn some phrasal verbs, vocabulary and expressions related to the topic to deal with and, at the same time, improve their oral skills.

2. Theoretical framework

2.1. Defining innovation

According to Barraza (2005), if the term innovation is established as the introduction of something new that produces improvement, it implies exceeding from what was previously had, to a condition of improvement. However, not any change is an innovation; that is, a change can occur in a non-deliberate way as a consequence of multiple factors. Therefore, it can be claimed that innovation is something planned, deliberate, schematised and more work of our desire for change than, in general, more spontaneous (Barraza, 2005).

Accordingly, innovation is a process of selection, organisation and of using materials in new and proper ways which results in the achievement of a higher level with respect to the goals and objectives previously indicated (Barraza, 2005). Therefore, innovations need to be evaluated and assessed according to the objectives of a certain group, subject, educational system, etc.

However, not all the changes made culminate in good results; thus, as stated by Barraza (2005), an innovation, to be considered as such, needs to be perdurable in time and produce noticeable improvements. This would determine the difference between innovation and a simple change or novelty. Then, although innovation implies change, the last should:

- be conscious and desired.
- be a product of a process, with established phases and variable times.
- not significantly modify the professional practice, that is, the change is given in the admissible limits.

2.2. Innovational education

In the light of the aspects above exposed, it is important to inquire about innovational education. Considering all the definitions that can be found in *La innovación educativa, instrumento de desarrollo* (Arias, 2003), innovational education can be defined as a combination of ideas, processes and strategies (more or less systematised), but also is the attitude towards change. It is a long process of observation of the educational community, whether it is the organisation of the centres or the professional culture of the faculty. Besides, as its main purpose is to change the actual educational reality, there exists a need for a process of investigation of new ideas and proposals, made in a collective way by the departments, modifying conceptions and methods in order to improve or transform the teaching-learning processes. Therefore, this implies a change in the educational contexts and on the institutional practice of education.

Arias (2003) also states that apart from improving the quality of education, innovational education also has other objectives as the ones explained on the following lines:

- Promoting positive attitudes in the educational community according to a permanent behaviour, opened to the need of change and its commitments, to the suitability of the curriculum and students' needs and interests.
- Create places and mechanisms in the educational institutions to identify, assess, systematise, normalise, apply and spread new experiences that contribute to the solution of educational issues that affect learners' learning quality.
- Encourage the development of valid educational proposals that agree with the reality of our country and rescue the creativity and the natural and cultural sources that our environment provides.
- Promote flexible, creative and participative curricular changes, consistent with the needs of the subjects and their community, providing a quality education with significant learning.
- Implement the application of theories, processes, methods and valid administrative and educational techniques, consistent with the institution and community needs, with the purpose of finding a better educational quality.
- Stimulate investigation as a daily element crucial for the continuous professional education of teachers departing from their own educational practice.
- Recover and systematise experiences from the education staff, managerial staff and from the advisers and supervisors.
- Share and transfer to other schools and teachers the innovative teaching experiences so as to amplify and generalise the experience.
- Create permanent conditions in a way that innovative experiences become an institutionalised practice.

On account of the previous statements, they imply that if innovative processes are used in education, new roles will appear for students and teachers to follow due to a change in methodology. As Mykhailyshyn, Kondur and Sherman (2018) pointed out, innovative processes in the system of education provide variation and personality-oriented trend of the educational process, so that knowledge, skills and abilities of students are transformed into a means of developing their cognitive and personal qualities, competence to ensure their ability to the subject of innovative professional activities. Therefore, the teacher will no longer be the exclusive emissary of information, students can also become a source, given that by

making use of ICTs and innovative methods more interaction will take place during the classes. For this reason, students, teachers and institutions will have to take an active role so that the new methodologies can develop and work properly.

Despite the aforementioned information, innovation is not necessarily associated to educational reform or educational reform processes, at least for two different reasons, which according to Cañal de León (2002, p. 12) are: that the area of reform is of «macro» nature and affects to the ensemble of the educational system and the field of innovation is «micro», that means that the area is narrowest and located in the aula, the school, or the educational community [...].

2.3. ICT in education

As reported in Pratt's study (2019), ICT (Information and Communications Technology) is an umbrella term generally accepted to mean all devices, networking components, applications and systems that combined allow people and organisations to interact in the digital world. In the same paper, are also explained the components of an ICT system, which comprises the internet-enabled sphere and the mobile wireless networks, as well as outmoded technologies such as landline telephones, radio and television broadcast, which are still widely used currently (Pratt, 2019). Besides, it includes some other components such as computers, smartphones, digital TVs or robots, and the list continues to grow. In fact, it also includes the combination of many of the sources mentioned, as illustrated in the following image.

Components of ICT

The term information and communications technology (ICT) is generally accepted to mean all technologies that, combined, allow people and organizations to interact in the digital world.



Figure 1: components of ICT according to Pratt

Once the term ICT is clearly defined, it is important to explain its role in education. The employment of ICT has led to a multitude of changes, being one of these fields the educational one. In this sense, ICT is considered to be one of the most relevant aspects to implement innovation in education. Indeed, it has been said that ICTs might completely transform the teaching processes by focusing on a student-focused approach and creating opportunities for interaction, creativity, or reasoning (Turcano, 2005). In fact, ICTs can impact student learning when teachers are digitally literate and understand how to integrate them into the curriculum, what, according to Dr. Goodwin (2012), can lead to higher order thinking skills, provide creative and individualised options for students to express their judgements and leave them better prepared to deal with current technological change in society and, consequently, in the workplace. As a matter of fact, schools use a varied set of ICT tools to communicate, create, disseminate, store, and manage information. In some contexts, ICT has also become essential to the teaching-learning interaction, e.g.: introducing interactive digital whiteboards, using student's smartphones, tablets or laptops, or even

introducing the “flipped classroom” model in which students watch lectures at home on their computer, tablet, etc. and use classroom time for doing activities and/or exercises. Besides, the article states that to make this work, teachers need specific professional training in order to increase their ability to use ICTs for formative learning assessments, individualised instruction, accessing online sources, and fostering student interaction and collaboration. The aim of this training is not only to positively impact teachers’ general attitudes towards ICTs in the classroom, but also to provide specific guidance on ICT teaching and learning within each discipline.

2.3.1. Importance of ICTs

The importance given to ICTs is not only because students are constantly in touch with them, but also because of different factors that, according to Hilkemeijer (2020), are the ones mentioned in the following lines:

1. Students will learn 21st-century skills and develop their ICT capability and ICT literacy.
2. Improves students’ attainment levels.
3. Prepares students for an integrated society dominated by ICT developments.
4. Students learn the notion of ICT as a tool for lifelong learning.

Among the ICT developments that can help students learn; Hilkemeijer (2020) mention the following key issues in relation to them:

1. **E-learning or online learning:** this allows for both, open opportunities for schools to ensure that students have access to curriculum materials whilst in the classroom and allows schools to ensure students’ learning outside the classroom in places such as at home or even hospitals.
2. **Inclusion:** by using ICTs in the classroom, students can all learn from the curriculum material. Students with special needs do not have the same disadvantage conditions as they have access to essential material and can use special ICT tools for their own educational needs.
3. **ICT promotes higher-order thinking skills:** the effective use of ICT in education demands skills such as explaining and justifying the use of ICT in producing solutions to problems. Students need to discuss, test, and conjecture the various strategies they will use.

4. **ICT enhances subject learning:** nowadays the use of ICT in education adds a lot of value to key learning areas like literacy and numeracy.
5. **ICT use develops ICT literacy and ICT Capability:** both are 21st century skills which are best developed if ICT remains transparent in the background of subject learning. The best way to develop ICT capability is to provide students with meaningful activities, embedded in purposeful subject-related context.
6. **ICT use encourages collaboration:** if there are few ICT sources in classroom such as laptops or computers, children are naturally brought together where they can talk and discuss what they are doing for their work, what opens avenues for communication.
7. **ICT use motivates learning:** children are fascinated with technology, and it encourages and motivates them to learn in the classroom.
8. **ICT in education improves engagement and knowledge retention:** when ICTs are integrated into lessons, students become more engaged in their work. This is because technology provides different opportunities to make it more fun and enjoyable in terms of teaching the same things in different ways. Because of this increased engagement, it is said that they will be able to retain knowledge more effectively and efficiently (ICTE Solutions Australia, 2020).
9. **We live in a “knowledge economy”:** This is an economy where it is vital to have the ability to produce and use information effectively. It is a time when ICT is pervasive and permeates throughout all industries in the economy whether it may be health, education, environment or manufacturing.

However, one of these issues, inclusion, opens new concerns related to the digital divide that, as reported by Moyo (2009), refers to the digital gap that exists between people who have access to the digital media and the Internet and those who do not have any access.

Despite that, the implementation of ICTs in the classroom has resulted in a positive outcome and has been a notorious progress, but there is still a long way to go (Trinio, 2003). And although only a few countries have implemented ICT in their classrooms (Naqvi, 2018), ICTs will continue to be a significant part of our future as it connects itself to more and more parts of our lives. It will continually evolve and change because of society's demands.

3. Didactic unit

3.1. Methodology

In the following lines the methodology followed to implement the didactic proposal is going to be explained. The main interest when implementing the didactic unit was practicing the speaking skill and the context and procedure explained in the following lines was used to achieve the objectives of this study. One of the reasons for the materials being used, and the methodology implemented is to avoid the traditional method of teaching the speaking skill and how things are presented to them; therefore, a change was introduced by making use of ICTs, which might be a way to approach learning to their real lives.

3.1.1. Subjects and context

The centre in which the didactic proposal has been implemented is IES Broch i Llop, a high-school based in Vila-real, Castellón. The high school also offers the compulsory stage of secondary education, ESO, higher education, that is, Baccalaureate, and some vocational training cycles. Regarding the students that currently attend the centre, there are 890 students: 581 students from secondary education, 252 from Baccalaureate and 57 from vocational training. Besides, it is important to highlight that a considerable number of students come from the neighbouring towns. One of the reasons for that, is that this high school offers the artistic Baccalaureate, and there are not many towns offering it nowadays.

The group in which the implementation has been done is one of the groups of the 1st year of Baccalaureate. In my case, it is a special class due to the fact that it is part of the Bachibac project, a dual degree program that brings students the opportunity of obtaining simultaneously both, the Spanish high school diploma and the French **Diplôme du Baccalauréat** when they finish their baccalaureate studies. Thus, the students in this class have French as their 1st foreign language, and English is an optative subject. This project came from an agreement between the governments of both countries, Spain and France, done January 10, 2008, at Paris «ad referendum». Thanks to it, students are able to access not only higher education, but also vocational education and professional activity in both countries.

3.1.2. Materials

To carry out this didactic proposal, a great variety of materials has been used during the implementation of the didactic unit. Among these materials, different ICT sources and some

traditional instruments such as pens or paper sheets have been used. The innovative materials and resources applied are explained as follows:

3.1.2.1. Canva

Firstly, Canva is a graphic design web source that also works with image composition for communication. It was founded in 2012. It also offers online tools to create your own designs. There is a huge variety of models that can be created, such as A4 papers, presentations, computer graphics... It has been used to create a presentation and a paper with a list of phrasal verbs and a chart for the students to complete.

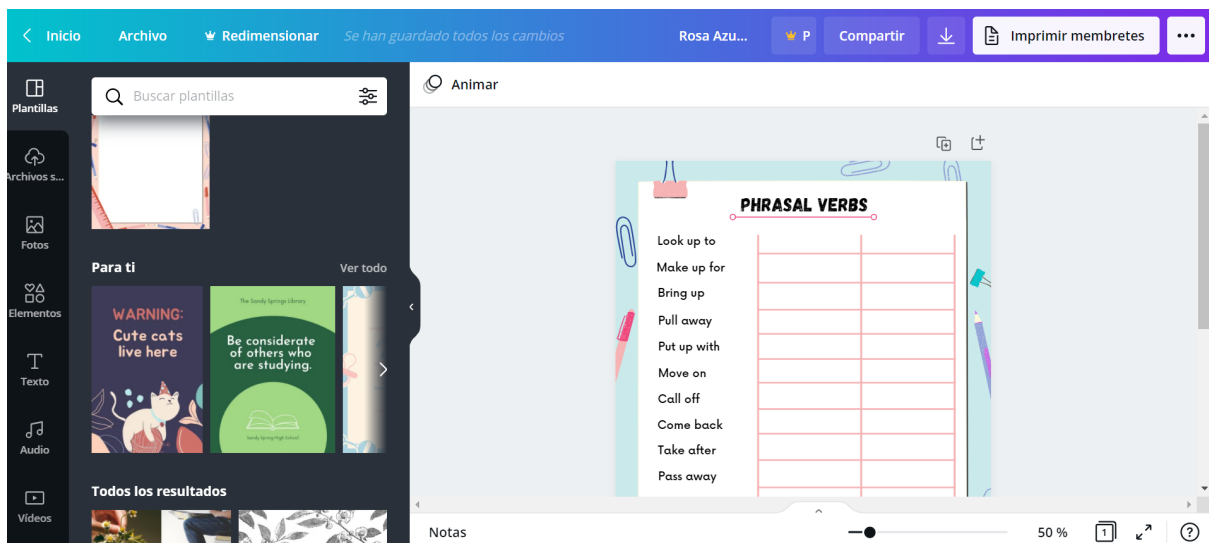


Figure 2: Image of the Canva website, being used during the editing of a worksheet.

3.1.2.2. Mentimeter

Secondly, the interactive application software Mentimeter is a digital source that is used to interact with the audience and make people be engaged in. This source allows different forms of participation, such as presentations in which you can insert questions, make polls or word clouds, among other usages, in which participants answer via their mobile phones, tablets or laptops and results can be seen on screen and in real time.

The option selected to work with was the **WORD CLOUD**, to create a brainstorming in class.

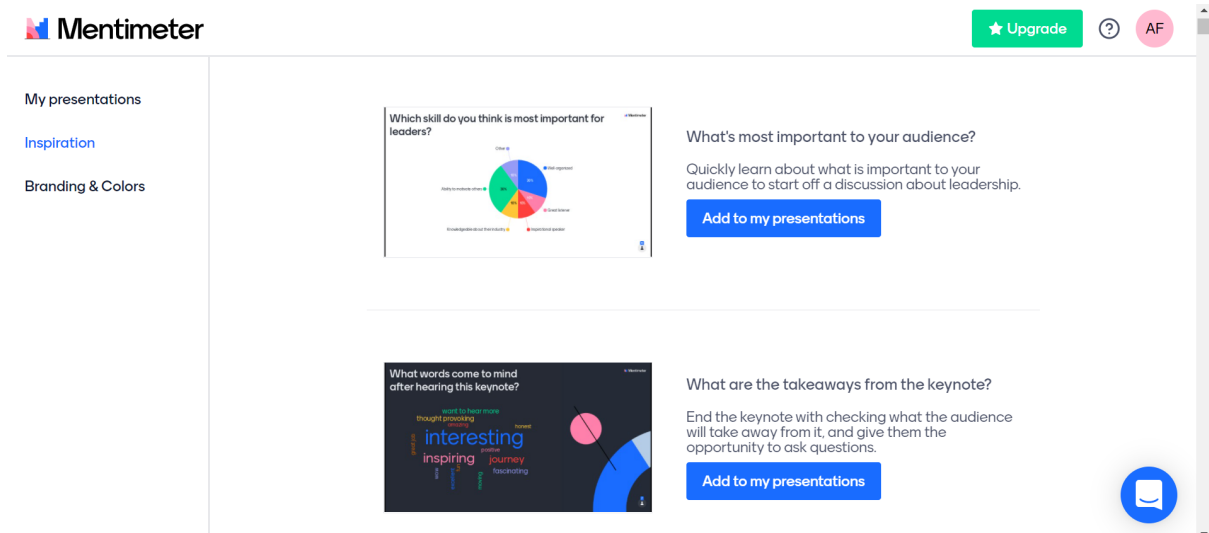


Figure 3: Image of the initial page of Mentimeter.

3.1.2.3. Padlet

Padlet is a free online tool that is best described as an online notice board. It can be used by teachers and students to post notes on a common notice board. These notes can contain links, videos, images and document files. The creator, usually the teacher, can change the background colour or even put an image. Furthermore, students have the possibility to change the colour of their notes.

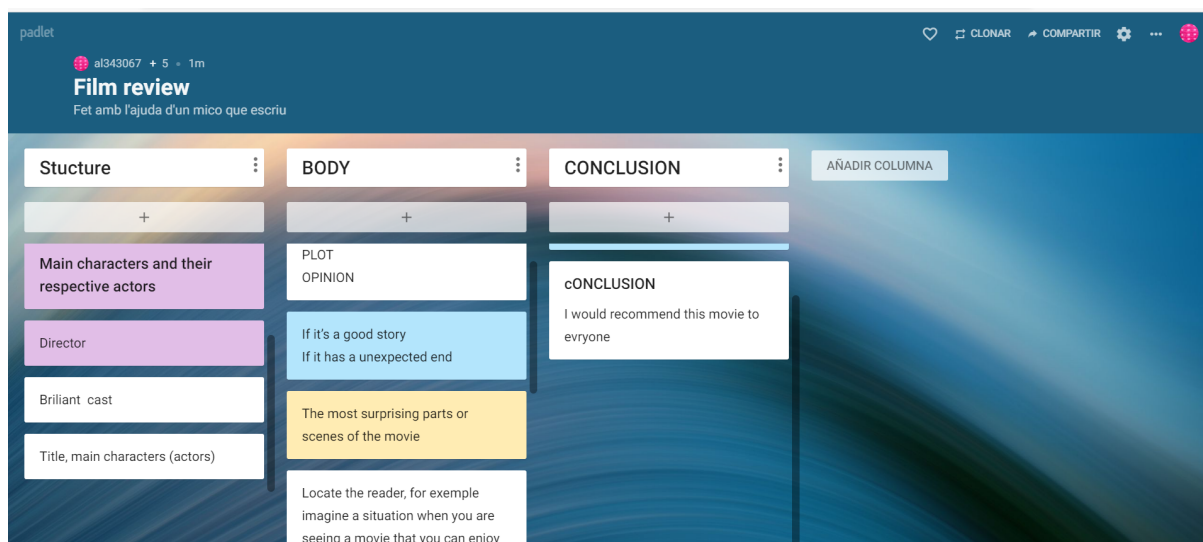


Figure 4: Screenshot of the notes written by students in a Padlet noteboard.

3.1.2.4. Kahoot

Kahoot is a free Internet platform in which teachers or students can create questionnaires to take part in a class competition. Its aim is to help students reinforce their knowledge or maybe learn something innovative.



Figure 5: Screenshot of one Kahoot game created during the internship.

3.1.2.5. Instagram

Instagram is a social networking site in which people can upload photos, videos or even write their own texts via stories or pictures' captions. This social network is currently used by a huge amount of people globally and, amongst a major part of their users, teenagers can be found.

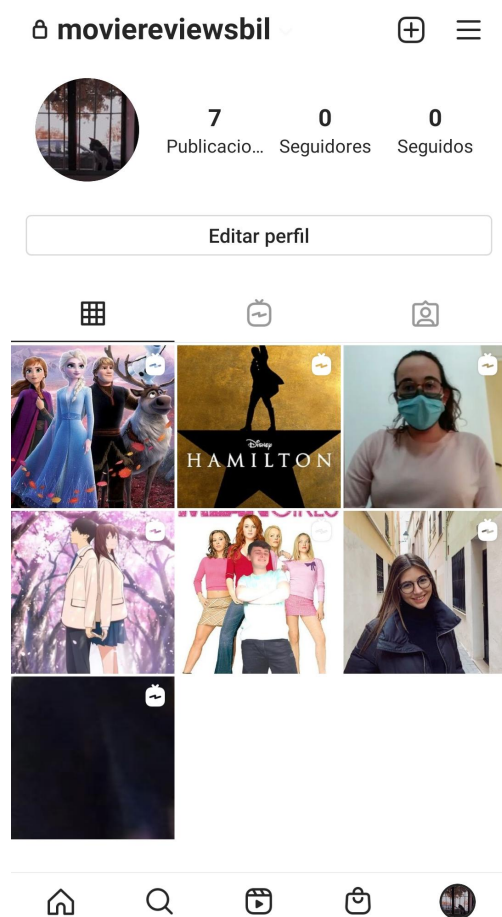


Figure 6: Screenshot of the Instagram profile created for the study.

3.1.2.6. Educaplay

According to Educaplay (sf), it is a platform aimed for the creation and use of multimedia educational activities. It is oriented to create a community in which each user can teach and have fun learning by means of using different activities such as crosswords, riddles, wordsearch, among others. Besides, it provides teachers different possibilities to create its own educational online space where participation can be encouraged.

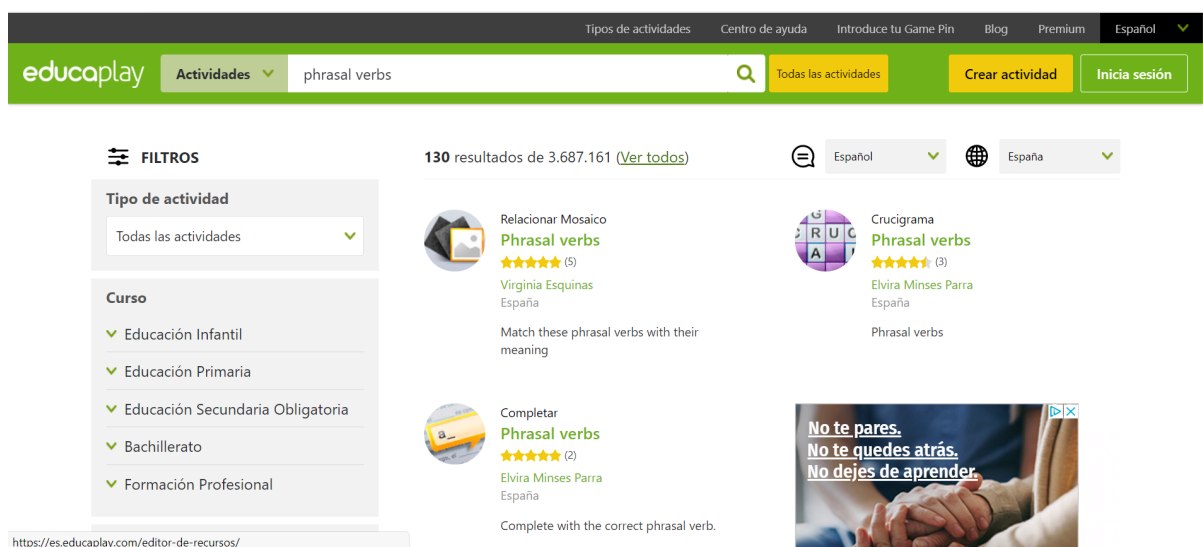


Figure 7: Screenshot of the web source Educaplay with some activities dealing with phrasal verbs.

Besides, in order to be able to use the aforementioned applications a computer classroom, a projector, a white screen, students' personal mobile phones and the Internet connection will be key for its proper performance. In addition to that, during the implementation of the didactic proposal material such as a worksheet with phrasal verbs or the satisfaction questionnaire as well as a pen, pencil, rubber or Tipex will also be needed.

3.1.3. Evaluation instruments

Two different evaluation instruments were used at the end of the implementation of the study:

1. Rubric to evaluate the final task (See Appendix I): It consists of a chart with 4 different levels of evaluation depending on students' performances. It is designed to guide the evaluation of the final task, that is, students' speeches. By means of this rubric, the task is assessed according to the evaluation levels captured in it, from 1 (a bad performance) to 4 (a skilful performance). Its intention is to evaluate the structure of the oral text, the use of both, vocabulary related to the topic and the use of phrasal verbs, as well as the length and the coherence of their speeches.
2. Satisfaction test (See Appendix II): it is a test that consists of five different questions in which students have not only to answer with yes or no, but also to reflect on their answers and give the reasons for their affirmative or negative answers. The questions deal with the use of ICTs in class, whether they liked the activities done during the implementation or not, if they think that the procedure was a good way of

approaching learning, or if they would have preferred doing some activity in some other way. Besides, the questionnaire was written in Spanish so they could express their thoughts without any problem and write anything they wanted; therefore the information collected would be more accurate and complete. It was aimed to be handed at the end of the implementation, when all the activities were finished.

3.2. Proposal

In the following table can be found the different sessions in which the implementation of the study was divided, and a brief explanation of the activities, as well as an introduction to the DU, its objectives, the competences to develop and the target group.

| MOVIE REVIEWS | | |
|--|--|---------------------------|
| LEVEL: 1º Bachillerato | AREA: Second Foreign Language (English) | TIMING: 5 Sessions |
| <p>The purpose of this DU is to produce an oral movie review. It is a way of making students produce oral texts in a more fluent way to what they are used to trying not to look at any paper and preparing them for a future in which they would have to do many oral presentations and communicate when they go abroad, or with people from non-Spanish -speaking countries.</p> <p>To perform this task, students have to learn different aspects regarding this type of oral texts: adjectives, opinion expressions, linking words, phrasal verbs, planning, using creativity and the main structure of a movie review.</p> <p>The objectives of this DU are the following ones:</p> <ol style="list-style-type: none"> 1. Reviewing useful opinion linking words. 2. Learning useful adjectives and opinion expressions. 3. Learning and practising phrasal verbs 4. Learning and practising the structure of an oral review. 5. Speaking fluently without reading a written text <p>On the following lines the competences that students are expected to acquire during this DU are the ones that follow:</p> | | |

1. Digital competence (CD → *competencia digital*)
2. Learning to learn competence (CPAA → *competencia aprender a aprender*)
3. Linguistic communication competence (CCL → *competencia en comunicación lingüística*)
4. Cultural expressions and consciousness competence (CEC → *conciencia y expresiones culturales*)
5. Sense of initiative and entrepreneurial spirit competence (SIE → *sentido de la iniciativa y del espíritu emprendedor*)

Taken from Ministerio de Educación de España

SESSION 1

Objectives:

- Present students the activity
- Make students know what they are going to do
- Make students know how they are going to be evaluated
- Clarify students what they have to do and how

Timing: 25 minutes

Area: English classroom

Materials/resources:

- Computer
- Projector
- Canva presentation
- Student's personal notebooks and pens

Development

| Activity | Timing | Scenery development | Description |
|----------------------------------|------------|---------------------|---|
| Presentation of activities to be | 25 minutes | - | This session was shared with my supervisor. This session consisted of the explanation, with the help of a |

| | | | |
|------|--|--|--|
| done | | | Canva presentation (<i>See Appendix III</i>) of what students were going to do during the following sessions, and an exemplification of the final task they had to do. |
|------|--|--|--|

SESSION 2

Objectives:

- Reinforce previous knowledge
- Learn new vocabulary and expressions
- Learn to use new technologies
- Learn the structure of an oral movie review
- Clarify students what they have to do and how

Timing: 55 minutes

Area: English classroom

Materials/resources:

- Computer
- Projector
- Mentimeter
- Blackboard
- Student's personal notebooks and pens
- Students personal mobile phones
- Padlet

Development

| Activity | Timing | Scenery development | Description |
|---------------|------------|---------------------|---|
| Brainstorming | 10 minutes | Individual | Students were told to make a brainstorming of all the words or expressions they knew related to the topic: movie reviews. This was made using Mentimeter word cloud. (<i>See Appendix IV</i>). In it they could write as many answers as they wanted since there was no limit. This was aimed to activate previous knowledge. |

| | | | |
|---|------------|-----------------------------------|---|
| Which adjectives or expressions would you use in an oral review? (Vocabulary presentation) | 15 minutes | Collective (teacher and students) | They were asked about what kind of adjectives or expressions could be used in an oral film review. After students answered, they were shown some new adjectives, expressions and things related to the topic (<i>See Appendix V</i>). |
| Guess the structure | 25 minutes | Collective (teacher and students) | Students were told to use Padlet. They had been sent an invitation to edit a notice board in which they had to write down what they thought the parts of a review were and which issues should each of them cover, as well as which of the expressions previously seen could be used in each part. (<i>See Appendix VI</i>) |
| <p>Evaluation criteria and instruments:</p> <ul style="list-style-type: none"> ○ As in Padlet every student can see everyone's answers, their answers and the structure they had to find were being answered as the activity developed. | | | |

SESSION 3

Objectives:

- Learn new phrasal verbs
- Recognise phrasal verbs meaning
- Work cooperatively

Timing: 55 minutes

Area: English classroom

Materials/resources:

- Computer
- Projector
- Worksheet on phrasal verbs (*see Appendix VII*)

- Online Cambridge dictionary
- Kahoot (*see Appendix VIII*)
- Educaplay (*see Appendix IX*)
- Student's personal notebooks and pens
- Students' personal mobile phones

Development

| Activity | Timing | Scenery development | Description |
|---|---------------|---|---|
| Guess the meaning (Presentation of vocabulary) | 10-15 minutes | Pairs or groups of 3 | Students were given a worksheet created by me (<i>See Appendix VII</i>) in which they could find some phrasal verbs and a table with two different columns. In pairs, they had to try to guess the meaning of the phrasal verbs, and later, they had to change the pairs and compare the results they obtained. They had 5 minutes maximum for each round. At the end of those minutes, they would tell their results and the correction would proceed. |
| Kahoot | 15-20 minutes | Individual Collective (teacher and students) | It consists of a Kahoot that contains all the phrasal verbs they had seen in the previous activity. The questions made in it were multiple choice or true or false (<i>See Appendix VIII</i>). After each question they were given feedback and they had to reflect on their answers. |
| Presentation of vocabulary | 15-20 minutes | Collective (teacher and students) | Students had to do a match activity from Educaplay dealing with 'get' phrasal (<i>See Appendix IX</i>). They had to match the phrasal verbs with their definition. They could ask me if they had any doubt and they would be helped by being told some examples of when they could use them or by being provided with a wider |

| | | | |
|--|--|--|--------------|
| | | | explanation. |
|--|--|--|--------------|

Evaluation criteria and instruments:

- For Kahoot, the web source itself, provides students with feedback of the correct answer. However, as one of the objectives was that students had clearly understood the concepts, students could ask and be explained the concepts, if necessary, after each question.
- For the match activity (Educaplay), this source, with this type of activity specifically, also provides feedback of the wrong or correct answer each time you match a word with a definition. When students finished the exercise, they were given some feedback, they were shown the meaning of the phrasal verbs, and they were shown the phrasals in context.

SESSION 4

Objectives:

- Reinforce review structure
- Use previously acquired items of vocabulary
- Use previously acquired phrasal verbs
- Achieve some sort of oral fluency

Timing: 55 minutes

Area: English classroom

Materials/resources:

- Student’s personal mobile phones
- Student’s personal notebooks and pens

Development

| Activity | Timing | Scenery development | Description |
|---------------------------------------|------------|--------------------------------------|--|
| Review of structure + outline writing | 15 minutes | Collaborative (teacher and students) | Students did a short exercise on remembering which was the structure they had to follow. They had already chosen the movie, so they proceeded to make an outline of what they wanted to say. |
| Record you | 35 | Individual | Students proceeded to record and upload a video of the |

| | | | |
|--|---------|--|---|
| review (Speaking) | minutes | | review of the movie they have chosen to Instagram. (See Appendix X) The Instagram account was private, and it was created for students, so it was easier for them to upload a video and see the rest of their mates' reviews in one platform. Obviously, they had to do it trying to not to look at any paper, although they could take a look at their outlines. |
| <p>Extra work: In the last 5 minutes of class, they were told to watch their mates' reviews at home for the next day because they were going to be asked some questions about them. This would also serve as a listening activity.</p> | | | |
| <p>Evaluation criteria and instruments:</p> <ul style="list-style-type: none"> ○ Using an evaluation rubric (See Appendix I), students' reviews (speeches) were evaluated at home. The things that were graded were students' use of English, the vocabulary used, the amount of phrasal verbs used, and the coherence of the text, as well as the length of their speeches. | | | |

| SESSION 5 | | |
|--|---------------------------------------|--|
| <p>Objectives:</p> | | |
| <ul style="list-style-type: none"> ○ Promote their critical thinking by answering some questions about their mates' performances ○ Awareness about their mistakes or performance | | |
| <p>Timing: 55 minutes</p> | <p>Area: English classroom</p> | <p>Materials/resources:</p> <ul style="list-style-type: none"> - Paper - Pen - Evaluation rubric (See Appendix I) - Satisfaction questionnaire (See Appendix II) - Student's personal pens |
| Development | | |

| Activity | Timing | Scenery development | Description |
|---|------------|---------------------|---|
| Post-listening | 30 minutes | Individual | After seeing videos at home, they were asked about their mates' videos in class. |
| Feedback | 15 minutes | - | After some more questions they were given feedback about their use of English and their performance during the speech. |
| Satisfaction questionnaire | 10 minutes | Individual | At the end, they were given the satisfaction questionnaire. They were told that they had to write their real thoughts, whether their answers were positive or negative (<i>See Appendix II</i>) |
| <p>Evaluation criteria and instruments:</p> <ul style="list-style-type: none"> ○ As their speakings had already been evaluated with the evaluation rubric, students were given feedback about the corrections that had been made. ○ The aim of the questions of the first activity is to know whether the students had listened to their mates' reviews. | | | |

3.3. Explanation of activities

The implementation of this study consists of 5 different sessions in which various activities dealing with different linguistic aspects will be applied.

During the first session students were explained the procedure for the different sessions as well as the different sources and materials to be used; they were reminded to bring their mobile phones to class any day since they were going to use them throughout all the implementation. The explanation was carried out with the support of a Canva presentation (*See Appendix III*). Students were also explained the final task and the evaluation rubric for their oral presentations, so they could bear in mind how their tasks were going to be assessed and, in that way, they could plan ahead a way of improving their speeches. At the end of the session, they were also shown an example of a review.

In the second session, students were told to write, by using the interaction presentation software Mentimeter, the vocabulary related to movies and movie reviews they

have previously acquired. The information will appear on screen in a word cloud (*See Appendix IV*). Students could write as many entries as they wanted.

15:12 4G 59%

Mentimeter

Vocabulary related with film reviews

Enter a word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

Enter another word 25

You can submit multiple answers

Submit

||| ○ <

Figure 8: screenshot of how the entries appeared to students on their phones.

Later, when they finished, they were presented some new and useful vocabulary and expressions for their reviews (*See Appendix V*). Once the vocabulary was acknowledged, the next step was introducing them to Padlet. By using this virtual platform, students had to write what they thought a reviews' structure should be. Once all their ideas were written on the website, students proceeded with the development of the structure they were going to use, collaboratively, by including their ideas and adding some more to complete a correct structure.

The third session was focused on the use and revision of some phrasal verbs. First, students were introduced the concepts they were going to carry out during that session. They were recalled the importance of phrasal verbs at the time of speaking in other country or

taking any English level exam. Next, students were handed a phrasal verb worksheet made with Canva (*See Appendix III*) in which they could find some phrasal verbs and a chart with two more columns. In the first one, students had to write what they thought the phrasal verb meant. They were gathered in two pairs and a group of three, so that they could speak about the meaning of the phrasal. Once they finished, they interchanged partners and proceeded in the same way. Once they had compared their answers with the ones of their other mates, they were given feedback and shown the real meaning of the phrasal verbs. The definitions of the phrasal verbs were projected on screen, extracted from the page Cambridge dictionary, so that they could see what was being explained to them. This procedure and methodology is not new among the students as it is already established in class. After that, students had to play an Educaplay game on phrasals with the verb 'get'. This time, students had to work in an autonomous way.

The fourth session was devoted to helping the students with their speeches and recording them. First, a review of the structure was made and, later, the recording of their speeches took place. In this session, the selected APP was Instagram. Using this social network, they had to record a IGTV (Instagram TV) (*See Appendix IX*) reviewing the movie of their choice. At the end of the session, students were asked to listen to their mates' speeches at home as the following day, they would be asked about them.

Finally, on the last day, they were asked about their mates' reviews. The issues they were asked about dealt with the year of the movie, the plot, some actors and actresses or if they noticed about the use of the phrasal verbs. Subsequently, they were given some feedback about their speeches, about the application of specific vocabulary, phrasal verbs and the structure they had been making use of. Lastly, students fulfilled the satisfaction questionnaire about the whole learning experience and the implementation of the didactic unit.

4. Results

In this section of the paper the results obtained with both of the evaluation instruments (evaluation rubric and satisfaction questionnaire) are going to be captured.

4.1. Task results

As regards with the results obtained with the rubric, they are captured on the table presented at the end of this paragraph. The table presents the punctuation (1 to 4) given to each subject in relation to the evaluated aspects in the rubric (*See Appendix I*) after seeing

students' videos 3 times to ensure that everything they said was taken into consideration. While watching the videos some notes were also taken, some of the notes are also going to be written on the table.

| | Structure | Phrasal verbs use | Use of vocabulary | Speech length and body language |
|------------------|---|--|---|--|
| Subject 1 | 4 (the structure is clear, all the parts mentioned are clear, the speech is coherent) | 4 (6 different phrasals correctly used) | 4 (use of a great amount of specific vocabulary, and vocabulary and expressions related with the topic). | 4 (3 min, correct length, correct use of body language, eye contact) |
| Subject 2 | 4 (the structure is clear, all the parts mentioned are clear, the speech is coherent) | 4 (5 different phrasals correctly used) | 4 (use of a great amount of specific vocabulary, and vocabulary and expressions related with the topic). | 3.5 (3 min 30 sec., correct length, correct use of body language, eye contact lost at times but no reading) |
| Subject 3 | 3 (the structure is clear -one part missing: actors-, the parts mentioned are clear, the speech is coherent) | 2 (1 phrasal verb used correctly) | 4 (use of more than 4 specific expressions or words related to the topic). | 3 (2 min 50 sec., correct length of speech, eye contact lost at times but no reading, use of body language) |
| Subject 4 | 3 (the structure is clear -one part missing: actors-, the parts mentioned are clear, the speech is coherent) | 2 (1 phrasal verb used correctly) | 3 (use of 4 specific expressions or words related to the topic) | 2.5 (1 min 52 sec., length of speech a bit short, there is some eye contact but not much body language) |
| Subject 5 | 3 (the structure is clear -one part missing: actors-, the parts mentioned are clear, the speech is coherent) | 2 (2 phrasal verbs used correctly) | 3 (use of 5 specific expressions or words related to the topic) | 2.5 (1 min 48 sec, length of speech a bit short, there is some eye contact and some body language) |

| | | | | |
|---|--|---|---|---|
| Subject 6 | 4 (the structure is clear, all the parts mentioned are clear, the speech is coherent) | 3 (3 phrasal verbs used correctly) | 4 (use of a great amount of specific vocabulary, and vocabulary and expressions related with the topic). | 4 (2 min 15 sec, correct length of speech, there is eye contact and no reading as well as a correct body language) |
| Subject 7 | 4 (the structure is clear, all the parts mentioned are clear, the speech is coherent) | 2 (1 phrasal verb used correctly) | 4 (use of a great amount of specific vocabulary, and vocabulary and expressions related with the topic). | 4 (4 min., correct length, there is eye contact and no reading as well as a correct body language) |
| <p>Notes & feedback:</p> <ul style="list-style-type: none"> ● Subject 1 makes an amazing use of vocabulary. ● Apart from saying the names of the main characters, Subject 4 could have mentioned the dubbing actors. ● Subject 5 has the same problem as Subject 4, and maybe she could have made the setting clearer. ● All of them have some grammatical mistakes. ● Although subject 7 structure is complete, I would have mentioned the actor that plays the other main role. | | | | |

Table 1: Rubric results from final task (subjects' speeches)

4.2. Satisfaction questionnaire results

This questionnaire was aimed to obtain information from the students about their thoughts on the activities done during the implementation of the didactic unit. The questionnaire consisted of five different questions which answers could be *yes* or *no* and the justification of that election (*See Appendix II*).

Concerning the positiveness or negativeness of students' answers in the questionnaires, it should be noted that all of the answers were positive except for the last one for all of the students. The results are explained on the following lines.

Regarding the first question, students answered that they did like the activities done throughout the implementation of the didactic unit and their justifications are the ones represented in the next graphic:

I liked the activities because...

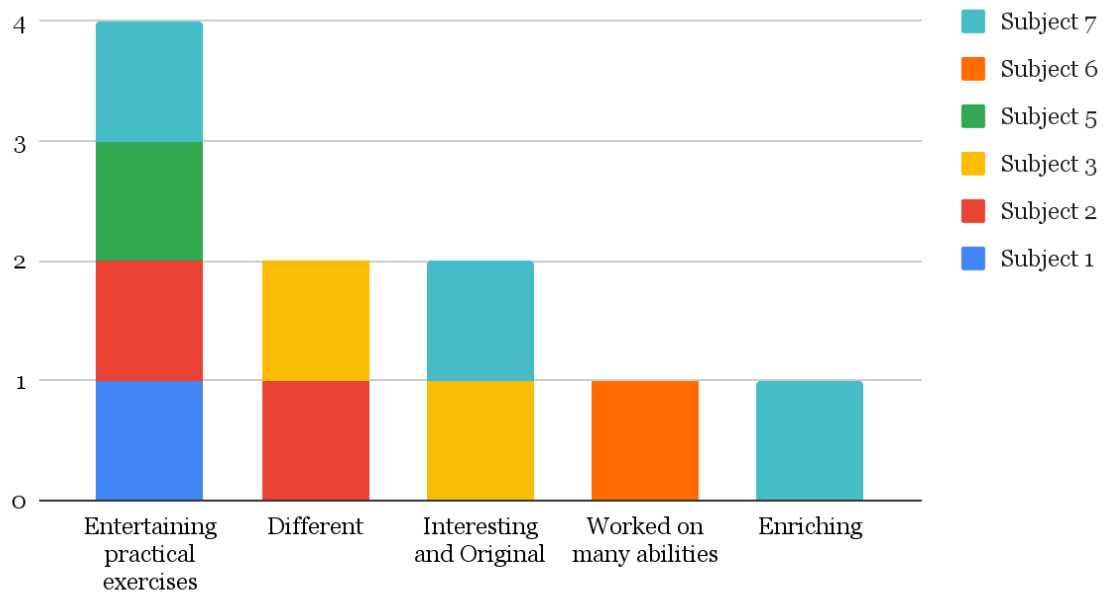


Figure 9: graphic from the 1st question of the questionnaire.

With respect to the second question, answers, although being positive, were varied. The results were the following:

I'd like to do more activities like the ones done because...

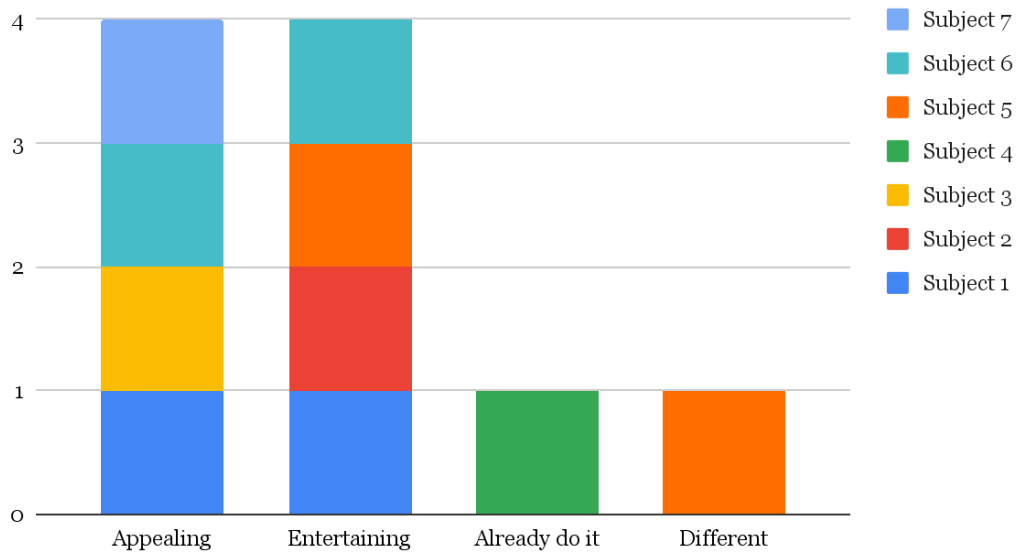


Figure 10: graphic from the 2nd question of the questionnaire.

For the third question “Do you believe that the activities realised during the last days could be good for your learning? Why?”, the first answer was an unanimous yes, and regarding the second, there are different opinions:

Why are the activities done good for your learning process?

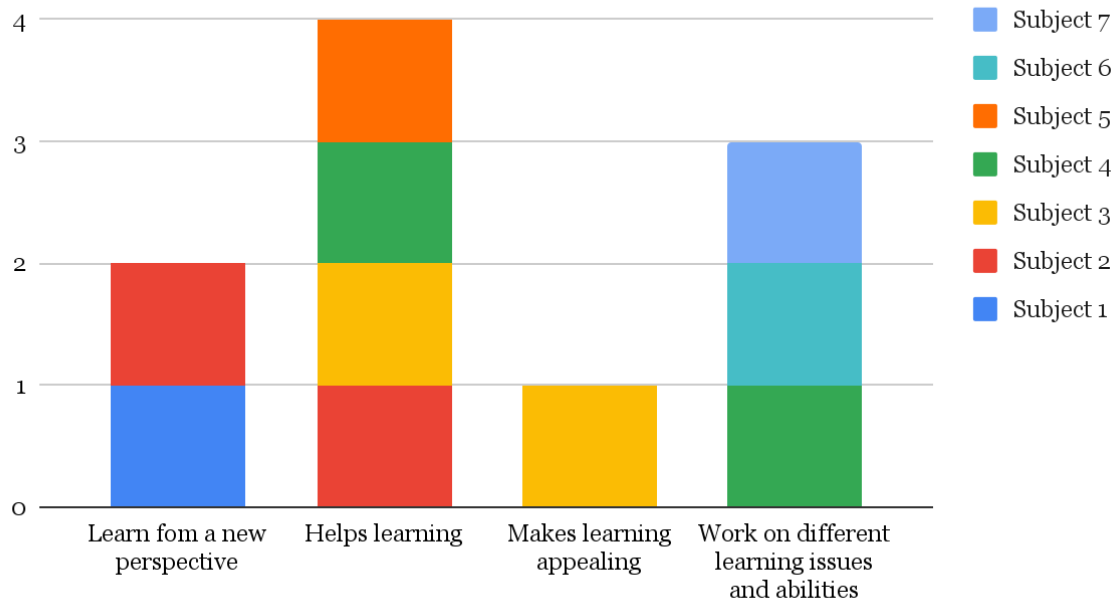


Figure 11: graphic from the 3rd question of the questionnaire.

The results for the fourth question regarding the importance of the use of ICTs in the classroom were that all students agreed on the fact that they are important and gave the following arguments:

ICTs are helpful because...

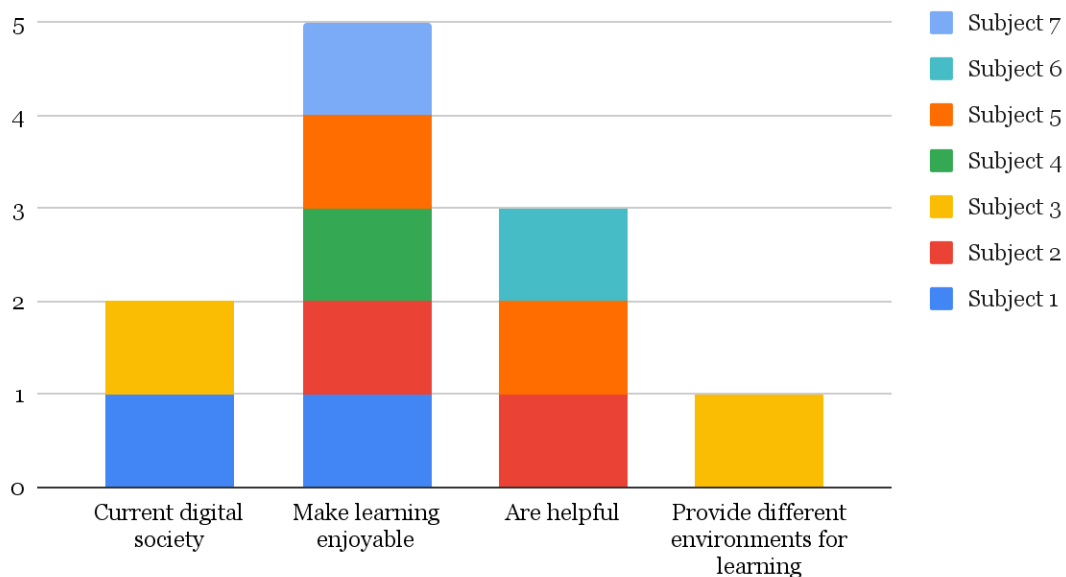


Figure 12: graphic from the 4th question of the questionnaire.

Finally, the last question was the one answered negatively, with an almost unanimous **no**.

Would you change any activity?

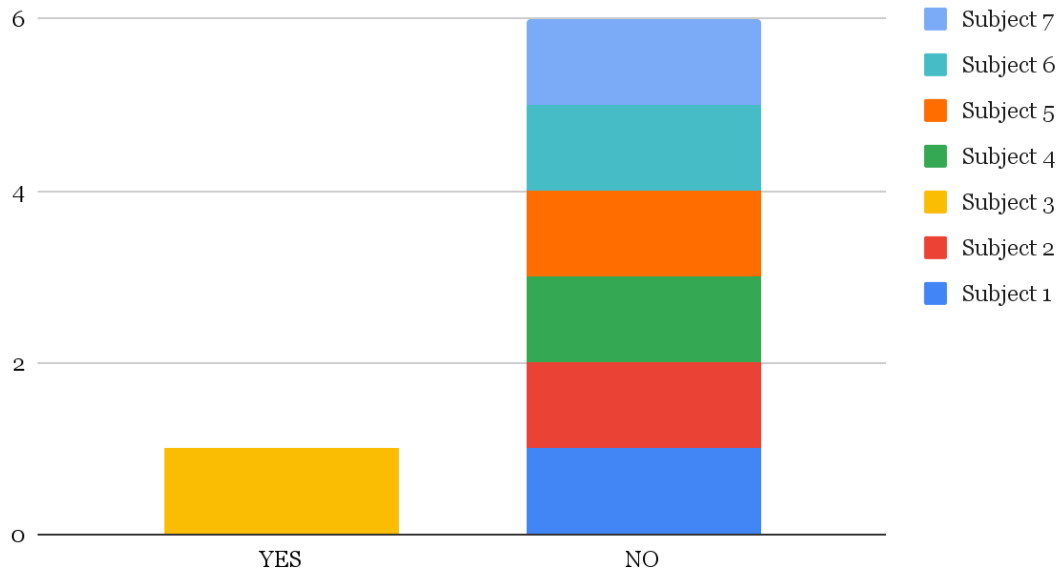


Figure 13: graphic from the 1st part of the 5th question of the questionnaire.

However, the different answer, the one responded with a yes, had the same meaning as the rest of answers, that is, it meant that this subject would like to do more activities as the ones implemented in the didactic unit. This can be deduced for the justification of their answers which were:

- “considero que las actividades han sido correctas, tal y como están.”
- “La verdad es que no, me ha encantado.”
- “Sí. La nostra forma de treballar tots el dies és la mateixa, més bé, tradicional. Si que faria més activitats com la teua.”
- “No, creo que ha estado bien. Igual un poco más de tiempo para realizar las actividades”
- “Creo que no cambiaría nada, está bien hecho.”
- “No, creo que el trabajo que hemos hecho anterior a la ‘film review’ nos ha servido bastante para poder hacer un discurso con vocabulario correcto, con coherencia y que esté claro.”
- “No. En mi opinión no hay que cambiar nada ya que están muy completas.”

5. Conclusion and further research

The main goal of this study was to observe if the implementation of the use of new technologies in the English class, to make learning easier, may have a positive impact on students' attitudes towards the English class and their learning abilities. Consequently, a selection of applications and web sources such as Mentimeter or Instagram have been employed in the implementation of the didactic proposal. After the implementation of the didactic proposal, it can be declared that most of the students did a great performance on the final task, and found the activities appealing which had a positive impact on their attitudes towards learning.

Focusing on the implementation of this didactic proposal, it should be considered that most of the activities done needed special equipment since the sessions were based on the use of new technologies. Therefore, instruments such as computers, a projector, a white screen, Internet connection, and mobile phones were key instruments to conduct this didactic proposal. Although problems with all these materials could have been faced, none was found during the implementation. The reasoning behind it might be that in nowadays society most teenagers of 16 years do already have their own mobile phones, so they all had that resource. Besides, although Internet connection could have also been a problem, any issue was found with that. However, some problems might have been found if the centre would not have let students bring their mobile phones, or if the number of students, in the previous case, was larger there might be a lack of resources.

Although not many difficulties were found during the implementation of my didactic unit, it is also true that I could observe some difficulties during my internship regarding the Internet connection or light and electric issues. Therefore, if a higher budget was destined for those purposes in I.E.S. Broch i Llop some of these problems might not happen and teachers would be able to make use of innovative resources in a more confident and reassuring way, without having any problem.

Although the results of the didactic proposal were positive, it was not possible to observe dramatic improvements in students' learning abilities maybe because of the limitation of time, that is, if this process is implemented during a whole school year, results could have ended on a more significant outcome. Hence, although students performed the activities and final task in a great way, maybe, by implementing similar activities during the whole course-year more positive impact on their learning abilities could be observed.

6. References

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APPENDIXES

Appendix I - Evaluation rubric

| Speaking evaluation rubric | | | | |
|----------------------------|--|--|--|--|
| | 1 | 2 | 3 | 4 |
| Structure | The structure is unclear. Some parts are missing. The oral text is not coherent. | More or less structured. Some parts are incomplete and/or not coherent. | Clear structure. Some parts are incomplete. | It has a clear structure. All the parts asked have been mentioned in a coherent way. |
| Phrasal verbs use | Incorrect or none use of phrasal verbs. | Use of 1-2 phrasal verbs correctly / the use of phrasals is confusing. Sometimes they are used correctly, but other times they are used in a non-coherent way. | Correct use of phrasal verbs. Use of few phrasal verbs (3) | Correct use of all the phrasal verbs during all the speech. A great variety of them is used. |
| Use of vocabulary | Incorrect or none use of specific vocabulary related with the topic. | Incorrect use of specific vocabulary related with the topic/ Use of only 1-3 specialised words, expressions, etc, related with the topic. | Correct use of 4-5 specialised words, expressions, idioms etc, related with the topic. | Correct use of specialised words, expressions, idioms etc, related with the topic. (+5) |
| Speech | Speech too short. Almost everything has been read. | Short speech. Reading in some parts. | Correct length of speech with little reading. | The length is correct. No reading. |

Appendix II - Satisfaction questionnaire and answers to it

Questionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?
2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?
3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?
4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?
5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?

Sí que me han gustado las actividades propuestas en estas clases. La razón de esto es que eran ejercicios prácticos y juegos que permiten aprender el inglés de un modo más entretenido.

2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?

Sí que me gustaría, porque pienso que es bastante ameno y entretenido de hacer clase de esta forma.

3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?

Sí, porque ~~esta~~^{nos} permite aprender desde una perspectiva diferente.

4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?

~~Es muy~~ El uso de las TIC en clase es bastante importante. Más que nada porque estamos en una sociedad digital, entonces, tener unos mínimos de conocimientos en ~~esta~~ tecnología es necesario. También el uso de las TIC ayuda a que los más jóvenes puedan disfrutar más aprendiendo.

5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

Considero que las actividades han sido correctas, tal y como están.

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?
Me ha gustado mucho, el hecho de hacer cosas diferentes y como que más divertidas ha sido más entretenido y siento como que he aprendido, o sea que guay.
2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?
A mí sí, pero porque me lo he pasado bastante bien en estas clases.
3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?
Diría que sí, porque por ejemplo yo no estoy acostumbrado a usar los phrasal verbs en el oral y lo de la review como que me ha ayudado a ponerlos.
4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?
Pues sí, al final están ahí para ayudar y que se usen hace la clase más participativa para nosotros y no nos aburrirnos.
5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?
La verdad es que no, me ha encantado.

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?

Si. Perquè és una activitat que mai fem.
Aleshores, m'ha paregut interessant i una forma
d'aprendre més original, divertida ...

2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?

Si. És cert que el SPEAKING no és el meu
punt fort. Però, tot i això, se tornaria
a realitzar l'activitat.

3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?

Si. Perquè t'entretens més i a la vegada,
aprens molt. Ho passem millor!

4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?

Si. Tu que, en el segle XXI, podrem
utilitzar-les més per a treballar en equips ...

5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

Si. La nostra forma de treballar tots els dies
és la mateixa, més bé, tradicional. Si se
fessin més activitats com la teua.

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?

Si

2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?

Si, aunque considero que ya lo hacemos

3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?

Si, porque te ayudan a retener vocabulario sobre un tema específico y conocer más cultura como en este caso películas

4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?

Si, ya que es una ventaja poder tenerlas y ayudan a hacer de una manera más didáctica las clases.

5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

No, creo que ha estado bien. Igual un poco más de tiempo para realizar las actividades.

Alba Fernández

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?

Sí, me gustó mucho las actividades de vocabulario y phrasals verbs porque eran como juegos y me divertí.

2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?

Sí, me gustaría porque de normal ~~en~~ hacemos más ejercicios en papel pero a veces es divertido cambiar.

3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?

Creo que sí, porque durante el Kahoot memorizé algunas phrasals verbs.

4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?

En mi opinión sí, porque ~~en~~ presté más atención y me divertí aprendiendo.

5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

~~Creo~~ Creo que no cambiaría nada, está bien hecho.

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?

Sí. Creo que hemos trabajado diferentes partes del inglés como el vocabulario, el speaking y también el listening al escuchar a nuestros compañeros.

2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?

Sí. Porque me ha parecido una actividad entretenida con la que se puede aprender inglés de una forma más divertida.

3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?

Sí. Porque creo que se trabajan muchas partes diferentes de inglés, sobretodo el vocabulario, la oral y también la comprensión oral cuando escuchamos a nuestros compañeros.

4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?

Sí. Creo que son una herramienta muy útil con la que se puede hacer infinidad de cosas que no sean simplemente estar delante de un libro haciendo actividades. (Lo que día a día se puede hacer pesado).

5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

No. Creo que el trabajo que hemos hecho anterior a la "film review" nos ha servido bastante para poder hacer un discurso con vocabulario correcto, con coherencia y que esté claro.

Cuestionario de satisfacción

1. ¿Te ha gustado el tipo de ejercicios / actividades realizadas durante estas clases?

Si. Bajo mi punto de vista, & la dinámica de las actividades y la perspectiva que tenían eran originales, divertidas y sobre todo muy enriquecedoras ~~en cuanto~~ para mejorar el nivel de la lengua.

2. Si pudieras realizar más actividades similares a las que habéis hecho estos últimos días, ¿Te gustaría? ¿Por qué?

Si. Como ya he dicho antes es una manera sencilla y divertida de aprender inglés y poder enriquecer el vocabulario.

3. ¿Crees que actividades como las realizadas durante los últimos días podrían ser buenas para tu aprendizaje? ¿Por qué?

Si. ~~Entre~~ Aprender la lengua sobre todo la ~~habla~~ manera de hablar es lo que realmente nos ayuda a mejorar y al fin y al cabo es lo que nos hace falta.

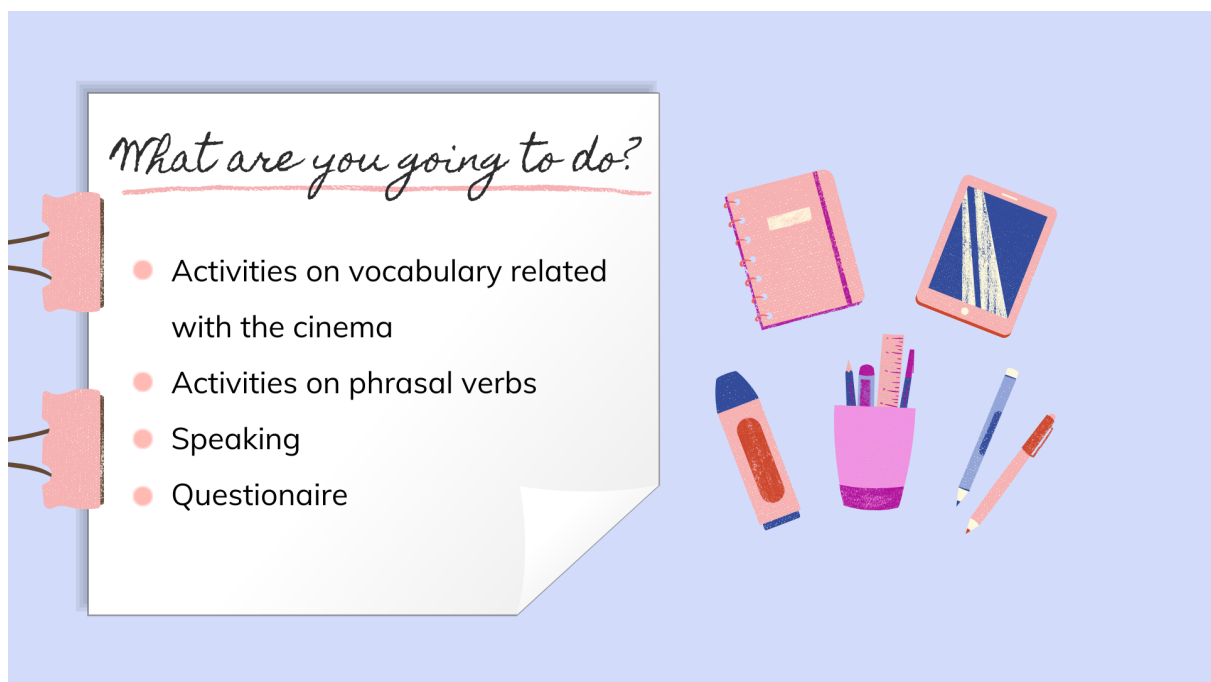
4. ¿Crees que el uso de las TIC en el aula puede ayudar a un buen aprendizaje? ¿Por qué?

Si ya que aportan dinámica a las actividades.

5. ¿Cambiarías alguna cosa de las actividades o alguna actividad de alguna forma para que fuese mejor para tu aprendizaje?

No. En mi opinión no hay que cambiar nada ya que están muy completos.

Appendix III - Canva presentation



Why doing this?



Activities on vocabulary

- Adjectives
- Idioms
- Sentences
- Phrases for film reviews



Activities on phrasal verbs

Useful:

- Review
- Future



final task: Speaking

Review:

- Title
- Main characters
- Actors/actresses
- Setting
- Plot



Evaluation + questionnaire

- Rubric
- Satisfaction questionnaire

| Speaking evaluation rubric | | | | |
|----------------------------|--|--|--|--|
| | 1 | 2 | 3 | 4 |
| Structure | The structure is unclear. Some parts are missing. The oral text is not coherent. | More or less structured. Some parts are incomplete and/or not coherent. | Clear structure. Some parts are incomplete. | It has a clear structure. All the parts asked have been mentioned in a coherent way. |
| Phrasal verbs use | Incorrect or none use of phrasal verbs. | Use of 1-2 phrasal verbs correctly / the use of phrasals is confusing. Sometimes they are used correctly, but other times they are used in a non-coherent way. | Correct use of phrasal verbs. Use of few phrasal verbs (3) | Correct use of all the phrasal verbs during all the speech. A great variety of them is used. |
| Use of vocabulary | Incorrect or none use of specific vocabulary related with the topic. | Incorrect use of specific vocabulary related with the topic / Use of only 1-3 specialised words, expressions, etc. related with the topic. | Correct use of 4-5 specialised words, expressions, idioms etc. related with the topic. | Correct use of specialised words, expressions, idioms etc. related with the topic. (1-5) |
| Speech | Speech too short. Almost everything has been read. | Short speech. Reading in some parts. | Correct length of speech with little reading. | The length is correct. No reading. |



Appendix V - Words and expressions related to the topic

First-rate movie

Third rate movie

Controversial

Mainstream

Thought-provoking

Slow

Bloody

Brutal

Predictable

Appalling

Fascinating

Jaw dropping

A must-see/ a hit

Blockbuster

Reception

Sequel

Stunt person

Expectations

Well worth seeing

A great piece of film-making

Defies the odds

Soundtrack

Build up to

If you like _____ (adventures/science fiction, etc.) this film is for you.

The film is based on _____

The film was released in _____

Be at the edge of your seat

Are you a fan of _____ (type of movies) movies? Then this film/movie is perfect for you

This movie is hands down (the best _____, ect.)

Appendix VI - Padlet about film reviews' structure

067 + 5 • 2m

review

l'ajuda d'un mico que escriu

| Stucture | BODY | CONCLUSION |
|--|---|---|
| <p>Catching intr</p> <p>TITLE (YEAR OF FILM) NAMES OF ACTORS ACTRESSES DIRECTOR TYPE OF MOVIE SETTING</p> | <p>body</p> <p>PLOT OPINION</p> | <p>Give recommendations Say your opinion</p> |
| <p>Main characters and their respective actors</p> | <p>The most surprising parts or scenes of the movie</p> | <p>cONCLUSION</p> <p>I would recommend this movie to evryone</p> |
| <p>Director</p> | <p>Locate the reader, for exemple imagine a situation when you are seeing a movie that you can enjoy</p> | |
| <p>Briliant cast</p> | | |
| <p>Title, main characters (actors)</p> | <p>If the actor's acting Is good</p> | |
| | <p>The main character</p> | |
| | <p>Year of release</p> | |

PHRASAL VERBS

| | | |
|--------------|--|--|
| Look up to | | |
| Make up for | | |
| Bring up | | |
| Pull away | | |
| Put up with | | |
| Move on | | |
| Call off | | |
| Come back | | |
| Take after | | |
| Pass away | | |
| Turn down | | |
| Come over | | |
| Give up | | |
| Keep up with | | |
| Break into | | |

Appendix VIII - Kahoot

If I enter an unknown house without permission I am...

27

Kahoot!

Omitir

0 Respuestas

▲ Coming over

◆ Breaking into

1/8

kahoot.it PIN de juego: 9505513

If I take after my father, I resemble him

28

Kahoot!

7 Answers

◆ True

▲ False

If you ____ this evening we'll watch a movie together

58

Kahoot!

7 Answers

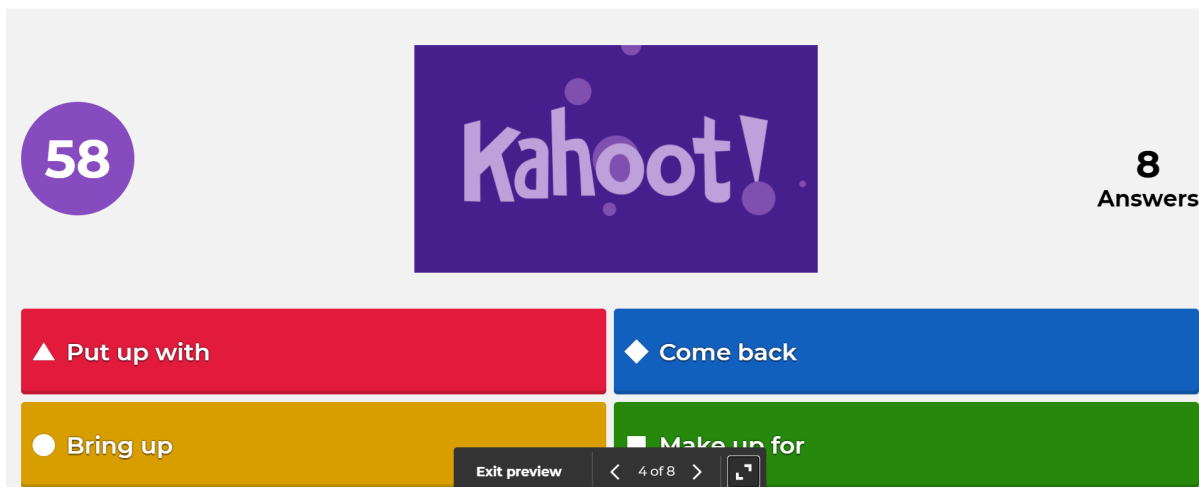
▲ Move on

◆ Call of

● Come over

Exit preview < 3 of 8 >

It can be used as a synonym of counterbalance



58

Kahoot!

8 Answers

▲ Put up with

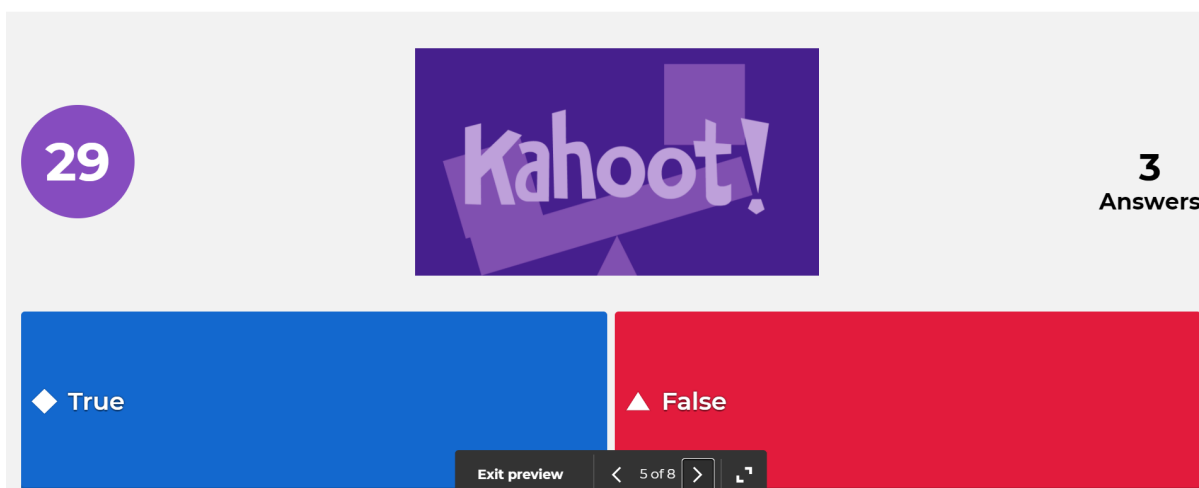
◆ Come back

● Bring up

■ Make up for

Exit preview < 4 of 8 >

When someone passes away he/she dies



29

Kahoot!

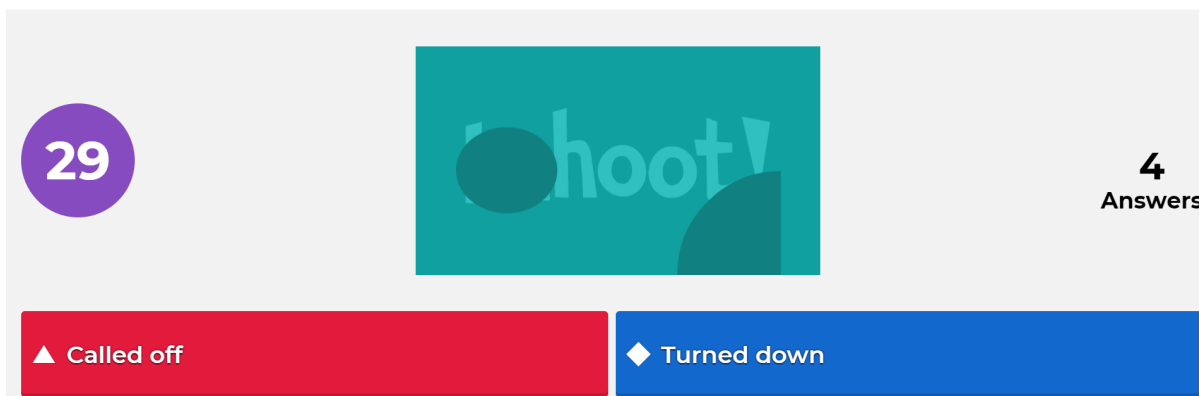
3 Answers

◆ True

▲ False

Exit preview < 5 of 8 >

The congress has been _____ due to technical problems



29

Kahoot!


4 Answers

▲ Called off

◆ Turned down

I can't ____ this situation anymore!

58



6 Answers

▲ Keep up with


◆ Put up with

● Give up

Exit preview < 7 of 8 >

When you look up to someone you feel superior to them

58



5 Answers

◆ True

▲ False

Exit preview < 8 of 8 >

Appendix IX - Educaplay activity: get phrasals

Phrasal verbs

NUM. INTENTOS 0/5

100 PUNTOS

00:08 TIEMPO

| | |
|-----------------|---|
| Get by | to stand up |
| Get out (of) | to start to direct your efforts and attention towards something |
| Get up | have a harmonious or friendly relationship |
| Get on (with) | to accept an unpleasant fact or situation after dealing with it for a while |
| Get away (with) | to leave a place, usually in order to start a journey |
| Get off | to be able to live or deal with a situation with difficulty |
| Get along | leave a place |
| Get over | to manage to make someone understand or believe something |

edUCAplay
by ADR Formación

Get by

Get out (of)

Get over

Get along

Get on (with)

to accept an unpleasant fact or situation after dealing with it for a while

to stand up

to leave a place, usually in order to start a journey

to be able to live or deal with a situation with difficulty

to start to direct your efforts and attention towards something

Appendix X - Instagram speeches transcriptions

Phrasal verbs useful vocabulary

Subject 1

I'm Daniela Gardell from 1st of bachibac and I will make a review of Hamilton. Hamilton is a musical Broadway show that was later made into a movie. It was written by Lin-Manuel Miranda and the **cast** is formed by a handful of stars such as Jonathan Groff and David Dicks. The musical **came out** in 2015 and they **get into** the life of Alexander Hamilton who was the secretary of treasury of George Washington, as well as one of the founding fathers of the United States. Then the plot of the film **starts off** presenting Hamilton, well Alexander Hamilton's character, and then they **move on** to his story eh.. piece by piece. The **musical** is divided into two parts, the first one is about Hamilton's world in the War of Independence of the US, and in the second part we get to know eh... we get to know how he got, how he **got by** in the US government. OK, as for Hamilton's reception, the **film reception** in the US, it was a hit. It was considered one of the best, one of the most successful musicals ever made and.. I think it is because of its **alternativity**, I mean, Hamilton is based in historical facts and its songs are rap and hip-hop. Though most people are apart by this weird combination, I think it is awesome, and Hamilton has demonstrated that history and rap **get along** quite too well. Ehh, OK, while watching the film, in my case, I really, I **had high expectations** since, well,,, since I had seen eh.. I had listened to some of the songs beforehand and they are a blast, eh.. I mean, they are incredible. When I finished to watch the film, I was stunned. I t's really catchy and.. I was... I was eh... **at the edge of my seat** during most part of it. And finally, well... all in a natural, **I would recommend** the film to everyone. It is a **first-rate film**, well it is, yes, it is a **first-rate film**, and... I mean, **hands down** is one of the best musicals ever made and.. yes, it is a **must-see** to everyone, so that's it, bye.

Subject 2

So, hi everyone! This is Roger and I wanted to talk about..., to talk to you about Mean Girls. So, Mean Girls is a... movie **directed** by Marc Waters and **based on** Queen bees and wannabes, that is a book I don't really know it so... It was **launched** in 2004 and it was a really, really, really **successful movie**, it was a hit basically, and, the movie is a **high school drama** which talks about the life... how the life of Cadi Heron, the main character, goes on, and, some **remarkable actors** are Regina George, Cadi Heron, Gretchen, Karen.. well, I would talk about that later. So, the **plot** is that Cadi Heron... and his, her family moves and **settles down** in the US, because ... they were in Af., they were living in Africa before and,

she's new in the high school so she makes two friends: Janice and Damian. So there's another group that are The Plastics, that's conformed by Getchen, Regina and Karen and Cadi tries to enter, for destroying it because of Janice, but then she does **get along** with the three girls and the story **goes on** and **goes on**. So, some actors and actresses from the movie are Lindsay Lohan, who lunch, this is the movie that launched her to the fame, Rachel Mc Adams, Amanda Seyfried, which was her first movie, and other.. actors that aren't ... aren't that famous. What I really wanna talk about is how hilarious and **gossipy** this mo, this movie is, like I love how.. it's always, there's always some drama. Aaand, my personal favourite character is Karen, one of the three plastics, because she makes me **crack up** because of her personality. She's really dumb but I love her, I don't know how to explain it, aaaand.. one thing that **pisses me off** is is the fact that Damian's only **role** is to be the gay best friend, it's a bit, **plane** for me. And the movie aged really well. When I saw it it was like 2018 and I thought this movie was recent, and when I... saw that this movie was from 2004 I was shocked. And **hands down** this is one of the best movies in the century, you have to see it, it's a must see and I don't know, **I couldn't recommend it more** because it's one of my favourites. Thank you for listening!

Subject 3

Hi, I'm Andrea and I'm going to do a film review of 'A bag of marbles escaping from the seas'. First, are you a fan of **costume drama films**? Then, this is the film for you. Maybe we have we have probably seen many films in our lives but 'A bag of marbles' **produced** in twenty seventeen (2017), direct by Christian Duguay, **based on** the autobiographical novel by Joseph Joffo. This film **shoot** in Nice, Avignon and Marseille will make you in the shoes of the brothers who lived adventures far away from their family. Then, as for the **plot**, it is based on a real situation in the context of the Second World War. Maurice and Joseph are two young jewish brothers who lived in France, under nazi occupation and are always together with their bag of marbles. Then, in order to save themselves they must **go away** with their family, without their family and move Heaven and Earth to escape from the enemies. They demonstrate courage em.. to hide in the outskirts. So... in conclusion, the brothers try to be reunited in the friendzone free from attack. Then, in that **thought-provoking** film, in my opinion the most shocking part is when the **protagonist** return home and receive the good news that their father has been killed by the invaders. It is a sad moment, but also a very emotional one, with a terrible ending for them but I also believe that there are some joyful scenes. So, **I strongly recommend the film** due to the fact that it ---- and breaks the heart but

allows us to better understand the moment of the war, and to admire the bravery of the children. Also, it helps us to realise that wars and fatal events have happened, so actually we can't complain about our present days, everyone should watch this wonderful film. All in all, my favourite film.

Subject 4

Hi, I'm Alba and I'm going to talk about a review on the film Frozen, which is an **animated** one. In spite of the fact that the film hasn't got any actors or actresses it has two directors named Chris Buck and Jennifer Lee. When the movie **came out** in twenty thirty (2013 mistake) it was a **blockbuster**. I remember when I went to watch it it was 9 years old and I was astonished by all the magic and the film evoked me. The plot starts in the kingdom of Arendelle which has two princesses: Elsa and Anna. One of the most important characteristics of the film is that Elsa has superpowers. She can manipulate the ice. When the sisters were young they used to make a snowmans, but one day Elsa hurt her sister and since that moment the **storyline** starts to develop. What I liked the most the most was the relationship between the both sisters who are always supporting each other. The way it ended was amazing, incredible I'd say and I really liked the film and if you haven't watched it **I would definitely recommend you** doing it.

Subject 5

Hello, my name is Olivia and I'm gonna do a review about 'I want to eat your pancreas'. So, 'I want to eat your pancreas' is a japanese **animated movie directed** by Shinichirō Ushijima and the story **came out** in two thousand seventeen. So the story is about a high school girl full of life, Sakura, and the opposite, Takahiro, a lonely boy eeh.. one day Takahiro go to the hospital and found a diary, later he discover that the diary is from her classmate Sakura and... that she had few months to live so they deci, so they decide to keep it in secret and.. then they become more and more closer and the story **goes on**. So the most unexpected thing about the movie is that, is the relationship between the story and the... between the story and the title. And finally, I **strongly recommend that movie** if you like **drama** and **cheesy** films, if you don't, don't watch it because you wouldn't enjoy it.

Subject 6 (Irene)

Hi I'm Irene and I'm going to make a review of The Hunger Games film. The Hunger Games film belongs to a **sequel** of 4 films based on the novels of Susan Collins. The film combines

fiction and drama in order to obtain a **suspenseful** and **jaw dropping** film. The film **came out** in two thousand twelve and was directed by Gary Ross and **starred** by actors who are so famous like Jennifer Lawrence, Liam Hemsworth, Josh Hutcherson... The film is set in a world divided in districts after a Third World War. Every year the Hunger games, a reality show in which 24 children with the age between 12 and 18 years old have to kill each other until only one survives, take place. This year is no different for Katniss Everdin and her younger sister, Prim, who only have 12 years old is called to participate. Katniss will stand for her sister and save her from death. I was pleasantly surprised when Katniss realises that she simply has to survive in order to continue taking care of her family specially of her sister. Eh.. thanks to this Katniss gives us moments eh.. amazing moments like for example: she starts a revolution, she makes herself respected, she stands up for the government. For these reasons I think Katniss is a character to be **looked up to**. As far as the **production** is concerned I would like to emphasize the incredible role of eh... each actor eh.. on the **cast** eh... because there are characters with whom I have really connected and other who I hated with all of heart. To sum up, if you like **thought-provoking** and **action** films, I **strongly recommend you** eh... not only the Hunger Games film but all the films that **make up** the **saga** because I think they will change a little bit at least the... your vision of the world and they would **keep you at the edge of your seat** until the last second.

Subject 7 (Ainhoa)

Hi! I'm Ainhoa and I will present you a review of the film 'The boy in the striped pajamas' which is a **drama movie**. This film is **based on** a book page journal. In addition to, the film was **shot** in two thousand eight and directed by Mark Herman. First of all I will start by talking about the **plot** of the film. Bruno, a boy who has ____ is the son of a nazi officer. Promoting, eh.. by promoting his father their fam.. his family is forced to leave their house in Berlin and move to an isolated area eh.. where Bruno has nothing to do and noone to play with. Eh.. bored and attracted by curiosity Bruno ignores what his mother tolds him and he__ towards the farm where he couldn't go. There he mis, he meets a jewish, ajewish boy, Shmuel, who has the same age. We can say that eh.. they start to have, they start to have a good relationship, and the encounters, and Bruno encounters with Shmuel, the boy in the striped pyjama, lead him to enter in the world of adults, but by... an innocent way mm.. therefore... that bring bad consequences. Under my point of view this trage, this tragedy eh... is **thought-provoking** due to the big psychological background eh.. also the film has an excellent **cast**, for example.. Asha Butterfield who plays the **role** of Bruno. Besides, the film

has too... great mm.. a great setting. Eh.. in conclusion, **I strongly recommend** The boy in the striped pyjama. If you will **get over** to watch this film you won't be disappointed.