Trabajo Fin de Máster

21st Century education, beyond the traditional method.

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Table of contents

0. Abstract & key words
1. Introduction
2. Theoretical framework
   2.1 Contextualization: a first-hand experience
   2.2 A new reality, the “disparity between two worlds”: English inside vs. outside the classroom
   2.3 Student’s needs and reality: “does the English classroom meet those demands?”
   2.4 The 21st century world: English and the technological era: webs and apps to make the most out of your English lessons
   2.5 M-learning
   2.6 Other methodological present-day resources for the English lesson ICTs and the Flipped classroom: granting students the reins of their learning
3. Conclusion
4. Didactic unit: Theory
   4.1 Title and topic
   4.2 Justification
   4.3 Contextualization
   4.4 Timing
   4.5 Key competences
   4.6 Didactic objectives and evaluation criteria and assessable learning standards
   4.7 Marking Criteria
   4.8 Contents
   4.9 Cross-curricular and interdisciplinary
   4.10 Attention to diversity
5. Didactic unit: The Marauder’s map
   5.1 Session 1
   5.2 Session 2
   5.3 Session 3
   5.4 Session 4
6. Session in details
   6.1 Session 1
   6.2 Session 2
   6.3 Session 3
   6.4 Session 4
7. References
0. Abstract

The current master dissertation is aimed at proving the validity of the smartphone as teaching tool for the English classroom, as well as at fostering their regular implementation in secondary education. To this end, I will project the theoretical contents covered in the first part of the dissertation, also mentioning others methods of teaching/learning as the flipped classroom and English for specific purposes. The second part of this master dissertation will include a didactic unit entitled “The Marauder’s map” where I develop some activities which try to serve as example about how the smartphone could be use correctly in the educative system.

KEY WORDS: smartphone, English for Specific Purposes, M-learning, ICTs, Flipped-classroom.

Resumen

La siguiente disertación va dirigida a probar la validez del uso del Smartphone como herramienta de enseñanza en la clase de inglés, así como fomentar su implementación en la educación secundaria. Para lograr este fin, proyectaré contenido teórico en la primera parte de la disertación mencionando además otros métodos de aprendizaje y enseñanza del inglés como la clase invertida o el inglés para fines específicos. La segunda parte de la disertación incluirá una unidad didáctica titulada “El Mapa del merodeador” donde he desarrollado una serie de actividades las cuales intentan servir de ejemplo de cómo el Smartphone puede ser usado correctamente en la enseñanza.

PALABRAS CLAVE: Smartphone, Inglés para motivos específicos, aprendizaje móvil, Tics, clase invertida.

1. Introduction

The aim of the followed master dissertation consist in analyze the possible benefits about the use of the smartphone in the learning student process, encouraging an educational system adapted at our times.

The present framework consists of the follow sections:

- Contextualization: a first-hand experience
- A new reality, the “disparity between two worlds”: English inside vs. outside the classroom
- Student’s needs and reality: “does the English classroom meet those demands?
- The 21st century world: English and the technological era: webs and apps to make the most out of your English lessons
- M-learning
• Other methodological present-day resources for the English lesson ICTs and the Flipped classroom: granting students the reins of their learning

First in the contextualization I will talk about the problem Spanish education has in relation with the use of resources 21st Century provides us and how it makes a slow down effect inside the classroom.

In the section of “A new reality” I will comment the importance of the smartphone followed by some brief research about the use of smart-phones in our region. To close this section, I will offer an activity which proves those daily apps as Instagram could be useful when approaching the process of learning in general, and learning English in particular.

After it, I will move on to the topic: English for Specific Purposes and how it has changed the way we understand the English learning process.

The next section of my master dissertation is the 21st century world, here I will try to explain how English language can be learn taking into account daily actions, making focus on the benefits it entails in the adolescence process.

Arriving at the last part M-learning is exposed, showing it as a future way in the learning process, apart from providing examples of learning English apps.

To conclude the theoretical framework we will see how ICTs and the Flipped classroom opening up a new path in our educational system setting out the bases to the new education.

2. Theoretical framework
   2.1 Contextualization: a first-hand experience

When I was in my internship period a lot of memories came to me. I could see different kinds of students in terms of learning. On the one hand, some of them could not learn the vocabulary if they did not use it immediately after it acquisition; on the other hand others preferred to elaborate long list of words to assimilate it. Everything seems to be just normal so far, till the moment we started to correct exercises. We used one hour to correct two sentences; one of the students went to the blackboard to try to complete the activity while the rest were staring at nothing. Obviously, after the correction, nobody had any doubt yet almost anybody knew how to complete the activity. Because of that I started to think, “Why did it happen?” why do students have to lose 20 minutes in the class looking up a word in the dictionary if nowadays we can find the meaning and examples of a term in a second? The answer that staff gave me was that the smart-phone was forbidden in the whole center in order to avoid that students used it inside the classroom to keep the focus on the lesson, but, in fact,
reality showcases that they do not only take it with them to the school but also use it in class when the teacher/s is/are distracted or paying attention to others matters. The point is that it shows a reality that everybody knows but the biggest part of teachers do not do anything apart from complaining about, our education saying its model is old fashioned. We have plenty of resources easily achievable that can turn the learning process into something more than long words list as we saw in the structuralism methods. In the next points I will provide some examples of these resources; even more, I will try and show how they may work in a real classroom setting, increasing the so-called useful or meaningful learning and keeping the students motivated.

2.2 A new reality, the “disparity between two worlds”: English inside vs. outside the classroom

Nowadays, all teenagers seem to have something in common, the use of new technology, specially the use of the smart-phone for an array of different purposes: enjoyment, communication, learning... Despite this fact, the research above clearly shows that the use of mobile phones if not absolutely prohibited in the classroom its use is highly restricted.

Authors such as Valero, C.C. et al. point out, in that respect, that their academic use inside the classroom is more than justified:

“El uso de dispositivos móviles en educación es un elemento fundamental en la construcción de conocimiento, ya que con la utilización de estas tecnologías se incrementan las posibilidades de interactuar con los miembros del grupo, se mejora la comunicación; por lo tanto, se difumina la barrera que separa a docentes y discentes. La tendencia actual hacia el uso de dispositivos móviles en educación está enfocada a que, en el futuro, cada vez más se utilicen estos aparatos en las aulas y en los centros educativos y culturales.”


This is just one example about the reality in education nowadays in our region. In a subject such as English, we can use almost every resource, and we can teach almost everything alongside English. English or foreign languages in general are the only subjects in which you are able to cover almost every likes of the students; they are the key to keep the student motivated.

In Andalucia, according to the information offered by many schools in their Internal Regulations, it seems that we have a clear tendency about the use of the smart-phones inside the classroom: “Smart-phones are forbidden”.

5
“Puesto que el teléfono móvil no es un útil necesario para el desarrollo de la actividad académica, queda expresamente prohibida traer el móvil al centro, su utilización o mera exhibición durante las sesiones de clase. El incumplimiento de esta norma está recogido en nuestro Plan de Convivencia como una incidencia de tipo II que acarrea una sanción inmediata de un día de expulsión fuera del centro.” I.E.S. Cumbres Altas (Nueva Carteya)

“Prohibición del uso: En todas las horas lectivas y en cualquier recinto del Centro queda prohibido el uso o exhibición de cualquier dispositivo electrónico personal” I.E.S. Velázquez “Sevilla)

In order to check out the level of implication in the use of smart-phones inside the classroom in our region the classroom in our region and outside it as tools to conduct research on their own, complete tasks, undertake projects... I have conducted some research in seven different high schools:

- I.E.S. Sántisima Trinidad (Baeza)
- I.E.S. Andrés de Vandelvira (Baeza)
- Escuela de Artes Gaspar Becerra (Baeza)
- I.E.S. Los Cerros (Úbeda)
- I.E.S. los Francisco de los Cobos (Úbeda)
- I.E.S. Reyes de España. (Linares)
- I.E.S. Huarte de San Juan. (Linares)
- I.E.S. Jabalcuz (Jaén)

Use of smart-phones for didactic aims in/outside the school

Graphic 1
Valero, C.C. et al. points out smart phones are a useful tool in the learning students’ process, and the current tendency is directed to it, but as the graphic shows, at least in our region the set out tendency is not happening.

2.3 Student’s needs and reality: “does the English classroom meet those demands?

Apparently, students know about the importance of the English language in the present-day world but for many of them it is also a fact that they may still need some specific reason, a particular interest, need or motivation, for wanting to learn the language. That is why, among many other issues, English for Special or Specific Purposes (ESP) was born.

“The demand for English for specific purposes (e.g., English for science and technology, English for business, vocational ESL) continues to increase and expand throughout the world.”


According with the last lecture mentioned, a definition of ESP need to distinguish between four absolute and two variable characteristics:

1) Absolute characteristics:
   - ESP consists of English language teaching which is:
     - Designed to meet specified needs of the learner
     - Related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities
     - Centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
     - In contrast with "General English"

2) Variable characteristics:
   - ESP may be, but is not necessarily:
     - Restricted as to the language skills to be learned (e.g., reading only)
     - Not taught according to any pre-ordained methodology Claims: the claims for ESP are
     - Being focused on the learner's need, wastes no time.
     - Is relevant to the learner
     - Is successful in imparting learning
     - Is more cost-effective than "General English"*
*Taking “Concise Oxford Companion to the English Language. Encyclopedia.com” as reference, General English or English for General purposes is a term A term in language teaching for a broadly based, usually long-term EFL or ESL course, in contrast to English for Specific Purposes (Business English, English for Medical Purposes, etc.).

We can say that ESP is a quickly developing field in English teaching studies. It points straightforwardly to the language user’s motivation since he feels to be learning something useful, practical and relevant.

The two most important areas within ESP are, on the one hand, English for Academic Purposes (EAP) and English for Occupational Purpose (EOP), on the other.

So, what is the purpose when the student sets out to learn English? This is the question many teachers and students alike face. The first idea that may come to students’ minds is going to be, “to pass my course”; that sounds more like a duty than an interest and motivation for the language. One of the many goals for an English language teacher must be to create that purpose on the bases of students needs and the first step to do it is to know the student you have in class. Usually, our students will be teenagers between 11 to 17 years old, whose use of English language outside the class is practically nonexistent due to the fact the English language in Spain is not used outside the lesson in daily ways as it is used in countries such as Greek where there is no dubbing on TV, cinema or videogames.

Spain is a country without an important language immersion due to that fact students do not have not a daily input in any other language apart from the Spanish language. A real problem of the contents teachers give to the students is that it is almost impossible for students to put the given input into practice, because of the lack of opportunities their daily life creates. Teachers are able to simulate some situations inside the classroom but their time is limited. That is why teacher must create the necessity to use the English outside the class, not only to be evaluated, also to show the way to acquire input outside the classroom. Students know they can use films, songs, web pages, etc to learn English, however they do not know the correct one, and they tend to get lost. So, how can teachers approach the English to their students? The answer may be easy, using student tools as Instagram.

Cristian Olivé, teacher of Spanish language and literature elaborated an activity about compulsory reading through Instagram.

“Tras leer ‘FinisMundi’ de @_LauraGallego, les pedí que convirtieran al protagonista de la novela en un influencer de la época.”

The idea is simple but effective. One of the activities most of the students hate is the compulsory reading; it may be a really good task they must undertake in order to
learn English during their academic year to acquire knowledge, vocabulary and grammar structure inside a context but it is not popular among most students.

Instagram is an app used by students everyday and in the future it may even be used to look for a job or other different purposes, so why not try ant mix both together?

“Con una cuenta ficticia de @instagram, deberían hacerse pasar por el protagonista y contar su día a día a lo largo del viaje que emprende en el libro.”

Of course this kind of activity has a number of norms to observe.

“La cuenta debería ser privada y para uso únicamente académico.”

Olivé gave all the necessary indication to his students.

“Los post deberían contener las ciudades por las que se transita, los paisajes que describe, las nuevas amistades con las que cruza, las reflexiones que surgen a lo largo de la historia...”

He established deadlines and the number of the post students must upload. He also provided examples.

“De manera cronológica, tenían que utilizar fragmentos de la novela como pie de foto para describir las imágenes del viaje, les pedí que concretaran las páginas donde aparecían los textos. Algunos ejemplos...”

https://twitter.com/xtianolive/status/1114973809105305600
He said that the only kind of homework he would demand is similar to the previous one to prevent the monotony of learning. The results were amazing.

“Para mi sorpresa, TODOS cumplieron la fecha de entrega y TODOS realizaron la actividad a partir de Instagram. Los trabajos resultaron cuandomenos sorprendentes…”

To prevent certain commentaries about the use of Instagram he made templates just to hint the app.
Olivé’s activity is a perfect example about how to approach the knowledge teachers tries to share with their student in their daily lives in order to motivate them to use the English language outside the classroom.

2.4 The 21st century world: English and the technological era: webs and apps to make the most out of your English lessons

In the last section I intended to talk about to place that the English language may have in students’ daily lives, but I would like to go further. Right now we live in a commercial world in which everything is connected; anyone can buy or sell anything through the Internet.

As I said before, English can be taught in different ways, and languages are the key of communication, so the idea is to use it to open this world to the students. Adolescence is a period, in which teenagers are discovering themselves; they start to think about their identity.

“Según Erikson, la vida se compone de una serie de etapas, teniendo asociada, cada una de ellas, una determinada misión de naturaleza psicosocial dentro del proceso de desarrollo. La tarea del adolescente es conseguir la identidad del yo, que definirá la conciencia de quién es uno mismo y hacia dónde va. El sentido de identidad se inici en la adolescencia y se continuará durante toda la vida.”
Through a shopping simulation we can show to the students’ different styles of personalities in order to discover which of them fits better, according to their nature using online shops as a reference. It will be useful in order to open their minds to see different kinds of people and to develop tolerance in class. Moreover is a good method to create fluency in the student reading skill; students will move over the English Webpage trying to understand and find everything the teacher said using an English menu.

Also, it may a good way to teach more than only vocabulary and grammar for commercial business:

“El inglés comercial se ha convertido en una asignatura básica, primordial y necesaria en el mundo de los negocios. Y no consiste solo en conocer la gramática”


Besides we can find a large number of WebPages or App dedicated to international small commercial trades as:

- E-bay: is an American multinational e-commerce corporation based in San Jose, California that facilitates consumer-to-consumer and business-to-consumer sales through its website.

- EMP Merchandising: EMP distributes music CDs and other merchandise, including shirts and buttons of rock and heavy metal bands. EMP distributes their articles in Germany, Austria, Switzerland, Finland, Italy, France, Spain, Poland, the United Kingdom, the Netherlands (under the name Large Popmerchandising) and Sweden (under Sweden Rock Shop).
ASOS: is a British online fashion and cosmetic retailer. The company was founded in 2000 in London, primarily aimed at young adults. The website sells over 850 brands as well as its own range of clothing and accessories, and ships to all 196 countries from fulfilment centres in the UK, US and Europe.

Students have these web-pages at their fingertips which means teachers do not teach them something unknown but how to make an appropriate use of them, apart from developing their trade thinking interactions which will be useful in the future because a lot of companies bet for the online format now.

The skills that will be developed using this kind of activity are:

- Communication skills: Students will be in contact with others students or with an online staff, that is how their communication in English language will be developed by getting out of their comfort area.
- Professional English: but getting in contact students with different fields of English vocabulary and within a formal context they will be forced to adapt their way of communication in a professional way apart from increasing their vocabulary pool.
- Critical thinking: buying and selling are daily life situations we will carrying out during all our life so this is a perfect exercise to introduce students in that situation warning them about dangers you take with these kinds of action, guiding them to a responsible consumerism.
- Cooperation or teamwork/ Interdependency: doing online commercial transactions, students can ask somebody for help, that could be the teacher even another student, anyone endowed with that knowledge, so it does not matter if you learn though other experiences.
- Formal expressions used in commercial trades: as I said hinted above, the kind of language students should use when they are talking with company staff must be more formal than the language used in the classroom.
- Autonomy/Independence: if students are more critical about what they are going to acquire, they will learn to think by themselves which generates the autonomy to begin new projects.
- Tolerance: being in contact with diverse people students mind will be expanded seeing that the things they are considering ordinary depends on the point of view.

2.5 M-learning

“En las últimas décadas, la educación ha sufrido importantes cambios propiciados por el desarrollo de las tecnologías que han modificado las formas de acceso y difusión de la información y los modos de comunicación entre los individuos, entre los individuos y las máquinas y entre las propias máquinas.”


Social networks bring with them a new era, everyone is able to create material and share it with the world. Nowadays, to be known in social networks opens a world of opportunities and it is useful at the time of finding a job even to get access to one of the new jobs this new era brings with it. We will discuss about it in some more depth in the next sections.

M-learning (M→mobile) is a term derived from E-learning (E→electronic) which involves all communication gadgets: laptops, mobile phones, tablets, any mobile gadget with Internet connection. O’Malley et al. (2003) defined m-Learning as:
¡Cualquier tipo de aprendizaje que ocurre cuando el aprendiz no está fijo en una determinada localización, o el aprendizaje que ocurre cuando el aprendiz aprovecha las oportunidades de aprendizaje ofrecidas por las tecnologías móviles!


“Los dispositivos móviles permiten ampliar el entorno cognitivo individual y grupal construyendo conocimiento y no solo recibiendo como sustancia. Nos familiariza con los nuevos sistemas semióticos emergentes y nos cualifica para la inserción en el mundo laboral. WanNg (2012: 56) puntualizó que en el M-learning es necesario un adiestramiento en la dimensión técnica, cognitiva y socio-emocional.”

(Nuez, G., & Sánchez Suárez, J. A. (2014). Innovar para educar: Uso de los dispositivos móviles en la enseñanza y aprendizaje del inglés.)

The creation of contents is something almost every student does daily without noting, when they upload a photo or video in their blog, chat between friends, look for new contents or information though the laptop or mobile phone, all of this make m-Learning possible. Young people are taking advantage of all these new resources. Yet educational institutions are trying to ban them. Van’tHooft y Vahey (2007, pp. 4-5) said:

“Mientras las escuelas se mantienen en la tradición oral, los libros de texto y el aprendizaje lineal, los alumnos actuales viven en un mundo diferente con diferentes medios que les permiten acceder a la información de diferentes maneras.”


Out of the reading of this work, we can therefore infer that nowadays, students prefer:

- Fast and open access to the information
- Connect to other people
- Digitals tools
- “Just in time” knowledge, practical and relevant.
- Be free to express themselves

Paraphrasing “Swan et al., 2997, p 11”, from an educational point of view, mobiles devices will allow the students swap easily from cooperative to individuals activities, to gain access to an enormous amount of resources and tools to create and
manage information anywhere, while being capable of keeping moving in a flexible way between contexts and learning environment outside and inside the traditional lectures.

Takeout Internet is our reality now but in almost every center it come in the student pockets underestimating all the possibilities it bring with him, it is a learning weapon we must overcome the fear to use it.

“En el futuro, el éxito del aprendizaje y la enseñanza con tecnologías móviles será medido por cómo se entretiene sin costuras en nuestras vidas cotidianas, y el mayor éxito, paradójicamente, tendrá lugar en el momento en el que no lo reconozcamos siquiera como aprendizaje (Naismith et al., 2004, p. 36).”


Examples of different apps and uses of smart phones apart from looking up the meaning or a translation on the Internet are:

- Mosalingua: it is an app to learn language downloaded by more than one million of downloads with a high rate of success. This app uses techniques as active revision, Pareto’s law or learning psychology.


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- Mosalingua: it is an app to learn language downloaded by more than one million of downloads with a high rate of success. This app uses techniques as active revision, Pareto’s law or learning psychology.

- Duolingo: probably the most famous app to learn English. Times Magazine calls it “the app with the secret about the future of the education”. It offers learning session of five minutes each.

Image 7
https://www.mosalingua.com/es/
Hello English: through this app, students have access to 457 interactive lessons to learn English and other 23 languages. It combines reading-writing games as words-games. One of its methods is to make the student read daily news in order to improve his/her vocabulary without the student noticing.

Those are just three examples of a large number of apps we can find. First of all they are completely free, it is easy to keep tracking the development of the student, which means that it is a really good tool for homework because in just five minutes per day, students English skills will be trained and the next day, the teacher will able to see if the student has completed the app stage or not.
2.6 Other methodological present-day resources for the English lesson ICTs and the Flipped classroom: granting students the reins of their learning

Other methods to bring the English language closer to the daily life of the students are ICT classrooms and the flipped classroom. The use of ICT classroom resources have become practically mandatory nowadays in the classroom as is shown in the Organic Law 8/2013, 9th of December:

“Las TIC constituyen un ámbito en el que hay que realizar un especial hincapié acorde con la transformación del sistema educativo”


We can find three main benefits in the use of ICTs: autonomy, motivation and meaningful interaction.

First benefit is autonomy. Participants said that their autonomy is encouraged through the implementation of ICTs because of the fact that as learners, they have more chances to look for, evaluate and select resources and materials helpful for the task development.

The second benefit is motivation, not only for the freshness effect students generate with new technologies, but also due to the fact students have access to authentic material. Participants noted that with ICTs learners are no longer exposed to materials that have been adapted to their proficiency level.

The last benefit is, meaningful interaction, defined as the interaction that is close to the activities learners undertake outside the classroom. One of the participant noted that as learners spend most of the time interacting in social networks, they enjoy engaging in activities that they can relate to their free-time activities. Another one explained how writing has been traditionally associated with an individual or personal activity, but with new technologies, writing in her classes has become a collaborative activity in which novice learners seem to benefit from their more experienced peers in the processes of brainstorming, planning and drafting, as when she uses mind mapping.

Now the moment has come to talk about so-called “flipped classroom” but before talking about it, I have to talk about active learning because of fact that flipped classroom derives from it. Prince [61] defines active learning broadly as, “any instructional method that engages students in the learning process.”
“Research has showed that having students engage in cooperative learning results in higher achievement, greater retention, more positive feelings by the students about each other and the subject matter, and stronger academic self esteem, compared to competitive and individualistic learning. One of the reasons that cooperative learning is featured as a major strategy for active learning is that there are hundreds of studies dating back to the late 1800’s validating the process of having students work cooperatively (Johnson & Johnson, 1989)”


First, I will present a definition of flipped or inverted classroom given by Lage et al. [49]. “Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa”

“We define the flipped classroom as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom”


A graphic representation of this definition is shown in figure 1:
Benjamin Franklin said: “Tell me and I forget. Teach me and I remember. Involve me and I learn”. This is the basic idea of the active learning, therefore it is the idea behind the flipped classroom too. Some benefits of that method in the figure 2.

- [https://sites.google.com/site/usmplg724blendedlearning2014/blended-learning-flipped-classroom---questions](https://sites.google.com/site/usmplg724blendedlearning2014/blended-learning-flipped-classroom---questions)
### Benefits of a Flipped Classroom

<table>
<thead>
<tr>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students learn at varying speeds.</td>
<td>Teachers focus on being the “Guide on the Side” not the “Sage on the Stage”</td>
</tr>
<tr>
<td>Students are provided opportunities for review.</td>
<td>Teachers spend more time supporting students with practice.</td>
</tr>
<tr>
<td>Lessons front-load students for classroom activities.</td>
<td>Teachers are involved with student learning rather than lecture.</td>
</tr>
<tr>
<td>Materials are ready and prepared for students who are absent or sick.</td>
<td>Teachers spend less time on classroom management of student behaviors.</td>
</tr>
<tr>
<td>Parents can view lessons and better assist students.</td>
<td>Teachers are able to provide one on one and small group assistance.</td>
</tr>
<tr>
<td>Students do not struggle with completing homework because they “forgot” how.</td>
<td>Teachers are not spending extra hours tutoring and re-explaining to students who didn’t understand the class lesson.</td>
</tr>
<tr>
<td>Students take ownership of their learning.</td>
<td>Teachers collaborate with peers in creating materials.</td>
</tr>
<tr>
<td>Students are actively working with their peers.</td>
<td>Teachers connect with students.</td>
</tr>
</tbody>
</table>

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3. **Conclusion**

In the introduction, this master dissertation one main objective was set out:

- To analyze the possible benefits about the use of the smart-phone in the learning student process, encouraging an educational system adapted at our times.
Nowadays, students use the smart-phone as a daily life tool, for communication, for playing, even for learning their own self-interest. One the one hand, some authors defend the idea about the use of smart-phones during the learning process is becoming a tendency, for the other hand, the reality of our region at least is the tendency to avoid the smart-phone in the learning process, especially inside the classroom is not effective. We are avoiding one of the most powerful educational tools of this century while the rest of the world is taking advantage of it.

The problem is that at the same the smart-phone has an endless number of educational possibilities; also it is a trouble maker, tool of distraction and conflicts. As I could observe during my internship and also during the conversation with my partners, the biggest part of the students cannot see the objective that an activity based in methods as gamification or in the use of the smart-phone hide; usually they get stuck in the process losing the educative meaning of the activity.

The possible answer to this problem I suggest and is captured in the next didactic unit is planting activities mark by time. Using against the clock activities, students will not have time for distractions thanks to this, they will focus all their attention in the activity and they will use correctly tools as the smart-phone.

4. Didactic Unit

4.1 Title and topic

I chose the title of “The Marauder’s Map” hinting at the final project. It could carry a literature meaning because the final project is inspired in a tool which is used in J. K. Rowling Harry Potter books, a map which can show you the secrets of the high school building.

4.2 Justification

Planned for the third year of compulsory education (CSE), this didactic unit is properly justified by LOMCE. Particularly, it follows the stipulations appearing in the Royal Decree 1105/2014, of December 26th (BOE number 3 of January, 3rd), whereby the core teachings corresponding to CSE are established.

According to the legislation in force, students will work the four main skills listed in the BOE number 3 of January, 3rd:

- Comprehension of oral texts: understanding the explanations given by the teacher and the information that videos show.
- Production of oral texts: expression and interaction: creating dialogues between them using English language as channel of communication.
Comprehension of written texts: understanding the photocopies given by the teacher and the written information that videos shows in relation to the topic.

Production of written texts: expression and interactions: making writing dialogues in which they must use the given knowledge with accuracy.

The four sessions of this didactic unit are oriented towards developing the validity of the smart-phone as an important resource for the learning process of English language and to stop the general tendency of avoiding it.

Some of the next activities set out examples of situations in which students might be involved in the future.

### 4.3 Contextualization

These contents are designed for a group of secondary compulsory education students belonging to the 3rd academic year (3º ESO) during the 3rd week of the second term.

**Physical context**

- We can find 30 students in the class, 13 boys and 17 girls.
- The room is medium size where students are sitting in pairs, five columns and six rows disposition.
- Adequate acoustic condition and possibility to control the luminosity of the classroom

**Resources**

- Inside the classroom we can find a digital blackboard and a projector with speakers.
- Outside the classroom, talking about electronic devices, this center has two computer rooms; also, for each three classrooms there is one computer trolley with fifteen laptops. To conclude the resources section, I must indicate that the center is endowed with an excellent Wi-Fi connection.

**Students**

- In general these students set off an adequate English level (Pre-Intermediate A2-B1) to face this academic year except three of them who need an extra-reinforcement which could be given through their companions during the team work.
- Four of them are not Spanish, three are Chinese and one Moroccan but they speak Spanish as a native language.
• All the students have a smart phone which they can bring to the class to work with him.

Additional context

• During the first term we were using smart phones in class to speed up the learning process with good results. Also the teacher created a Facebook page in which he shares the given materials and also students share their progress in the app for learning English “Duolingo” which the teacher usually uses for homework.

4.4 Timing

Four sessions per week each session has between 50 and 55 minutes per long.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:15-10:15</td>
<td>11:45-12:45</td>
<td>-</td>
<td>10:15-11:15</td>
<td>12:45-13:45</td>
</tr>
</tbody>
</table>

This didactic unit will be conducted during the second term in the second week of February.

4.5 Key competences

1. Linguistic communication: students will use the English language as tool of communication during the session.

2. Digital competence: in each session I introduce digital resources in order to develop it.

3. Learning to learn competence: at the same time they will look for, filter and use information about the places that appear in the activities and they will also learn to be autonomous and self sufficient in the research.

4. Social and civic competences: Students will help each other during the sessions and also they will share their electronic material in the case someone lacks of it.

5. Cultural expressions & artistic awareness: during the sessions students will look for different information in relation with this topic.

Thanks to the purpose of using smart phones as a resource during the lesson we can cover six of the seven key competences stipulated by LOMCE.
4.6 Didactic objectives and evaluation criteria

<table>
<thead>
<tr>
<th>Didactic objectives</th>
<th>Evaluation criteria + Assessable Learning Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>To use correctly the grammatical structure “There is/are”</td>
<td>If the student uses correctly the grammatical structure “There is/are”</td>
</tr>
<tr>
<td>To use correctly place and directions prepositions</td>
<td>If the student can indicate where something is placed</td>
</tr>
<tr>
<td>To indicate correctly a direction</td>
<td>If the student can guide someone lost by indications</td>
</tr>
<tr>
<td>To recognize and use the present perfect correctly when asking/answering about past experiences “Have/Has ever/never + participle”</td>
<td>If the student can recognize and use the present perfect correctly</td>
</tr>
</tbody>
</table>

4.7 Contents

Contents also follow the stipulations appearing in the Royal Decree 1105/2014, of December 26th (BOE number 3 of January, 3rd), whereby the core teachings corresponding to CSE are established.

Besides, in reference to the Common European Framework of Reference for Languages (CEFRL), the present didactic unit also fulfils the following competences:

1. Linguistic competence
   - Grammatical: *there is/are*, modal verbs and present perfect. E.g.: *can, must, have/has+participle*.
   - Lexical: prepositions and expressions of place (direction) E.g.: *go straight, turn left, above, along behind*.
   - Phonological: good/proper stress and rhythm while staying in conversation in dialogues and monologues.
   - Orthographic: writing dialogues using the knowledge of grammar and vocabulary present in the given sessions.
   - Orthoepic: correlation between writing and pronunciation. E.g.: above - /əˈbʌv/
2. Sociolinguistic competence:
   ➢ Register differences: informal language and formal writing.

3. Pragmatic competence:
   ➢ Discourse: coherence, cohesion, style and register, logical order and thematic organization.
   ➢ Functional:
      • Micro-functions: offering and giving directions.
      • Macro-functions: Ideational (transmission of new information), relational/interpersonal (asking strangers about directions “where is the...” and textual (creation of oral and written exchanges about the topic)

4.8 Marking criteria

Students will be marked according to the following percentages:
   • Written task given by the teacher during the sessions: 60%
     - 40% Correct use of the given grammar
     - 40% Correct use of the vocabulary
     - 20% Writing style.
   • Complete the task in time: 20%
   • Sharing their progress of Duolingo in the on-line group: 10%
   • Participation in debates and doubts generated in class: 10%

4.9 Cross-curricular and interdisciplinary

Cross-curricular elements included, according to Royal Decree 1105/2014 (LOMCE).
   • Reading comprehension: reading and filter the information of on-line texts.
   • Oral and written expression: interacting between them to discuss the content of the material they will create to complete the written activities.
   • Audiovisual communication: to understand the pictures and videos that the teacher will provide.
• Information and communication technologies: using electronic devices as the smart-phone to look for the information, share it and to complete activities though apps.

As far interdisciplinary is concerned we will find curricular elements from at least the following subjects:

• Arts: they will find information about the landmarks that appears in some activities.
• Technology: they will use electronic devices as the smart-phone as support inside and outside the classroom.
• History: they will find information about the landmarks that appears in some activities.

4.10 Attention to diversity

In case one student finishes his task before the rest, he would have the following options:

Fast finishers
• Keep completing the Duolingo which count for the final mark.
• Helping the others students in order to promote the team-work.

Slow learners
• They will be helped by the fast finishers.
• They will also have reinforcement material to catch up with the rest of the students. E.g.: 

Present perfect reinforcement

Have you ever driven a Mercedes? = ¿Has conducido alguna vez un Mercedes?
Have you ever tasted Thai food? = ¿Has probado alguna vez la comida tailandesa?
Have you ever cheated in an exam? = ¿Has copiado alguna vez en un examen?
Image 12

https://www.lawebdelingles.com/nivel-a2/present-perfect-ever/

Exercise 1:

1. ¿Has estado alguna vez en Canadá?
2. ¿Has jugado alguna vez al ajedrez?
3. ¿Has estudiado alguna vez un idioma extranjero diferente al inglés?
4. ¿Has visto alguna vez una película en versión original?
5. ¿Has hablado alguna vez inglés por teléfono?

Exercise 2:

1. _____ you ever _____ (see) a shooting star?
2. They _____ (bring) their children with them.
3. We _____ (not/leave) yet.
4. _____ the bus _____ (arrive) yet?
5. Adam and Natalie _____ (live) together for 3 years.

https://www.curso-ingles.com/practicar/ejercicios/present-perfect
https://www.lawebdelingles.com/nivel-a2/present-perfect-ever/
Modal verbs reinforcement

https://www.youtube.com/watch?v=6ATj9Do_RL8

https://www.youtube.com/watch?v=U-u5A5_xxoo
MODAL VERBS

Choose the correct option.

Remember, you're in a library, you ___ speak loudly.
(a) don't have to
(b) mustn't
(c) are allowed to

Don't forget to take an umbrella. It ___ rain later.
(a) might
(b) can
(c) should

___ wear jewellery to school?
(a) may she
(b) does she have to
(c) is she allowed to

Betty ___ be ill. I've just seen her.
(a) can
(b) can't
(c) has to

I was using my mobile a minute ago. It ___ be somewhere here.
(a) must
(b) have to
(c) couldn't

We ___ chew gum in class.
(a) should be
(b) may
(c) aren't allowed to

You ___ be hungry. You've just eaten lunch.
(a) have to
(b) can't
(c) is she allowed to

You ___ make pancakes. I've already made some.
(a) mustn't
(b) have to
(c) don't have to

Students ___ borrow up to four books at a time.
(a) are allowed to
(b) must
(c) can't

I've just bought a lottery ticket. I ___ become rich soon.
(a) must
(b) could
(c) am allowed to

Mr. Black ___ be away this weekend, but we're not sure.
(a) might
(b) has to
(c) must

Paul has finally got the job. He ___ be really pleased.
(a) must
(b) is allowed to
(c) could

I don't ride so fast. You ___ have an accident.
(a) have to
(b) may
(c) are allowed to

Mum ___ do the shopping. Dad has already done it.
(a) has to
(b) doesn't have to
(c) doesn't have to

___ bring our own music to the school disco?
(a) We are allowed to
(b) Are we allowed to
(c) Is he allowed to

Stella can't find her car keys. They ___ be in her bag.
(a) are allowed to
(b) don't have to
(c) could

I ___ take any electronic devices on school trips.
(a) am not allowed to
(b) am allowed to
(c) have to

Larry ___ be at home. His car is outside.
(a) may
(b) mustn't
(c) must

You ___ vacuum the carpet. Phil's already cleaned the room.
(a) can't
(b) don't have to
(c) mustn't

He ___ speak Spanish fluently. He's been there for only a week.
(a) can't
(b) can
(c) could

Whose pen is it? It ___ be Sandra's.
(a) has to
(b) must
(c) might

Where can I find Luke? He ___ be in the garden.
(a) is allowed to
(b) may
(c) doesn't have to

She's got plenty of time, so she ___ hurry.
(a) doesn't have to
(b) don't have to
(c) has to
Preposition of places reinforcement

1) He’s swimming _______ the river
2) Where’s Julie? She’s _______ school.
3) The plant is _______ the table.
4) There is a spider_______ the bath
5) Please put those apples _______ the bowl.
6) Frank is _______ holiday for three weeks.
7) There are two pockets _______ this bag.
8) I read the story_______ the newspaper.
9) The cat is sitting _______ the chair.
10) Lucy was standing _______ the bus stop.

5 Didactic unit: The Marauder’s map

5.1 Session 1

<table>
<thead>
<tr>
<th>Title</th>
<th>Type of work and timing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact in 360°</td>
<td>WC → 10’</td>
<td>Teacher will share in the classroom Facebook group a space with 360° photos; students will browse the page in</td>
</tr>
<tr>
<td>Title of the activity</td>
<td>Type of work and timing</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Warm up</td>
<td>IW → 5’-10’</td>
<td>Asking for doubts and preparing the material.</td>
</tr>
<tr>
<td>Where is my home?</td>
<td>WC → 15’</td>
<td>Teacher will explain how to indicate a direction and modal verbs.</td>
</tr>
<tr>
<td>Charge you smart-phone!</td>
<td>PW → 20’</td>
<td>In pairs, students will write a dialogue in which they have to use the given knowledge.</td>
</tr>
<tr>
<td>Till tomorrow</td>
<td>WC → 5’</td>
<td>Teacher will pick up student’s writings and he will set one level of Duolingo app for the next day as homework.</td>
</tr>
</tbody>
</table>

5.2 Session 2

<table>
<thead>
<tr>
<th>Title of the activity</th>
<th>Type of work and timing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give me this thing under the other thing.</td>
<td>WC → 15’</td>
<td>Teacher will explain the use of there is and there are as well as some place and direction prepositions.</td>
</tr>
<tr>
<td>What are you seeing?</td>
<td>PW → 25’</td>
<td>In pairs, students will choose one of three 360º teacher shared in the on-line group to describe them using the given knowledge and the smart phone.</td>
</tr>
<tr>
<td>Till tomorrow</td>
<td>IW → 5’</td>
<td>Teacher will pick up student’s writings and he will send one level of Duolingo app for the next day.</td>
</tr>
</tbody>
</table>

order to get used to this format.
5.3 Session 3

<table>
<thead>
<tr>
<th>Title</th>
<th>Type of work and timing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal</td>
<td>WC → 20’</td>
<td>Teacher will explain the final project for this term.</td>
</tr>
<tr>
<td>Prezi’s path</td>
<td>WC → 30’</td>
<td>Teacher will teach how to use the app and webpage “Prezi”.</td>
</tr>
<tr>
<td>A little advice</td>
<td>WC → 5’</td>
<td>Teacher will set homework</td>
</tr>
</tbody>
</table>

5.4 Session 4

<table>
<thead>
<tr>
<th>Title</th>
<th>Type of work and timing</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warming up!</td>
<td>IW → 10’</td>
<td>Teacher will give the students some activities to refresh the knowledge about present simple, past simple, present continuous.</td>
</tr>
<tr>
<td>Workout’s theory</td>
<td>WC → 25’</td>
<td>Teacher will explain the present perfect.</td>
</tr>
<tr>
<td>Beast mode!</td>
<td>IW → 15’</td>
<td>Individually students will do a sheet of exercises about the present perfect.</td>
</tr>
<tr>
<td>Stretching</td>
<td>WC → 5’</td>
<td>Student could ask about the present perfect, the final project or any doubt.</td>
</tr>
</tbody>
</table>

6. Session in details

6.1 Session 1

“Contact in 360º”

Students must go into the Facebook’s group, download and watch these 360º photos/video to get used to them.
Image 17.

https://www.facebook.com/MarkCassarPhotography/photos/a.723934634289214/2544660348883291/?type=3&theater

Image 18.

https://www.facebook.com/452531438237007/posts/1284558741700935/
“Give me this thing under the other thing”

In this part of the class, first teacher will explain the uses and structure of there is and there are and the place and direction preposition, he will provide a photocopy for each one of students to help them. The photocopy also will be uploaded on the online space.

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Use</th>
<th>Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>higher than sth.</td>
<td>The picture hangs above my bed.</td>
</tr>
<tr>
<td>across</td>
<td>from one side to the other side</td>
<td>You mustn’t go across this road here.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There isn’t a bridge across the river.</td>
</tr>
<tr>
<td>after</td>
<td>one follows the other</td>
<td>The cat ran after the dog.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>After you.</td>
</tr>
<tr>
<td>against</td>
<td>directed towards sth.</td>
<td>The bird flew against the window.</td>
</tr>
<tr>
<td>Preposition</td>
<td>Use</td>
<td>Sentences</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>along</td>
<td>in a line; from one point to another</td>
<td>They’re walking along the beach.</td>
</tr>
<tr>
<td>among</td>
<td>in a group</td>
<td>I like being among people.</td>
</tr>
<tr>
<td>around</td>
<td>in a circular way</td>
<td>We’re sitting around the campfire.</td>
</tr>
<tr>
<td>at*</td>
<td>position at a point</td>
<td>I arrived at the meeting.</td>
</tr>
<tr>
<td>behind</td>
<td>at the back of</td>
<td>Our house is behind the supermarket.</td>
</tr>
<tr>
<td>below</td>
<td>lower than sth.</td>
<td>Death Valley is 86 metres below sea level.</td>
</tr>
<tr>
<td>beside</td>
<td>next to</td>
<td>Our house is beside the supermarket.</td>
</tr>
<tr>
<td>between</td>
<td>sth./sb. is on each side</td>
<td>Our house is between the supermarket and the school.</td>
</tr>
<tr>
<td>by</td>
<td>near</td>
<td>He lives in the house by the river.</td>
</tr>
<tr>
<td>close to</td>
<td>near</td>
<td>Our house is close to the supermarket.</td>
</tr>
<tr>
<td>down</td>
<td>from high to low</td>
<td>He came down the hill.</td>
</tr>
<tr>
<td>from</td>
<td>the place where it starts</td>
<td>Do you come from Tokyo?</td>
</tr>
<tr>
<td>in front of</td>
<td>the part that is in the direction it faces</td>
<td>Our house is in front of the supermarket.</td>
</tr>
<tr>
<td>inside</td>
<td>opposite of outside</td>
<td>You shouldn’t stay inside the castle.</td>
</tr>
<tr>
<td>in*</td>
<td>place seen in three dimensions</td>
<td>We slept in the car.</td>
</tr>
<tr>
<td>Preposition</td>
<td>Use</td>
<td>Sentences</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>larger areas</td>
<td>I was born in England.</td>
<td></td>
</tr>
<tr>
<td>into</td>
<td>entering sth.</td>
<td>You shouldn't go into the castle.</td>
</tr>
<tr>
<td>near</td>
<td>close to</td>
<td>Our house is near the supermarket.</td>
</tr>
<tr>
<td>next to</td>
<td>beside</td>
<td>Our house is next to the supermarket.</td>
</tr>
<tr>
<td>off</td>
<td>away from sth.</td>
<td>The cat jumped off the roof.</td>
</tr>
<tr>
<td>on*</td>
<td>touches a surface</td>
<td>There is a fly on the table.</td>
</tr>
<tr>
<td></td>
<td>is seen as a point on a line</td>
<td>We were on the way from Paris to Rome.</td>
</tr>
<tr>
<td></td>
<td>by a lake or sea</td>
<td>London lies on the Thames.</td>
</tr>
<tr>
<td>onto</td>
<td>moving to a place</td>
<td>The cat jumped onto the roof.</td>
</tr>
<tr>
<td>opposite</td>
<td>on the other side</td>
<td>Our house is opposite the supermarket.</td>
</tr>
<tr>
<td>out of</td>
<td>leaving sth.</td>
<td>The cat jumped out of the window.</td>
</tr>
<tr>
<td>outside</td>
<td>opposite of inside</td>
<td>Can you wait outside?</td>
</tr>
<tr>
<td>over</td>
<td>above sth./sb.</td>
<td>The cat jumped over the wall.</td>
</tr>
<tr>
<td>past</td>
<td>going near sth./sb.</td>
<td>Go past the post office.</td>
</tr>
<tr>
<td>round</td>
<td>in a circle</td>
<td>We're sitting round the campfire.</td>
</tr>
<tr>
<td>through</td>
<td>going from one point to the other point</td>
<td>You shouldn't walk through the forest.</td>
</tr>
<tr>
<td>Preposition</td>
<td>Use</td>
<td>Sentences</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>to</td>
<td>towards sth./sb.</td>
<td>I like going to Australia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can you come to me?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I've never been to Africa.</td>
</tr>
<tr>
<td>towards</td>
<td>in the direction of sth.</td>
<td>We ran towards the castle.</td>
</tr>
<tr>
<td>under</td>
<td>below sth.</td>
<td>The cat is under the table.</td>
</tr>
<tr>
<td>up</td>
<td>from low to high</td>
<td>He went up the hill.</td>
</tr>
</tbody>
</table>

Image 20.

https://wwwenglisch-hilfen.de/en/grammar/prepositions_place.htm
Once the contents were explained, teacher will set student pairs, each pair will choose one of the three shared photos/videos. The objective is that each pair uses their mobile phone to watch one of the three 360° photos/videos to describe the content of it. It is compulsory to use some of the given preposition apart from “there is” and “there are” structure. Each link leads to the original post where more information about the object appears. Ex.: if you go to the figure one the name of the place, St. Julian’s Malta appears. Apart from a description about what they are seeing, pairs will have to look for extra information to complete the description.

“What are you seeing?”

Once these are explained, teacher will ask for volunteers to go to the blackboard in order to complete some sentences to check that everything is clear.
The idea of this activity consists in the cooperation between the pairs and the good use of the mobile phone. They only will have around 20 or 25’ to complete the activity that’s why they will not be able to lose their time. Once they finish the writing which will be formed by around 150 words, it will be given to the teacher to correct it.

In case they have no time to complete the writing, students will give an incomplete writing to the teacher who will be penalize with a reduction on the activity punctuation.

“Till tomorrow”

As homework, each student must complete the next level of Duolingo app, and they have to share it on the on-line group.

6.2 Session 2

“Warming up”

Students could ask possible doubts about the last day homework or the given topic while the teacher starts to prepare the projector.

“Where is my home?”

Teacher will introduce the topic, directions and modals verbs. First he will explain how to indicate a direction. He will find support in a Youtube video; while the video is in progress he will give photocopies about this topic at his students.

Image 22.

https://www.youtube.com/watch?v=IDEuyJwOiyA
Then he will move on modal verbs. To explain them teacher will choose a traditional mode, using photocopies and the blackboard as support, mentioning the formality in the use of them.
“Charge your smart-phone!”

To introduce the activity, the teacher will present the structure:

- “Have you ever been to...?”
  - Yes I have
  - No I haven’t

In pairs, student will ask and answer question with this structure for a couple of minutes.
Now it is the moment to use the given knowledge. In pairs, students will do a role play. They will imagine that they are in London or New York (Up to them), one of them will be a lost tourist placed in a given place who wants to ask for a direction, the tourist has no battery in his smart-phone to use the GPS that is why he needs help. The other student will be a resident of the chosen city or at least a person with and available smart-phone with GPS. With the use of modal verbs, each pair must write a dialogue of this situation. Teacher will give to the students just the starting point, with the use of the smart-phone students will have to choose three different important places of each city, to ask for. With the use of the smart-phone GPS they will find the better way to go from the given starting point, to the selected destination.

- Starting point in London → Trafalgar Square
- Starting point in New York → Brooklyn Bridge Park
As homework, each student must complete the next level of Duolingo app, and to share it in the on-line group.

6.3 Session 3

“The goal”

Teacher will explain the final project, which consist in the elaboration of “The Marauder’s Map” using Prezi as tool.

https://prezi.com/p/jzjqb4dkdn4u/marauders-map/

First, teacher will provide his students with a map of the high school which must be used as wallpaper in the Prezi presentation.

The project is based on Marauder’s Map that appears in Harry Potter’s films. In group of five, students will have to record themselves using their smart-phones in different parts of the high school building telling stories or secrets which happened in the past. For example:

(Recording in the “Bodega”)

Student: Once three students jumped through these windows which are two meters over us, and got to escape from the high school….

(Recording in the “Green zone”)

https://www.google.com/maps

“Till tomorrow”
Student: In the past there was no vegetation here. This entire zone was turned into a green zone on the 5th of June of 2009, ten years ago.

Using the Prezi’s app, student will be able to create an interactive map which is the 45% of the mark of this term. The delivery deadline of the project will be 1st of April.

Image 27

“Prezi’s Path”

Because of the fact that the project requires some knowledge about Prezi’s app, teacher will dedicate half an hour of the class explaining how to use the platform/app, specially, how to add videos in the platform. To do that, teacher will find support on these Youtube videos:

“Insert a video in Prezi”: https://www.youtube.com/watch?v=8i8PxSQ3ifg

“Tutorial of Prezi: cómo usar Prezi gratis, fácil y rápido: https://www.youtube.com/watch?v=9ZI8tsS8mi4

In case the projector or the digital blackboard were not available, teacher will try to explain it using student’s smart-phones as a guide due t the fact that Prezi has an app for smart-phones.

“A piece of advice”

To prepare student for the next lesson, teacher will suggest that they should go over the verbal tenses teacher has already taught during this academic year: present simple, past simple, present continuous. Also they should watch a couple of videos on YouTube about the present perfect which would be shared in the on-line group.
6.4 Session 4

“Warming up!”

Teacher will give to the students some activities to refresh the knowledge about present simple, past simple, present continuous. This activity will be done individually but students could ask something between them.
Complete the sentence using the correct verbal tense. (N) \( \rightarrow \) Answer.

1. What time do you _______ catch (you /catch) the bus every morning?
2. Are you _______ meeting (you / meet) Patrick tonight?
3. My brother _______ doesn't get up (not get up) early at the weekends.
4. She _______ isn't (not be) the one I told you!
5. Sally _______ didn't understand (not understand) the answer because she wasn't listening.
6. Alberto _______ drives (drive) to school bus everyday.
7. Sandy _______ forgets (forget) her homework very often.
8. Our friends sometimes _______ go (go) to the supermarket.
9. Jenny never _______ goes (go) there. But she _______ went (go) yesterday because her mother _______ was (be) ill.
10. When they _______ arrived (arrive), the boy was playing in his room.
11. We _______ are planning (plan) a trip for this weekend.
12. When they _______ saw (see) the car, they started to dance.
13. How often _______ do you go (you/go) to the cinema?
14. _______ Did you see (you/see) him last night?
15. Who _______ are (be) your favorite pop stars?


“Workout’s theory”

Remembering aspects about the session 2, the teacher will introduce the structure: “Have/has + pronoun + ever”. E.g.:

- Have you ever been in India?
- Have you ever been on TV?
- Have you ever been in a basketball match?

Student will ask between them this kind of question to get use to the structure.

After a couple of minutes, the teacher will start to introduce the present perfect remembering the videos he shared and giving to the students the follow notes.

The present perfect is formed from the present tense of the verb have and the past participle of a verb.

We use the present perfect, HAVE OR HAS + PARTICIPLE, among other issues:

- when we are talking about our experience up to the present:

  I've seen that film before.
  I've played the guitar ever since I was a teenager.
He has written three books and he is working on another one.

We often use the adverb ever to talk about experience up to the present:

My last birthday was the worst day I have ever had.

- We use never for the negative form:

Have you ever met George?
Yes, but I've never met his wife.

https://www.ef.com/wwen/english-resources/english-grammar/present-perfect-and/
https://learnenglish.britishcouncil.org/english-grammar-reference/present-perfect

“Beast model!”

Now is time to practice, once the explanation about the present perfect is given, students must do the follow exercise sheet individually except the part of since and for. In this case, if someone does not have enough time, he would have to finish it at home.
PRESENT PERFECT TENSE

Choose the correct option
1. I have / has already finished my homework.
2. My son have / has just started the university.
3. The Black family have / has gone to the seaside.
4. Dad haven’t / hasn’t watered the plants.
5. Have / Has Sam ever been to the USA?
6. Our English teacher have / has never ridden a horse.
7. Ann, Frank and Jim have / has bought a new house.
8. Have / Has you taken the dog for a walk?
9. The weather have / has been terrible since yesterday.
10. My little sister have / has just stopped crying.

Make present perfect questions
1. Your father / pay the bill?
2. Peter / lose his keys?
3. Susan / come back?
4. You / hear about Mary?
5. Everybody / go home?
6. What / John / tell his teacher?
7. Where / your neighbours / go?
8. Why / you / get lots of presents?
9. What / your mother / cook for dinner?
10. Where / Diana / put her bag?

Complete the sentences with the suitable verb from the box in present perfect. Then match them to the pictures.

have / iron / break / do (do) / not read / clean / not correct / speak / not finish

1. I ______ the house.
2. Dad ______ the shopping.
3. Mrs Brown ______ the clothes.
4. Susan ______ to her colleague.
5. Pam and Joe ______ their breakfast.
6. My neighbour ______ the gardening.
7. Our Maths teacher ______ our tests yet.
8. The basketball match ______ yet.
9. My brother ______ a window.
10. Mr White ______ the newspaper yet.

Make present perfect sentences
1. Ernie / break / his leg / four times.
2. I ______ fly a kite.
3. Your brother / ever / eat / snails?
4. Our friends / not play / volleyball / this month.
5. He / borrow / your pen?
7. I ______ see / Julia / this morning.
8. Mrs Sawick / ever / write a book?
9. My family / lived / in this town / for 6 years.
10. Your grandma / ever / ride a bike?

Complete the sentences with since or for.
1. My grandparents have lived here ______ 1962.
2. My grandparents have lived here ______ 50 years.
3. We have stayed at our friends’ house ______ a long time.
4. Kate has been away ______ two weeks.
5. We have been friends ______ we were children.
6. Joe and Tina have lived in England ______ 10 years.
7. My brother has worked hard ______ the beginning of February.
8. I haven’t seen Eric ______ yesterday.
10. My father has had this car ______ two years.

Are these sentences correct (+) or not (-)? Correct the incorrect ones.
1. Claire hasn’t just done her homework.
2. They have lived here since 2005.
3. I have just saw a great film on TV.
4. My English teacher has just missed the bus.
5. Have you ever gone to Italy?
6. Alum have already drunk her coffee.
7. They haven’t phoned me since yesterday.
8. I have known him since 5 years.
9. My friend, Nicole has been to New York.
10. The plane hasn’t arrived already.

https://en.islcollective.com/resources/printables/worksheets_doc_docx/present_perfect_tense/present-perfect-preintermediate/32584
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