

Trabajo Fin de Máster

En Profesorado de E.S.O., F.P. y Enseñanzas de
Idiomas, Artísticas y Deportivas

Especialidad de Inglés

Integration of Project-Based Learning Strategy
with M-Learning in the English class

Autor

Verónica Meiriño Marteles

Director

Pilar González Vera

FACULTAD DE EDUCACIÓN

Febrero 2018

CONTENTS

1. INTRODUCTION	3
2. THEORETICAL FRAMEWORK	6
2.1 The Development of mobile phones	6
2.2 Methodologies and approaches that led to a new age language teaching	8
2.3 M-learning	10
2.3.1 Advantages and disadvantages of m-learning	12
2.4 Task- based Learning	14
2.4.1 What is a task?	14
2.4.2 Task based learning. Its principles and advantages	16
3. JUSTIFICATION OF THE PROJECT	18
3.1 LOMCE Aragonese Curriculum	18
3.2 Project proposal justification	21
4. METHODOLOGY	22
4.1 App 1 Kahoot!	24
4.2 App 2 Edmodo	25
4.3 App 3 Chwazi	26
4.4 App 4 Readwritethink	27
4.5 App 5 Easel.ly	27
5. PROJECT PROPOSAL	29
5.1 Key competences	30
5.2 Objectives, contents and evaluation criteria	31
5.3 Analysis of the project	32
5.3.1 Structure of the lesson	32
5.3.2 Timing	33
5.3.3 Teaching aids	33
5.3.4 Feedback	34
5.3.5 Choice of teaching approach	34
5.3.6 Use of ICTs	36
6. CONCLUSIONS	37
7. REFERENCES	39

8. ANNEXES **43**

8.1 Lesson plan 1	43
8.2 Lesson plan 2	48
8.3 Lesson plan 3	52
8.4 Lesson plan 4	57
8.5 Lesson plan 5	60
8.6 Lesson plan 6	64

1. INTRODUCTION

M-learning in the classroom for Second Language acquisition is a contemporary concept that must be studied and experimented in real classrooms. The objective of this dissertation is to analyze the advantages and disadvantages of the use of mobile Apps for Second Language Teaching in relation to project based learning (PBL). In order to do this, I have done a theoretical revision of different texts and authors that have researched this topic, and from a descriptive point of view I have analyzed the pros and cons of the use of this methodology in teenagers.

Therefore, the main focus of this essay will be the analysis of the effectiveness of the use of mobile platforms to teach a second language to teenagers, who are the principal users of this kind of technology, and the analysis of their possible contraindications. For this purpose, I have elaborated a didactic unit based on m-learning methodology, and this unit will be analyzed and criticized. The results of this analysis will always aim to contribute to future academic research on the field and to lead to a potential increase in the implementation of new technologies in the classroom as an innovative and inclusive methodology.

First of all, we must take into account the participants to whom we are addressing this innovative Second Language Teaching. As the mass of it are teenagers in Secondary Education, the easiest way to get to them is motivation, dealing with those things they are interested in, and nowadays, this is Social Media. Over the last decades, teenagers and young adults have been immersed in social networks such as Facebook, Twitter, Instagram, etc. in which one can find any kind of information in different formats, from written to images or videos.

The reasons that led me to choose this topic for my dissertation have a social, pedagogical and personal justification. First of all, from a social and personal view, these new resources are very useful since secondary students are so fond of them that they can be very beneficial, but at the same time they can also give rise to controversy because this new kind of methodology can take too much time from the teachers who must administrate these platforms very closely.

Imbernón (2006; 5) said "We have a 18th and 19th School, with 20th formed teachers, with 21st century children". He points out that ICTs are neither good nor bad, the important

thing is the use we make of them. This is the reason why the main agent or guide in the use of ICTs with educational purposes must be the teacher. With the teacher as a guide ICTs can be more beneficial because of their potential to acquire new knowledge.

As every single aspect, education must evolve according to society. From the social point of view, ICTs are becoming very influential, useful and worldwide accepted because of all the things you can get from them. In the last few years, different kinds of devices have been replaced by a mobile phone, from clocks to photographic cameras passing through radios. Books have also been substituted by Internet resources, allowing you to read a book in your mobile.

In this way, it is very important that teachers keep a continuous formation, innovating their methodologies, innovating the way the didactic units are done and, of course, updating the tools used in their classrooms, etc. This innovation in teaching methodologies has led to E-learning, an innovative methodology that focuses on the Internet as the vehicle for learning. This methodology has evolved giving way to other related concepts such as: B-learning, which refers to the combination of on-line and on-campus courses, T-learning, in which learning is acquired through TV, and finally the methodology that is the matter of study in this dissertation, M-learning. Since smartphones are the way teenagers have today more handy to get access to new information through the use of the Internet, I found really interesting to analyze the use of this new technologies applied for the study of a second language, taking into account not only its benefits but also its risks.

Keywords: educational innovation, mobile learning, telecommunication, theoretical research.

2. THEORETICAL FRAMEWORK

2.1 The development of mobile phones

As is well known we live surrounded by audiovisual media and new technologies and the evolution in this field is extremely rapid. This new kind of living is affecting every single aspect in people's life, social, economic, cultural, familiar, etc. The irruption of ICTs has changed our society because of their impact on job conditions. An example of this is the fact that nowadays people look for a job through the Internet, without leaving their homes. Also, there have been changes in a socio-cultural level because people interact differently with each other. All these changes, of course, must have an impact on education and teaching methodologies. All our lives revolve around new technologies, so we can assume that we are living a technological culture that depends on these technological advances. And all this evolution in the new communicative technological devices such as PDAs, mobile phones, or tablets has been huge in the last decade.

As a definition, a smartphone or mobile phone is a mobile personal computer with an advanced mobile operating system that has an operating system with features useful for mobile hand-held use. These smartphones are normally pocket sized, have the ability to place and receive voice/video calls and create and receive text messages. They also have personal digital assistants, an event calendar, a media player, video games, GPS navigation, digital photo and video camera and access to the Internet. They typically have a colour display with a graphical interface, a touch screen, virtual keyboard, fingerprint sensor, etc. The first wireless devices capable of networking connection are very recent handheld phones. The predecessors of these mobile devices exist since the Second World War, when the Germans tested wireless telephony on military trains. The mention of a utopian mobile phone in literature dates back to 1931 in Kästner's *The 35th of May, or, Conrad's Ride to the South Seas*:

A gentleman who rode along the sidewalk in front of them, suddenly stepped off the conveyor belt, pulled a phone from his coat pocket, spoke a number into it and shouted: "Gertrude, listen, I'll be an hour late for lunch because I want to go to the laboratory. Goodbye, sweetheart!" Then he put his pocket phone away again, stepped back on the conveyor belt, started Reading a book [...].

The Second World War made military use of radio telephony with hand-held radio transceivers. This gave way to mobile phones for automobiles developed in the United States during the 1940s. Mobile telephone service was commercialized in St Louis in 1946. In the USSR, during the late 1950s, experimental models of hand-held mobile phones were designed. In the United Kingdom, in 1959 in Manchester appeared the “Post Office Radiophone Service”. But it was not until 1973, when Martin Cooper made the first mobile telephone call from a handheld Motorola. It weighted 1.1 kg and measured 23 cm long, 13 cm deep and 4.45 wide. It offered 30 minutes to talk and 10 to re-charge.

According to Pei Zheng and Lionel Ni (2010) in their book *Smart Phone and Next Generation Mobile Computing*, the advances in mobile telephony have been named as generations:

- First generation (1G) analogue cellular network, introduced in 1983, but it was unscripted and easily vulnerable, susceptible to cell phone cloning. Example: Motorola DynaTAC Analog AMPS.
- Second generation (2G) digital cellular networks, introduced in the 1990s, digital transmission, able to send text messages or SMS, ability to Access media content. Example: IBM Simon.
- Third generation (3G) broadband data services were introduced in the 2000s in Japan, with a higher connection speed by the end of 2007. There were 295 million subscribers on 3G networks worldwide. However, another new class of device appeared subsequently: USB ports compact Wireless router, used in both mobile phones and laptops.
- And Fourth generation (4G) native IP networks, which appeared in 2009 when it was clear enough that 3G networks were overwhelmed by the growth of the use of these new technologies.

Second generation mobile phones become widespread and people began to use them in their daily lives.

Today the exchange of information is something frequent and there is a need in rapidity and efficacy. With the arrival of Wireless networking a new technological revolution appeared, contributing to this information sharing success and m-learning invention. Although some mobile learning resources can be used in a non-networked device, most of them depend on access to the Internet in order to exchange contents and update information. Some of this non-networked communication is commonly known as Bluetooth; it a device to device data

transfer technology. But this technology needs the mobile devices to be close to each other and it is a slower data transfer way.

2.2 Methodologies and approaches that led to a new age language teaching

We left behind language teaching methods such as Grammar and Translation or the Direct Method a long time ago. An increasing interest for the human development generates at the end of the 19th and beginning of the 20th century a huge collection of psychological studies, which would influence present approaches to language teaching. This interest gave birth to the evolutionary psychology which supports that learning must be associated to experience and self-discovery. The studies carried out by Piaget, Vygotsky, Bruner and Ausubel had an enormous impact on the methodologies from the 1970s on. Piaget proposed the psychogenetic theory in opposition to traditional theories where the student or child learnt in a passive and associative way. Piaget (1936) introduces the active role of the learner in which s/he learns through two processes: accommodation and assimilation. While knowledge is built through experiences, assimilation takes place when individuals' experiences coincide with previous knowledge. Accommodation, in turn, leads individuals to change their mental processes in order to incorporate new information or knowledge. According to Piaget, knowledge is achieved by the combination of the interaction with the environment and the learner's active attitude. Thus, Piaget suggests that the main object of education must consist on waking up the in-born curiosity of students.

In a similar way, Vygotsky (1978) imprinted by Marxism, formulates a social, historical and active-based theory. According to this psychologist, the learning process is the result of the combination of a developing child and the cultural and social environment that surrounds him and it takes place thanks to a "mediator" or competent person, the teacher figure. We observe again how the relevance of the environment in the development and the learning process of the child is underlined. He pointed out that human development is an activity that needs to be performed in a social context and the teacher is the guide required for a child's cognitive skills to develop. This is known as Zone of Proximal Development theory, or Scaffolding. In this line, Storch (2005) adds the role of peers and thinks that learners should be encouraged to participate in activities focusing in interaction and co-construction of knowledge; that is, learning is a shared responsibility process and students work together with the teacher when acquiring new knowledge, leaving the teacher as a guide. As the final aim of any foreign language learner is develop the communicative competence (and it only can

happen in real meaningful communication situation), Storch emphasises the team work or pair work, which gives the learners opportunity to use the target language.

The active aspect of learning is also highlighted by Bruner (1960) who associates learning with the learner's discovery. Students learn by themselves in a discovery process getting the information from the outside, from their environment. The students' aim is to organize and interpret the incoming information (input). In this way, learning becomes both an active and social process.

Apart from the active role of students and the importance of the environment that surrounds the learner, Ausubel (1990) stands up for the value of the significant learning that occurs when a correct relationship between input and the previous knowledge is established in the students' mind; and, here again, the process of relating them must be guided by the teacher. The link between significant learning and technologies has been dealt with by scholars like Jonassen, Peck and Wilson (1999) who approach learning from a constructivist view and relate it to using technology to engage meaningful learning. Consequently, we can also advocate for a relationship between significant learning and the development of m-learning in teaching foreign languages.

Finally, we should point out that motivation is intrinsically linked to significant learning, and it has been motivation one of the cornerstones in the development of m-learning. In its origin motivation was represented as an instinct or impulse. The conductive theorists promoted to incentivize or motivate in the classroom through a reward-punishment system with the aim of encouraging students in their learning process. Contemporary theories relate motivation with cognitive and social aspects such as success and failure, the individual's perspectives, one's efficiency, and academic or professional goals. Last approaches to motivation point out that there are different motivating styles in the academic field: 1) extrinsic motivation, which refers to the one that comes from external factors, and 2) intrinsic motivation, in which behaviour is driven by internal rewards. However motivation is not the only factor to be taken into account when choosing a material to be used in the classroom. We must take into account Krashen's (1985) ideas about that these materials should be comprehensible, but at the same time they must add some challenge (input+1) in order for learning to be acquired. There must be connections between the materials and the students' previous knowledge, and this connection must be made by them, but the teacher should help them by choosing the correct materials.

The aforementioned theories and ideas influenced the 20th century pedagogical field where active, communicative and constructivist methodologies stand out. Then, students stop being a passive receiver of information to become an active agent in their own learning process through discovery and experience; and the teacher leaves the central position to become a guide who leads the student's learning. S/he helps creating the correct atmosphere in the classroom and helps in the student's task of development, building contents and competencies through meaningful learning.

2.3 M-learning

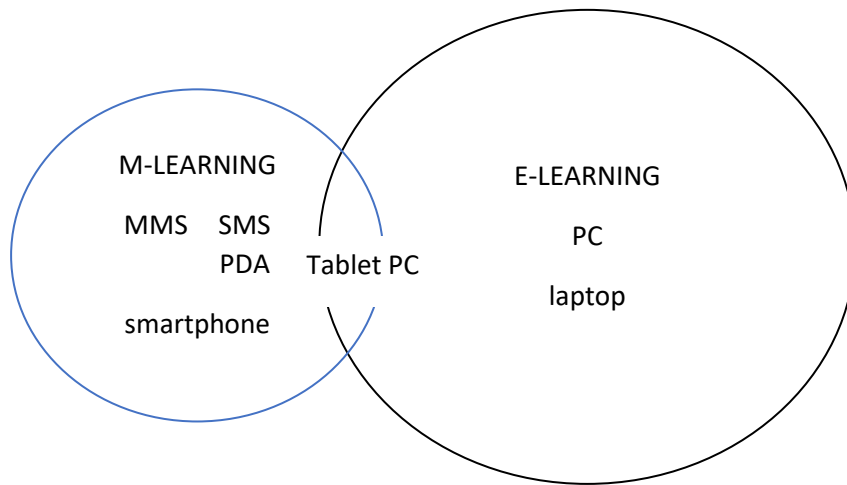
Mobile learning (m-learning) is broadly known as the delivery of learning content to learners by means of mobile computing devices (Parsons and Ryu, 2006: 1) defines it as

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

The definitions of m-learning are based on technological devices, which give a portable character to e-learning. M-learning can be regarded as "the point at which mobile computing and e-Learning intersect to produce an anytime, anywhere learning experience" (Kambourakis, Kontoni, and Sapounas 2004: 1). However, there are scholars who do not distinguish between e-learning and what is known as m-learning, regarding m-learning just as "portable" e-learning. An example of this is the definition of m-learning provided by Georgiev, Georgieva and Trajovski (2006: 1) as "[...] a new stage of the development of e-learning [...]".

At this point we should refer to e-learning, which is defined by Stockley (2003) as "The delivery of a learning, training or education program by electronic means. E-learning involves the use of a computer or electronic device in some way to provide training, educational or learning material". He also points out that e-learning involves a great variety of equipment since even a CD-ROM or a DVD can be used to provide learning materials. But if we compare both methodologies, we can find some characteristics that distinguish e-learning from mobile learning.

Fig. 1



The uncertainty pointed out by Traxler (2005: 263) in relation to whether laptops and Tablets can be included in m-learning shows the difficulty with m-learning definition (Fig. 1). But it is in the characteristics of each methodology where we can find the main differences, according to Traxler (2005: 264):

M-LEARNING	E-LEARNING + M-LEARNING
Spontaneous	Intelligent
Private	Personalized
Portable	Interactive
Situated	Media-rich
Informal	Structured
Bite-sized	Institutional
Light-weight	Usable
Context aware	Hyper-linked
	Accessible
	Massive

Hardware advances are one of two key factors to the emergence of m-learning, and the other is being networking. In order to be considered mobile technology, hardware had to reach a point where people could carry and have access easily to the device on a regular basis. Although it is generally accepted that devices like mobile phones, PDAs, and MP4 players fit

into the category of mobile devices, there is disagreement about the status as mobile devices of laptops and notebook computers. While they are capable of working without plugging into a power source and can utilize wireless networks, they are not devices that people can carry everywhere and have instant access due to their size, configuration, and the time required to start up and shut down. For the purposes of this paper, mobile technology will be described as a device that can fit in a hand and can be carried on a daily basis.

The multiple tools and mobile applications that are appearing for teaching languages are a proof of a new turn of language teaching methodologies. In m-learning, mobile phones have steadily assumed a place in further and higher education, supporting distance learners and part-time students. There has also been a growing understanding of the potential of mobile phones for supporting learning (Attewell and Savill-Smith, 2003). Empirical research on the use of mobile phones as means to deliver educational content and to provide study support has been carried out by scholars like Traxler and Riordan (2003). They conclude in their work that SMS can be used to provide support, motivation and continuity. Similarly, experts in on-line learning, like Salmon (2000), are mapping out how to transfer their support strategies to SMS in order to anticipate the gradual transition of any SMS service from operational issues, through tutorial and pastoral support, to fully moderated asynchronous conferences.

2.3.1 Advantages and disadvantages of m-learning

The fact of learning whenever and wherever you want seemed to be one of the biggest advantages of online education, but it was not until the advent of m-learning when we were able to talk about a complete freedom in terms of time and space for getting information. The necessity of a computer physically connected via some kind of cable to a network meant that the learners and their learning were tied to specific locations. With constraints in terms of place and time learners did not have complete access whenever and wherever they wished (Petrova, 2004). By contrast, m-learning meant a change, giving us the opportunity of blurring time barriers and also spatial barriers. Its benefits were seen by scholars who were interested in improving learning by deepening in the innovation of educational processes. Among these benefits we can point out that mobiles:

a) are a tool that everyone may have access. Mobile phones are connected to each other even without an Internet connection (i.e. Bluetooth) and apart from that, nowadays everybody can log on their mobile devices everywhere since there are numerous places with free Wi-Fi access.

b) are user-friendly. Mobiles are small and they are more and more accessible, powerful and their Internet connection is faster and faster.

c) improve the students' learning autonomy. All this accessibility to Internet resources provides the students with a lot of information that makes them more independent in their learning process.

d) boost the learners' multimedia and collaborative formation. They can also be used for developing team work abilities.

Nevertheless, the use of mobile phones also has some risks which should be taken into consideration in order not to interfere on the learning process. For example:

- a) It requires more time investment in class and class preparation.
- b) Both teachers and students need to have certain technological competences.
- c) Students must have some self-learning abilities.
- d) Mobile phones have small screen which may affect how we see the input information and can affect to the users' view.
- e) Mobile devices are in a continuous evolution and therefore teachers should be in a continuous innovation process. They have to be ahead of technologies.
- f) Teachers must control the correct use (educative use) of mobiles. S/he must discriminate when they are using mobile phones for educative purposes in the classroom.

- g) It may lead to disrespect for scholar schedule, continuous chatting and few physical interaction.

2.4 Task-based learning

Task-based learning consists of using tasks, meaningful activities in which students use real language and are linked with real world situations as the basis for language learning. So in this way students develop communicative competences through tasks with a focus in meaning, and at the same time the tasks involve the four language skills and cognitive processes. These tasks are carefully designed and their objectives are very specific (Brown 2007; Skehan 1998).

2.4.1 What is a task?

While there is a good deal of variation among experts on how to describe or define a task, Skehan's concept of task seems to capture the essentials. He (1998: 95) defines task as an activity in which:

1. Meaning is primary;
2. There is some communication problem to solve;
3. There is some sort of relationship to comparable real-world activities;
4. Task completion has some priority; and
5. The assessment of the task is in terms of outcome.

A task is a special form of technique. In some cases, task and technique may be synonymous (a problem-solving task/technique; a role-play task/technique, for example). But in other cases, a task maybe comprised of several techniques (for example, a problem-solving task that includes, let's say, grammatical explanation, teacher-initiated questions, and a specific turn-taking procedure). Tasks are usually "bigger" in their ultimate ends than techniques.

Some other definitions are the ones given by Richards, Platt and Weber (1985: 289) who define it as an activity or action which is carried out as the result of processing or understanding language i.e. as a response. For example, drawing a map while listening to a

tape, and listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make teaching more communicative since it provides a purpose for classroom activity which goes beyond practice of language for its own sake. The main aim of getting an outcome is also observed by Prabhu (1987) that underlines that in a task teachers take control and regulate the process of learning giving information to learners through some process of thought.

Breen (1987: 23) supports the idea that task-based learning is applied in any structured language learning which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of work-plans which have the overall purpose of facilitating language learning from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making. This idea of work plan is also highlighted by Ellis (2003) who points out that a work plan requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate prepositional content has been conveyed. To this end, it requires learners to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive activities, oral or written skills, and also various cognitive processes.

Candlin's (1987) in which a task is seen as one of a set of differentiated, sequencable, problem-posing activities involving learners' cognitive and communicative procedures applied to existing and new knowledge in the collective exploration and pursuance of foreseen or emergent goals within a social milieu; or Willis' (1996) for whom a task is any activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.

More recent definitions are the ones proposed by Lee and Bygate. According to Lee (2000), a task can be understood as 1) a classroom activity or exercise that has: a) an objective obtainable only by the interaction among participants, b) a mechanism for structuring and sequencing interaction, and c) a focus on meaning exchange; or 2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target

language as they perform some set of work-plans. Thus, in his definition, he gathers together previous ideas of work-plan, interaction, meaning exchange and the key role of communication in the target language. Likewise, Bygate et al. (2001) relates the pedagogic use of language to the achievement of an outcome by considering task as an activity, susceptible to brief or extended pedagogic intervention, which requires learners to use language, with emphasis on meaning, to attain an objective.

2.4.2 Task based learning. Its principles and advantages

The syllabus of a course consists of a series of grammar points or functions to be learnt, which will be practiced through different types of exercises and activities. An approach to get through the syllabus is the task based learning (TBL) where the basic and initial point of organization is the task. Class work is organized as a sequence of tasks which generate the language to be used, not vice versa.

TBL offers an alternative for language teachers where the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. Then the lesson is structured in stages:

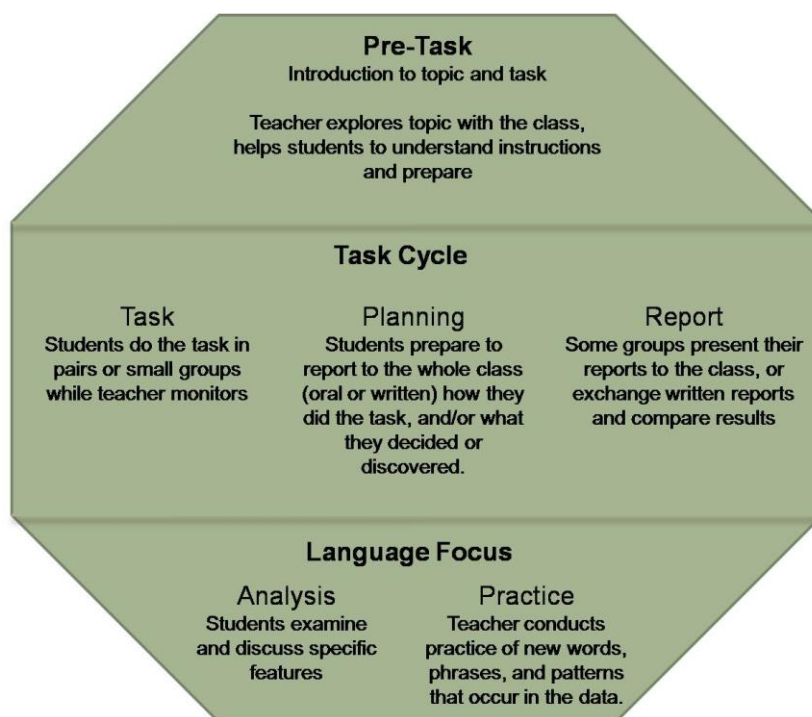


Figure 2: Willis' TBL framework (Willis 1996: 52)

According to Willis, in the pre-task stage the teacher introduces the topic and gives the students clear instruction on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. This stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of people doing the task. The students can take notes and spend time preparing the task.

In the second stage, task cycle, we can distinguish between task, planning, report. In the case of the task, the students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement. When planning, students prepare a short oral or written report to tell the class what happened during their task. Then, they practice what they are going to say in their groups, meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have. Report refers to the students reporting back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content.

The last stage, language focus, can be divided into analysis and practice. In the analysis, the teacher highlights relevant parts from the text for the students to analyse, and may ask students to notice interesting features within the text. S/he can also highlight the language that the students used during the report phase for analysis. Finally, in the practice section, the teacher selects language areas to practice based upon the need of the students and what emerged from the task and report stages; then, students practice activities to increase their confidence and make a note of useful language.

With regard to the advantages of TBL, some benefits of its implementation are:

1) The students are free of language control. In all three stages they must use all their language resources rather than just practicing one pre-selected item.

2) A natural context is developed from the students' experiences with the language that is personalised and relevant to them.

3) The students will have a much more varied exposure to language with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.

4) The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.

5) It is a strong communicative approach where students spend a lot of time communicating.

6) It is enjoyable and motivating.

3. JUSTIFICATION AND METHODOLOGY

3.1 LOMCE Aragonese Curriculum

An elemental key for European Council is the knowledge of at least one foreign language because of the global and intercultural society we live nowadays. We live in a constantly changing world connected basically through the ICTs. This process of globalization has become the English language in a decisive communicative instrument to get access to information and knowledge. That is why one of the secondary education is being able to comprehend and express properly in one or more than one foreign language.

Legal framework encourages teachers to innovate in methodologies since learning sciences enrich us in the way we learn. Everything that is taught, how it is taught and how it is evaluated must be in a continuous revision. Nowadays, communications take place through digital media which, thanks to their interactive character, can help in the teaching-learning process of a second language. The curriculum considers these media resources from which we can get information or knowledge. Also, they are considered effective media to proportionate written or oral texts which can be used in the classroom. These are important aspects to take into account by the teacher since they exert an impact on the classroom and the proper methodology that must be used. The teacher is considered just a guide and the students as the active protagonist in the learning process, where apart from the English class we find the ideal environment to learn the responsible, critical and autonomous use of ICTs.

Students are told to develop global and multifunctional capacities and this is related to the methodologies applied. Since we regard the students as the centre of the learning process, teachers must elaborate a didactic unit where students become protagonists of their own learning process in an autonomous and responsible way with significant learning. In this way and according to the LOMCE curriculum, methodology must be focused on making the students be able to develop self-learning strategies, so that they can learn in life by themselves; in other words, they will learn to live, to do, to learn and to be.

Although LOMCE encourages innovating, this does not mean not to follow a methodology. The choice of the correct methodology or methodologies, as sometimes the use of different approaches is necessary, is important as it will promote students' participation and

generate a significative and life-long learning. When choosing the proper methodology, we must take into account that:

- We must adequate the learning process to the students, their capacities, interests and needs. There is no methodology that is completely successful for everybody, but there are educative strategies that can help to pay attention to diversity, inclusion and overcome inequality.

- We must offer different options of perception and expression in order to get a full personal development so they can successfully participate in social, cultural and economic processes.

- We must follow the requirements of the curriculum, adapting them to the context where the students' reality lays on (natural, sociocultural and familiar). We must adapt the curriculum to the new social needs and its changes in order to form active curious and innovative people.

With regard to the teacher's role, one can say that it is in a changing process, he or she must be innovative, dynamic, a guide and facilitator. He or she is not only supposed to teach but also to let the students learn why they are learning this or that. Teachers must focus on the solution of situations for a particular purpose, where the students must use the knowledge, skills, attitudes and values acquired, that is to say, students become learning builders.

LOMCE curriculum encourages the use of new technologies in the classroom, offering new input in an organised way. Educative teams must coordinate and present the integrated treatment of competences for collaborative learning. In addition, as part of the evaluation process, teachers will include feedback and metacognition as elements of continuous evaluation.

A didactic strategy refers to the decisions taken by the faculty as guides to the students to get the objectives and develop the key competences. This strategy is defined according to the educative reality and must be based on what is established in LOMCE curriculum. When defining the didactic strategy, the faculty must take into account the students' previous knowledge, which will give the clue for using global methods (such as Project based learning)

or disciplinary methods, also for social methods (such as task based learning or cooperative learning), or individual methods (such as personalised teaching or instructive learning).

3.2 Project Proposal Justification

As has been said, teenagers or secondary students are surrounded by new technologies, being their smartphones their essential way to communicate through social media such as WhatsApp, Facebook, Instagram, etc. So I found it sensible to use this tool for learning a second language. According to a recent study carried out by the Ministry of Health, Social Services and Equality (Observatorio de la Juventud, 2015), 90,2% of teenagers aged 15-19 are keen on using computers and the average amount of money spent by the same age group on the use of mobile phones per month is 16,79€.

Furthermore, we can see in the LOMCE and the Aragonese Curriculum the encouragement of using new methodologies and to adapt the teaching process to the actual situation we are living, that is the globalization of the modern world through new technological devices. For all these reasons, the present proposal is about connecting new methodologies including these portable new technological devices, such as smartphones, with the learning process of a foreign language, such as English, by using the methodology known as m-learning.

The topic chosen for this proposal is fashion, because it is a subject that appeals to young people, irrespective of whether they are male or female. Fashion is also marked by globalization and it provides students with different perspectives and ways of discovering different cultures, ethnicities, changes in time.

As a summary, the present proposal aims to attract students to a second language learning by using digital devices which can motivate them to study, as well as, to promote and teach the responsible, effective, critical and autonomous use of ICTs.

4. METHODOLOGY

In this dissertation we attempt to carry out a descriptive analysis of a didactic unit that can be used in teaching English as a foreign language under the m-learning approach. In order to do that different Apps will be used, analysed and commented on their strengths and weaknesses. After that, a final conclusion will determine whether it is really beneficial the use of new technological devices in the classroom.

The lesson plan is designed for third-year-students of E.S.O., because I found them grown up enough for this kind of use of new technologies. It is based in a bilingual programme school where students are taking History in English. Thus, students will be taught English contents through the study of different matter throughout the history. In this case, for this didactic unit, they will learn about fashion vocabulary by seeing differences and the evolution of fashion in time. My aim is to make the students know the language from the cultural point of view and connect both subjects, History and English. Students will also have to broaden their knowledge of English language, enriching their previous knowledge.

The contents covered in this unit will include:

- Cultural concepts related to fashion and its evolution in history. Students may make connections through the changes of clothing and the changes in society.
- Vocabulary related to the world of fashion.
- Use of different verbal tenses, especially past and present tenses.

In relation to the objectives of this unit, the student will be able to:

- Name and identify different distinctive features, pieces of clothing, fashion trends, and a wide lexicon related to the world of fashion;
- Distinguish between British, Northern American and other cultures in terms of fashion;
- Make sentences in different verbal tenses, especially in present and past tenses;
- Make their own video about the evolution of fashion in a country they choose or the ethnicity they like the most.

First of all, the teacher will use different Apps and materials based on new technologies that the students know how to use since they have used them before. When they have to use a resource that they do not know, the teacher must introduce this new device and explain to the students how to use it. Then, the teacher will use activities for warming-up at the beginning of the class, where he or she can check the previous knowledge students have about the topic. After this first stage, the teacher will present an activity or activities where students must get some objectives previously fixed and learn contents gathered in the curriculum. This learning task will include the use of new technologies as far as possible.

Although m-learning is the methodology to be used, I have also decided to have a collaborative approach since cooperative learning and peer to peer collaboration when doing a task have proved to be really useful and beneficial. It has been seen that when a student has more knowledge than another, he or she is able to explain more clearly to his or her partner since they are at the same level. This is the reason why the first lesson plan is about students correcting their partners' compositions without knowing who wrote it. The idea is for them to see that at their level everybody makes mistakes, which is not negative since we all learn from mistakes.

Following this line of cooperative learning I have decided to make them rewrite their compositions in a more complex way, and that is why they do it in pairs. They can share their knowledge, what they have learned, and make a better composition with collaborative writing. Normally students have a positive attitude towards working in groups or pairs because they feel more confident working with a partner; they do not feel so shy to make mistakes because they feel that their peers have their back.

Also, in order not to make the lessons so intense, the teacher will use the final minutes of the lessons to introduce and solve doubts about the final project and some gambling activities will be carried out.

The final project proposal must be based on m-learning as well, so that is why I thought that to try to reproduce one of the videos shown in class with their own opinions and knowledge acquired through the unit about the evolution in fashion, would be the best choice. First of all because all the activities in the unit are about this evolution in fashion so the proposal consists of meaningful activities, whose main purpose is to promote communication, autonomous learning but also cooperative learning, based on collaboration among peers.

Basing this didactic unit on m-learning I had to find the most suitable App to be used to the proper development of this unit. Among the range of Apps, for this project I chose to use the following ones: Kahoot, Edmodo, Chwazi, Readwritethink and Easelly.

4.1 App 1 KAHOOT

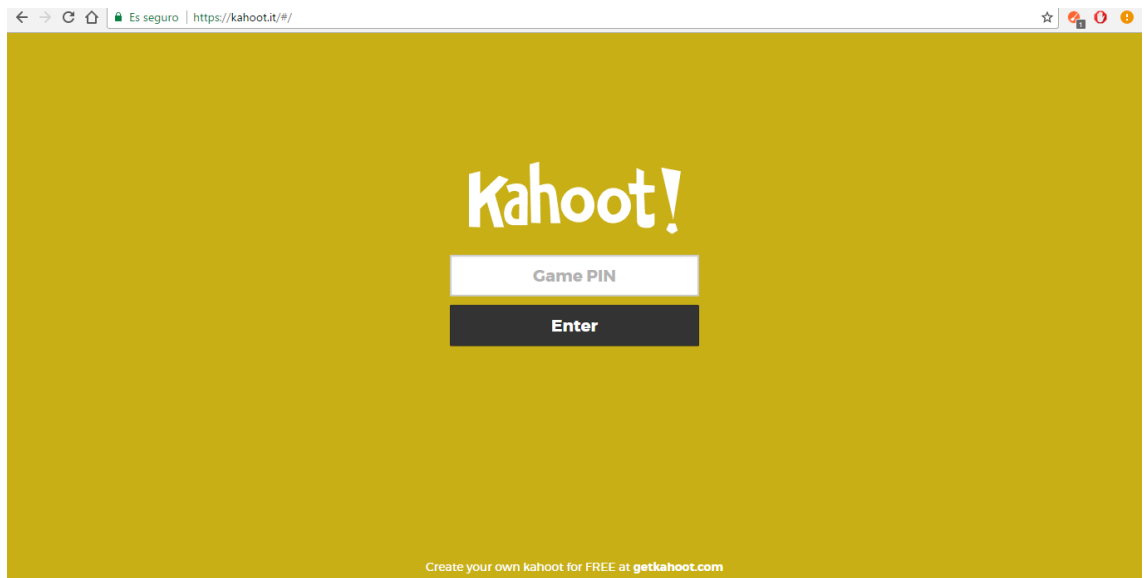


Figure 3: Kahoot! Web page

I chose Kahoot! (Fig. 3) because it is an App that gives either the teacher or the student the opportunity to create different kinds of jumbles, quizzes and discussions. Besides, once you have completed the task, it gives you a very complete spreadsheet with the results of every student, so the teacher can have proper feedback about the activity. Registration is free and it only requires having an email account.

The teacher will use this App for making quizzes for comprehensive reading activities from lesson plan 3. This App gives you the opportunity of creating multiple choice exercises and, once the students do their quizzes, the teacher can check and share the results in the spreadsheet, showing the information per question and per student.

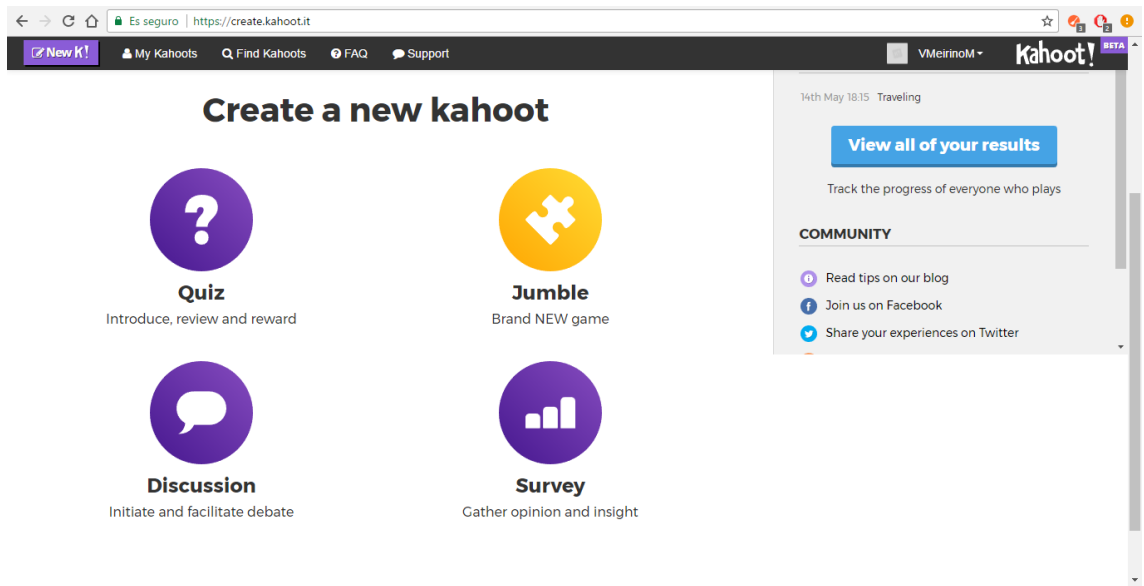


Figure 4: Kahoot! menu

4.2 App 2 Edmodo



Figure 5: Edmodo Web page

I chose Edmodo because it has a similar interface to Facebook (Fig. 6) and this could help as most of the students in class are familiar with this interface so that it will be user-friendly and very intuitive for them as they are used to use Facebook. In addition, it will attract the students' attention since they will relate it to social networks, an example of their own interests. This App will be used for students to share information or to show their writings, projects, etc.

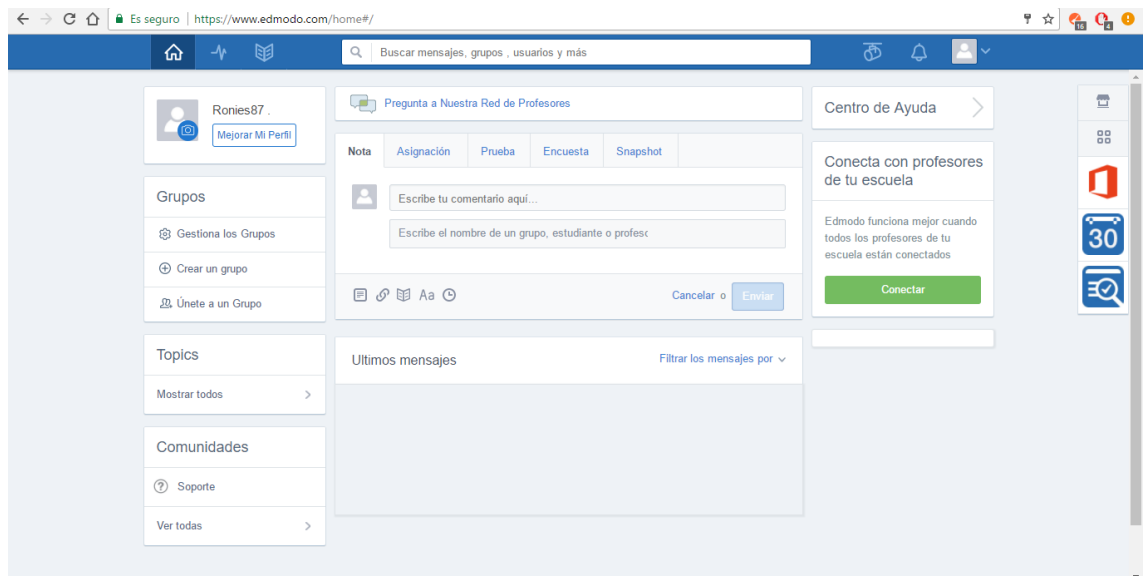


Fig. 6. Edmodo interface

With this App teachers and students can post information in different formats: texts, audiovisual clips, sound tracks, etc. Also, teachers can send assignments to the students, they can elaborate tests with different design options such as multiple-answer format, true-false questions, short answers, fill in the gaps, or matching.

For this didactic unit, the teacher will ask the students to post the assignments (writings, information, project, etc.) in this platform. As all the information is shared with the whole class, every student will beneficiate of the information posted by their partners, so they can enlarge the information or simply learn something new.

Then, the quiz proposal, as in App 1 could be feasible. However, in this occasion, the teacher has the advantage of being able to set a time limit to answer the questions in the quiz. That is why this App can be used to make quizzes as homework since this makes more difficult check the answer in the Internet. When time finishes, the quiz closes and the teacher can get access to the results of all the students.

4.3 App 3 Chwazi

This App it is only compatible with tablets or smartphones with touchscreen because of the way it works. It is an App that gives you the chance of creating groups randomly. You tell the App how many members should be in each group and the participants put one finger on the screen, so the image changes and each student sees the icon of the group in which he or she will belong to.

4.4 App 4 Readwritethink

This web page is full of resources for the classroom, where you can download different Apps for different stages and subjects. But for the purpose of this dissertation, I only used it to show the students how to create a timeline.

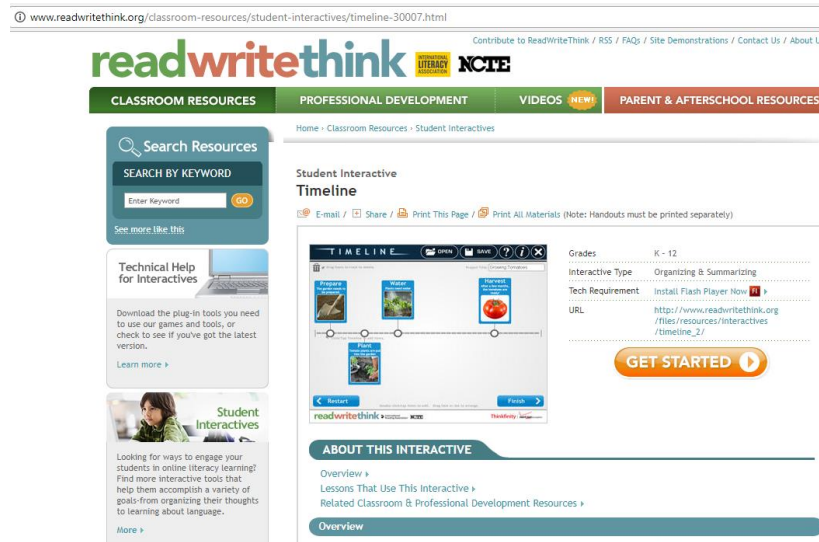


Fig. 7: Readwritethink interface

4.5 App 5 Easel.ly

Easel.ly is an App that helps you creating posters. There are many templates created, but you can also create your own one, depending on your needs. That is why I decided to use it in the classroom, because, as we are limited of time, students only have to add the information they get from the Internet instead to create a complete poster from the scratch. At the same time, they learn different tools not only for English class but also for other subjects in which they may need to do any other projects.

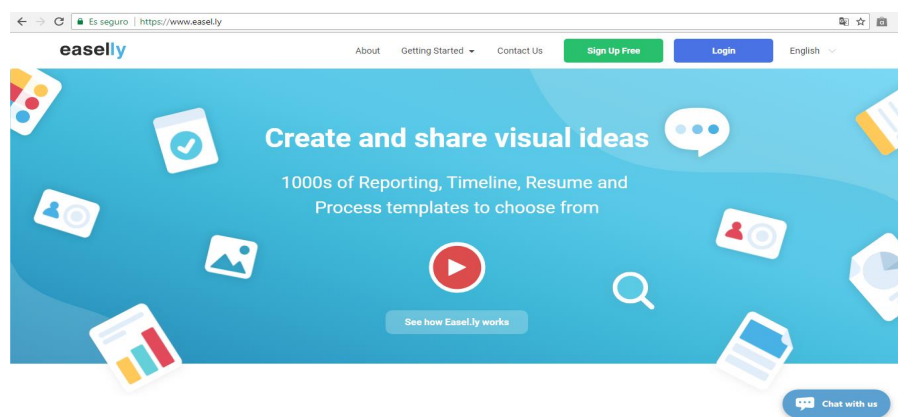


Fig. 8: Easel.ly interface

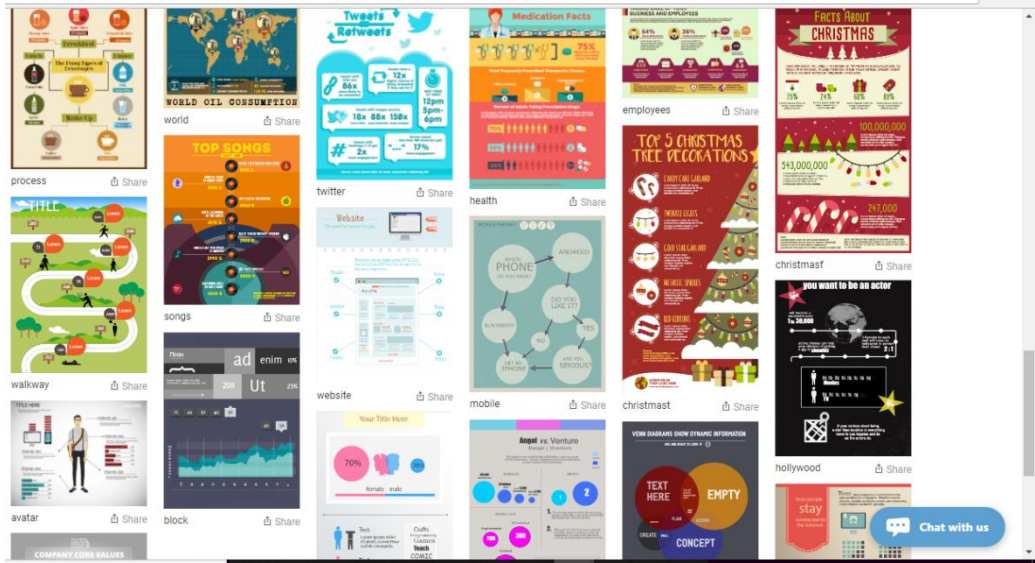


Fig. 9: Different templates you can choose from Easel.ly

5. PROJECT PROPOSAL

As has been mentioned before, this didactic unit has been designed under the project based learning, in which there will be after all a final project to be developed by the students. The first task for the teacher is to find the question we want the students to answer with their projects. As this unit is about the evolution of fashion throughout history, which is a very wide topic, the question must be a very specific one, but at the same time I did not want it to be too concrete since I did not mean to close the potential opportunities of topic for the students. So finally, the question that must be answered by all students in their projects is 'How is reflected in fashion the evolution of society throughout history?'. This question can be answered in different ways, so students can compare different ethnicities within a country and a period of time, or just explain the evolution of a fashion trend associated to historical events, for example, how women started to use trousers linked to the war and the introduction of women in the labour market.

The final project then will consist on a video made by the students in which they answer to this question using the Internet to get information and some Apps to make the video. At the same time the teacher will have the task to orientate and guide students by facilitating them some tips on where they can get the information or tools they need to succeed in their projects.

However, in this project, students are not going only to answer to the question proposed and show what they have learned about evolution of fashion and the influences received from historical events, but also, they are going to express themselves in English. In that way, the teacher can evaluate the grammar and pronunciation the students show in their projects, checking the correct use of lexicon, verbal tenses, expressions, etc. and also the proper pronunciation of their speech, as it is a recorded video they can correct the aspects of the acquired language.

Once the projects are uploaded to the Edmodo App, the teacher will have access to them to correct them and the best works will be used for other groups in the school as listening material or audiovisual material, either for History or for the English class, depending on their needs. This use of the projects for academical purposes within the school will be also the recognition for their effort and hard work. Students will be asked to hand all the information and material used which will be considered for the final evaluation of the project.

5.1 Key competences

This project proposal has been designed taking into account the requirements reflected in the Aragonese Curriculum. It is going to be a hard work for the students since they are not able to decide the specific topic of their project until they meet or talk and look for information in the Internet about fashion in history. So they have to agree and reach a final decision as a team for their project to get started and be ready for the deadline. This will help them to develop social skills (negotiation, important not only for their academic life but also for their professional life) and learn to learn in order to get a meaningful and effective communication.

The linguistic and communicative competence is the most developed in this project since students are asked to recreate a meaningful real-life communication. The four skills will be practiced. First of all, the reading skill since they have to look up for information either in the Internet or in printed written texts. Secondly, speaking skill as it is the final product of the project. Finally, writing skill will also be practiced since they will have to write down what they are going to say and show in their videos and listening skill because they may find some information in oral texts or audiovisual materials.

The digital competence is the other evident competence to be developed, since we are talking about a m-learning based didactic unit. Students not only have to look for information and material in the Internet, but also, they have to create their own product by using mobile devices. Always this use of ICTs will be guided by the teacher in order to get an effective and responsible use, so the teacher can help by naming some Apps that students can use to create their projects and also by giving some websites, references or tips to look up the information they may need.

Thirdly, autonomy and responsibility skills will be present in this project making, since the students are given a concrete question to answer, but it is open enough to make them responsible for choosing the specific topic to talk about in their projects. Also, the autonomy will be promoted by their independence when selecting the concrete topic and the documentation for that purpose.

Furthermore, other competences to be developed are learning to learn as they must acquaint themselves with the information needed and make a self-reflection about the concrete topic to answer the question given; social and civic competence is encouraged since,

as they are working in groups, they have to take decisions about the final product together and reach an agreement through negotiation and problem-solving.

Finally, they will develop cultural awareness and expression competence since they are going to learn about cultural knowledge as fashion and historical events form part of culture. And even more, they will have to express themselves in English trying to accommodate themselves to the conventions that this target language has in terms of fashion and cultural knowledge speaking.

5.2 Objectives, contents and evaluation criteria

With regard to the **purposes** of this project, Ellis' (2003) criteria have been followed: plan for learner activity, primary focus on meaning, real world processes of language use, incorporation of any of the four skills, cognitive processes and a clearly defined communicative outcome. As students are asked to take lots of decisions by their own, it makes it a learner-centred proposal, leaving the teacher as a guide or facilitator, facilitating learners with scaffolding for their project purposes.

In order to achieve students' communicative competence to be developed we have a communicative purpose and outcome to reach. As the project proposal requires students to participate in tasks with communicative purposes such as the negotiation of the concrete topic of the project, we are talking about a task-based proposal. At the same time, as students will be using their skills to reach a specific outcome, it is also a functional proposal.

The **objectives** of this proposal are the ones collected in *Orden ECD/489/2016*:

- Obj.IN.1. To identify the general idea and specific information in oral texts.
- Obj.IN.2. To express themselves orally in order to communicate in different situations, such as role-playing, problem-solving and negotiating during tasks.
- Obj.IN.3. To identify the general idea and specific information, such as implied meanings, in written texts of different genres.
- Obj.IN.4. To produce texts about known information with coherence and cohesion taking into account the audience they are referring to.
- Obj.IN.5. Comprehend oral and written texts, speak and write in a proper way in the foreign language.

- Obj.IN.6. Develop autonomous and cooperative learning strategies either in individual or group work using all the accessible tools (specially ICTs).
- Obj.IN.7. Use the foreign language as vehicle for new information.
- Obj.IN.8. Develop and show a receptive, interested, trusting attitude towards their own capacity in the learning and using of the foreign language.

The objectives as well as the **evaluation** criteria in this project proposal are aligned with the curricular criteria for secondary students. Both, objectives and evaluation criteria are connected since one affects the other and the concretion of one leads the concretion of the other. That is why the objectives are formulated according to the evaluation criteria and this criteria is formulated to get the contents to reach these objectives.

The contents of this project are extracted from the curricular contents for Secondary Education curriculum taking into account the objectives of the proposal. These are divided into categories according to the ones found in the Aragonese Curriculum connected to the different skills that the students must develop. In order to get the objectives of the project, the categories selected are: comprehension skills and strategies when looking up information, production skills and strategies when elaborating the product, sociocultural and sociolinguistic aspects when negotiation with peers for the elaboration of the project, communicative functions and syntactic and discursive structures when preparing the project discourse and common and more specialized lexis and accent, rhythm and intonation when producing the project speech.

5.3 Analysis of the Project

As this didactic unit has not been put into practice, all this analysis will be based on reflection and self-critic.

5.3.1 Structure of the lesson

The lessons have been structured in three stages as proposed by Wright (1995): pre-task, while-task and post-task. This organization has been chosen since the methodology applied is TBL. The organization before the lesson is very important for me as a teacher to attempt to manage the process of the lesson and to optimize the amount of learning.

All the tasks suggested involve some kind of challenge for the students, first of all because most of them are designed to be done in pairs or groups. I decided to do it this way

because it will imply more difficulties for the students since they are not used to create writings in groups and they all will have to collaborate, defend their ideas and negotiate the final product. Furthermore, these tasks will help them to feel more confident as they are working with learners at the same level, so all the answers and decisions will be made in consensus. The fact that error correction also happens among them make the learners an active agent of the learning process and responsible for their own learning. In this way, it is a student-centered learning process, leaving the teacher as a facilitator and a guide instead a source of knowledge.

Also students will have the opportunity to work autonomously in the individual tasks. In this way teachers can see each student's level by themselves, and also, it is helpful for students to challenge themselves to work without their peers' contribution, giving them the chance to make a bigger effort to get the objectives of the task.

5.3.2 Timing

The timing calculated approximately to each activity to help me to achieve my goal of learning objectives from each lesson plan. A "directive" organized teacher is more efficient and complete lessons on time, in the way that these types of teachers do well structured lessons (Créton and Wubbels, 1984; Brekelmans 1989; Wubbels and Levy, 1993).

5.3.3 Teaching aids

During the lessons I find helpful some teaching aids, such as mime, expressions and gestures, as language models and providers of comprehensible input and to convey meaning and atmosphere, as Harmer (2001) proposes. For these reasons I think teachers sometimes must help students and make sure they understand the most important input by changing the tone of voice, exaggerating the expressions, using body language, etc. in a foreign language classroom. It is something useful because it helps learners to learn the important input in a way that it is much easier to remember vocabulary or language patterns that are linked with non-verbal signs (Knabe, 2007).

When designing lesson plans the materials used are authentic, that is, they are not extracted from a textbook. It has been a challenge work with this kind of material since they were not created specifically made for classroom use, except for the activities and tasks designed by me. Finally, I decided to use these materials, such as the video 2 which will be shown in lesson plan 4 (Annex 4) to increase the linguistic level, since I found it in a higher level

for secondary students, but in my opinion it will be helpful for them, since they must learn that sometimes it is not that important to understand every single word, but just get the essence of a text or discourse.

5.3.4 Feedback

First of all, I want to highlight the importance of feedback for me as a future foreign language teacher. For this reason, I agree with Gipps (1994) who states that feedback is crucial for the teaching-learning process. I prefer to focus on positive feedback, rather than negative feedback. But I find also very important to the students to learn that mistakes are not a negative thing, since we learn from them. That is why I used the most common mistakes in the lesson plan 1 to start my lesson plan 2 and I would analyse them with the whole group without giving the names of those who made them. In that way, they can see not only the correct form of expression, but also that they can make the same mistakes, as they all are supposed to be at the same level of learning and this is a normal stage in their learning process.

5.3.5 Choice of teaching approach

Cooperative learning has been chosen because of its basic principles as described by Kagan (1994). First of all, students should be aware if they are being successful or not by doing everything together as a group, taking into account that individual success is a success for the group, too. In this learning unit, students know since the first lesson that they are told to work in groups, together to reach their objectives.

Furthermore, as it has been mentioned before, students are responsible for their learning process and their own work, assuming they all contribute to the project equally. As in the first lesson of this unit the students will be shown the rubric so they will be aware of the criteria for their assessment, including the contribution to the team. For this reason, groups will be asked to write for the teacher each member's role in the team, but encouraged to switch roles from time to time in order that they all contribute in all the aspects facing different challenges and responsibilities.

According to Kagan (1994) the third principle of cooperative learning is the simultaneous interaction which implies more than one active participant at a time in the group. Taking into account that students will be told to assign different roles, it will entail active roles and not passive roles such as simple listeners.

Thirdly, another characteristic described by Thomas (2000) and Ravitz (2008) agreed that students should investigate for their projects. In this case, students must make a research in order to answer the question proposed, first of all because it is a wide question and they must decide in which way they are going to answer it, and finally because in order to make a correct project giving objective and true facts and images they must look for a lot of information. So, in order to develop the students' communicative competence I tried to elaborate a correct example of PBL according to Thomas (2000) and Ravitz (2008). Taking into account all this, students will work on a collaborative writing product. They will practice in class when writing that composition in pairs in lesson plan 2 (Annex 2), which will give them some perspective about what they are going to do with their final project. They all must cooperate in all stages of the production, which according to Storch (2011) is the definition of collaborative writing. In the pre-writing stage they have to look for information about the question proposed and find the way to answer it in consensus. In the while-writing stage, students must elaborate the speech they are going to reproduce in their final product, and the words or sentences they are going to add to the images. Finally, in the post-writing stage, students are asked to assess both their own work individually and the team work according to the rubric handed in the first lesson plan (Appendix 1).

With this project that involves collaborative writing I am trying to achieve different objectives from the curriculum, such as the communicative competence, since communication is encouraged when reaching an agreement in the elaboration of their final product. As well as the autonomous learning since final projects are based on the feedback they receive from their own peers, although the teacher must facilitate the process with scaffolding (e.g. the rubric for their own evaluation). Finally, students will make their own decisions helping them to get more confident not only with their use of English, but also with their opinions and points of view in terms of writing style.

Additionally, in these activities from the different lesson plans, students will develop their communicative competence since they practice not only production by writing or expressing themselves orally, but also the reception because they must understand the teacher's instructions, their partners' opinions, the texts and audios worked in the classroom, etc. Interaction plays a very important part of this project proposal and it is essential for the final project to be done properly as the teacher lets the students know. Nevertheless, the difficulty of clearly distinguishing the contribution of each member in the project, as a teacher, I decided to include individual tasks in order to assess the students individually.

5.3.6 Use of ICTs

Although the use of ICTs in the case of teaching teenagers has been justified in the theoretical framework, I would like to highlight that motivation has been a decisive factor to rely on them. Therefore, students are asked to use these new technologies to learn a productive and responsible way of their application in their learning processes, under a teacher's supervision. Thanks to these ICTs, students will be able to develop the different skills when learning a foreign language. By surfing the Net, students can find videos, music, films, etc. They can use to improve their listening skill, as they can read different kind of texts for the reading skill. Also, they can interact with native speakers to improve their writing or oral production skills.

Students are told to use certain Apps such as *Edmodo* or *Kahoot!*, and web sites in the classroom for the correct development of the didactic unit, but also they are encouraged to search information on their own and use different Apps to create their final product. Although they will have the teacher's guidance for this, they must do a research work in which they will prove their effectiveness when looking for the achievement of objectives with academic purposes.

The possible inconvenience that I find for this proposal is that the school where it could be implemented must have access to a wireless Internet connection, and also tablet devices for the students to work in the classroom. If the school does not have these resources, the students must have to take them from home to keep working.

As a summary, it can be said, that this project proposal achieves the objectives included in the curriculum by an appropriate use of ICTs meeting a communicative language teaching approach, not only in the classroom but also outside.

6. CONCLUSIONS

As a conclusion I can say that motivation is essential for the achievement of the correct atmosphere in the classroom, which is making all the students to collaborate in order to help them to develop their communicative competence. So this is the reason why I chose m-learning as the approach to develop my didactic unit. My past experience taught me that even the most motivated teacher, with great ideas in class design has nothing to do if students do not feel motivated, too. However, it is also important that the teacher loves teaching and shows motivation in the classroom, so the students perceive and feel it in the same way.

I think the main strength of this project is that it consists on creating real meaningful communication situations among students, instead of just focusing on grammar. This linked to the motivation created by the m-learning approach helps students to develop their communicative competence in a comfortable safe atmosphere.

Another positive aspect I find in this project is the economy for the school and the education community in general. Since the materials used in the classroom are authentic and created basically digitally, it has no money cost. Although this kind of teaching requires a lot of teacher's time.

In my opinion group tasks are positive because it not only gives the chance for students to practice L2 in a real situation, but also helps them to learn how to accept somebody else's opinions even if they do not share them. Cooperative learning and its basic principles make students contribute to their groups, reaching agreements and making decisions while learning. In this way, students get prepared for their lives, where they are going to work with other people, and they must do it disregarding if they have interests and opinions in common or not. Companionship and cooperation are promoted in order to get a good final product.

Apart from the benefits, I find that there are some weaknesses as well for this project proposal. The first problem I find in this proposal is the control over each student work, not only in terms of contribution to the team, but also controlling the web pages and resources used. We can find every kind of information on the Internet, and it is not always reliable. Students must learn to discriminate the reliance of the sources where they are looking up the information and it is a hard task for the teacher this kind of control. Secondly, another trouble to be taken into account is the school resources. Not every educational centre has the possibility to provide each student with a tablet device so that they can work in class.

To sum up, I strongly believe this project proposal could work for teenager students, even if they are aspects to be improved, because the use of new technologies in the classroom is worth to be practiced and experienced. It could attract students to learning and its combination with the creation of real communicative situations makes easier learners achieve a developed communicative skills.

7. REFERENCES

- Andronico, A., Carbonaro, A., Casadei, G., Colazzo, L., Molinari, A., and Ronchetti, M. (2003). Integrating a multi-agent recommendation system into a Mobile Learning Management System. Artificial Intelligence in Mobile System 2003 Conference. From: <http://w5.cs.uni-sb.de/~krueger/aims2003/cameraready/carbonaro-4.pdf>
- Attewell, J., Savill-Smith, C., (2003). Learning with Mobile Devices. From: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.97.4405&rep=rep1&type=pdf>
- Ausubel, D.P. (1990) *Educational Psychology: A Cognitive View*. New York: Holt, Rinehart and Winston.
- Breen, M.P. (1987). Learner Contributions to Task Design. In Candlin, C., Murphy, D., *Language Learning Tasks*. Englewood Cliffs, NJ., Prentice Hall.
- Brekemans, M., (1989). Interpersonal teacher behaviour in the classroom. Utrecht: W.C.C.
- Brown, H.D., (2007). *Principles of Language Learning and Teaching*. 5th Ed. Pearson Longman.
- Bruner, J. (1960). *The Process of Education*. Harvard University Press.
- Bygate, M. et al., (2001). *Researching Pedagogic Tasks Second Language Learning, Teaching and Testing*. Harlow Longman.
- Candlin, C.N., (1987). Towards Task-Based Language Learning. In C. Candlin, and D. Murphy (Eds.), *Language Learning Tasks* (pp. 5-22). Lancaster University
- Cobcroft, R., Towers, S., Smith, J., and Axel, B. (2006). Mobile Learning in Review: Opportunities and challenges for learners, teachers, and institutions. Proceedings of the Online Learning and Teaching Conference. From: https://olt.qut.edu.au/udf/OLT2006/gen/static/papers/Cobcroft_OLT2006_paper.pdf
- Créton, H. and Wubbels, T., (1984). Discipline problems with beginning teachers. (Dissertation, Utrecht University). Utrecht: W.C.C.
- Ellis, R. 2003. "Criteria Features of a Task". *Task-based Language Teaching and Learning*. Oxford: OUP, 9-10
- Finney, D. (2002). *The ELT Curriculum: A Flexible Model for a Changing World. Methodology in Language Teaching*. Cambridge: CUP: 69-79.
- Gebhardt, R. (1980). *Teamwork and feedback. Broadening the base of collaborative writing*. College English. 69-74

Georgiev, T., Georgieva, E., and Trajovski, G. (2006): Transitioning from e-Learning to mLearning: Present issues and future challenges. Proceedings of the Seventh ACIS International Conference on Software Engineering, Artificial Intelligence, Networking, and Parallel/ Distributed Computing (SNPD '06). From:

<http://ieeexplore.ieee.org/iel5/10923/34372/01640716.pdf?tp=&isnumber=34372&arnumber=1640716>

Gipps, C. V., (1994). *Beyond Testing. Towards a Theory of Educational Assessment*. Falmer Press.

Harmer, J., (2001). *The practice of English language teaching*. Longman. Harvard

Imbernon, F. (2006) ("Actualidad y nuevos retos de la formación permanente". Revista electrónica de investigación Educativa, 8 (2). <<http://redie.uabc.mx/vol8no2/contenido-ibernon.html>>

Jonassen, D. H., Peck, K. L., and Wilson, B. G. (1999). *Learning with technology: A constructivist perspective*. Upper Saddle River, NJ: Prentice Hall.

Kagan, S. (1994). *Cooperative Learning*. San Clemente, California: Kagan Publishing.

Kambourakis, G., Kontoni, D. P. N., and Sapounas, I. (2004). Introducing Attribute Certificates to Secure Distributed E-Learning or M-Learning Services. Proceedings of the IASTED International Conference. 436-440. From: <http://www.ice.upc.edu/butlleti/innsbruck/416-174.pdf>

Kästner, E. (1931). *The 35th of May, or, Conrad's Ride to the South Seas*. New English Library.

Krashen, S. (1985). *The input hypothesis. Issues and implications*. New York: Longman

Lee, J. (2000). *Tasks and communicating in language classrooms*. Boston: McGraw- Hill

Ley orgánica para la mejora de la calidad educativa (LOMCE) (Ley Orgánica 8/2013, 9 de Diciembre. Boletín Oficial del Estado, núm. 163, 9 de Julio de 2015.

Mellow, P. (2005). The Media Generation: Maximize learning by getting mobile. Proceedings for ASCILITE 2005 Conference: Balance, Fidelity, Mobility: maintaining the momentum? From: http://www.ascilite.org.au/conferences/brisbane05/blogs/proceedings/53_Mellow.pdf

Orden ECD/2016 de 26 de Mayo, del Departamento de Educación, Cultura y Deporte del Gobierno de Aragón, núm 105, 2 de Junio de 2016.

Parsons, D., and Ryu, H. (2006). *A Framework for Assessing the Quality of Mobile Learning*. Massey University website. From: <http://www.massey.ac.nz/~hryu/M-learning.pdf>

Zheng, P. and Ni, L. (2010). *Smart Phone and Next Generation Mobile Computing*. Elsevier Science

Petrova, K. (2005). Mobile Learning Using SMS: A mobile business application. Proceedings for the 18th Annual Conference of the National Advisory Committee on Computing Qualifications. 412-417.

Piaget, J. (1936). *Origins of Intelligence in the Child*. London Routledge and Kegan Paul

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.

Qingyang, G. (2003). *M-learning: A new development towards more flexible and learner-centered learning. Teaching English with Technology*. From:
http://www.iatefl.org.pl/call/j_nt13.htm

Ravitz, J. (2008). *Project Based Learning as a Catalyst in Reforming High Schools*. Buck Institute for Education. 1-14.

Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge University press.

Richards, J. C., Platt, J., and Weber, H. (1985). *Longman dictionary of applied linguistics*. London: Longman. 289

Riordan, K., (2003). Teacher Leadership as a Strategy for Instructional Improvement: The Case of the Merck Institute for Science Education. CPRE Research Report Series RR-053

Salmon, G. (2000). *E-moderating: The key to Teaching and Learning Online*. United Kingdom: Kogan Page

Skehan, P. (1996). *A Framework for the Implementation of Task-based Instruction*. Applied Linguistics.

Storch, N. (2005). "Collaborative writing: Product, process, and students' reflections". *Journal of Second Language Writing*, 14, 153-173.

Thomas, J. (2000). *A Review of Research on Project-Based Learning*. Buck Institute for Education. 1-46.

Traxler, J. (2005). Defining Mobile Learning. IADIS International Conference Mobile Learning. From
https://www.researchgate.net/profile/John_Traxler/publication/228637407_Defining_mobile_learning/links/0deec51c8a2b531259000000/Defining-mobile-learning.pdf

Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, Mass: Harvard University Press.

Willis, J. (1996). *A Framework for Task-Based Learning*. Harlow: Longman.

Wright, A. (1995). *Storytelling with Children*. Oxford University Press

Wubbels, T., and Levy, J. (1993). *Do you know what you look like?*. London: Falmer Press.

8. ANNEXES

Annex 1: Lesson plan 1

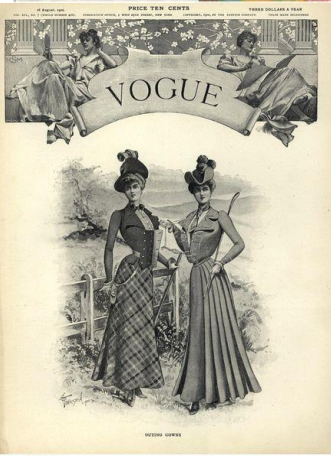
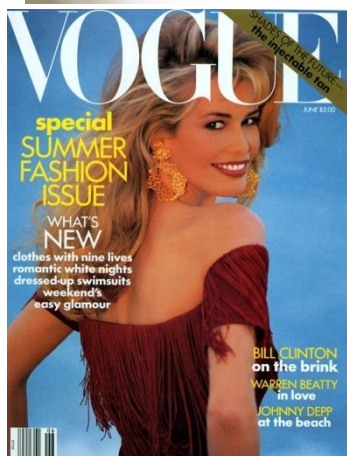
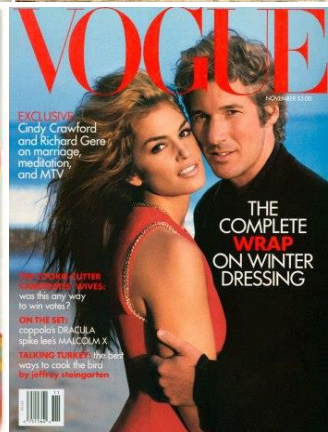
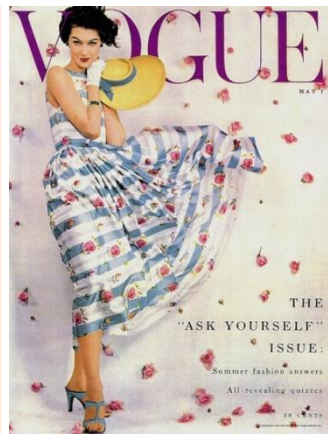
- Expected learning outcomes:
 - Students are able to understand oral and written texts and extract specific information
 - Students are able to talk about clothing, fashion, likes and dislikes
 - Students are able to make connections to previous knowledge
- Skills, micro-skills and strategies to be developed. Content focus:

Listening, speaking and writing are the main skills to be practiced. The teacher's main aim is to explain the project to the students and raise their curiosity into it by using ICTs. Content focus will be on understanding oral information.

	Description of activities	Teacher's talk	Timing
Pre-task activities	<ol style="list-style-type: none"> 1. Students are shown some pictures of old fashion magazines (Appendix 1) in the digital blackboard and are told to discuss about differences between old fashion and present fashion. 2. They are asked to look for other fashion magazine covers in their tablets or smartphones in the Internet and they are encouraged to talk about them 	<p>Do you find any similarities? Which one do you like the most? Would you dress like that? Have you seen people in the street using these clothes?</p> <p>Now, using your own devices (tablet or smartphone), let's look for other magazine covers in the Internet which call your attention. Why did this cover call your attention? Do you like this fashion trend or not? In which circumstances would you wear clothes like those?</p>	<p>7'</p> <p>10'</p>
Learning task	<ol style="list-style-type: none"> 1. Students are shown the video (Appendix 2). They must take notes about what they see 2. They have to write a small composition about which is the decade they like the most and why, and if they can find people dressed nowadays like that in the streets (or any piece of clothes) 3. Students hand in all their compositions without naming. The compositions are given randomly among them so they have to 	<p>We are going to watch now a video about fashion trends throughout history. Please take notes about what you see, what you like or dislike, because then we are going to write a short composition about your impressions from this video.</p> <p>You can write about what you liked the most and why, or what you disliked and the reasons why. Also if any of these fashion trends have called your attention, if you can see people dressed like that at present.</p> <p>Please hand in the compositions without putting your names. Now I'm going to give you randomly the compositions and a rubric guideline to correct them. If any of you get his/her own, please give me back. In order to mark the errors, please use a</p>	<p>3'</p> <p>15'</p> <p>10'</p>

	correct their partners' writing (Appendix 3). Once they are corrected they are given back to the teacher.	green pen. Once you have finished correcting them, please give me them back.	
Post-task activities	1. The teacher (T) explains to the students the final project: make their own video about fashion. They can compare fashion in terms of different countries, times, ethnicities, etc. Their video must include audio explaining what they are showing. This project will be made in groups organised by the teacher.	Now, I am going to explain to you the final project for this unit. You will make a video in groups, like the one we have seen today, or you can choose other kinds of video editing. But it has to be an audible speech video talking about fashion, in which you must compare fashion trends. As well with the video, you must hand in an essay about the making of, where you must tell me how you got the agreements, how you organised the different tasks, etc. You can choose fashion trends from different ethnicities, times, countries, social classes. The group must become an agreement in the specific topic and the ideas expressed. And in order to do that, you must look up the information you may need in the Internet or ask me for advice. As well, you can use the Apps we have worked with before in class, a new ones that you know, or ask me if you need. Now, we will use Chwazi to make the groups.	10'
Materials			
Homework	Start thinking about the project		

APPENDIX 1: FASHION MAGAZINE COVERS (FROM GOOGLE IMAGES)



APPENDIX 2: VIDEO 100 YEARS OF FASHION

<https://www.youtube.com/watch?v=L3e8MvTntkE>







APPENDIX 3: RUBRIC

Correct your partner's composition

CATEGORY	4	3	2	1
Grammar and spelling	Writer makes 1 - 2 errors or mistakes.	Writer makes 3 - 4 errors or mistakes.	Writer makes 5 - 6 errors or mistakes	Writer makes more than 6 mistakes.
Connection and coherence	There is a clear organization of ideas in the text.	The organization of the text is quite clear.	The writer just tried to organise his/her ideas.	There is no clear organization in the text.
Sentences complexity	There are sentences of different length and complexity.	There is a variety of sentence complexity.	Most of the sentences are quite simple.	All the sentences are very simple.
Argumentation	Writer gives clear justification of his/her ideas and opinions.	Writer gives short justifications of his/her ideas and opinions.	Writer gives some justification of his/her ideas and opinions.	Writer does not give justification of his/her ideas and opinions.
Vocabulary	Writer uses the correct word or explains himself in order to be understood.	Writer uses a wide range or vocabulary	Writer uses a simple vocabulary.	Writer uses the same vocabulary and expression repeatedly

Rubric created in Rubistar

APPENDIX 5: PROJECT'S RUBRIC

CATEGORY				
ORGANIZATION 15%	Well organised content using titles and lists to group the related materials.	Use of titles and lists to organise, but in a weak way.	Most part of the content is logically organised.	Project organisation is not clear or logic enough.
ORIGINALITY 15%	The final product is completely original, with creative and genuine ideas.	The final product is original and the project shows new ideas.	Other people\'s ideas have been used, but they are not originals.	Other people\'s ideas have been used, with no credit.
WORK DIVISION AND SHARING 20%	The amount of work has been divided equally and shared by all the team members.	The amount of work has been divided and shared by the team members.	A person in the group did not contributed as the rest.	More than one person did not contributed as they were expected.
CONTENT 25%	It covers the topics deeply with details and examples. The knowledge of the topic is excellent.	It includes basic knowledge on the subject. The content seems to be good.	It includes essential information on the subject, but has 1-2 errors in the facts.	The content is minimal and has several errors in the facts.
USE OF ENGLISH 25%	There are no spelling, pronunciation mistakes or grammatical errors.	Three or fewer spelling, pronunciation mistakes and / or punctuation errors.	Four spelling, pronunciation errors and / or grammatical errors.	More than four errors of spelling, pronunciation and grammar.

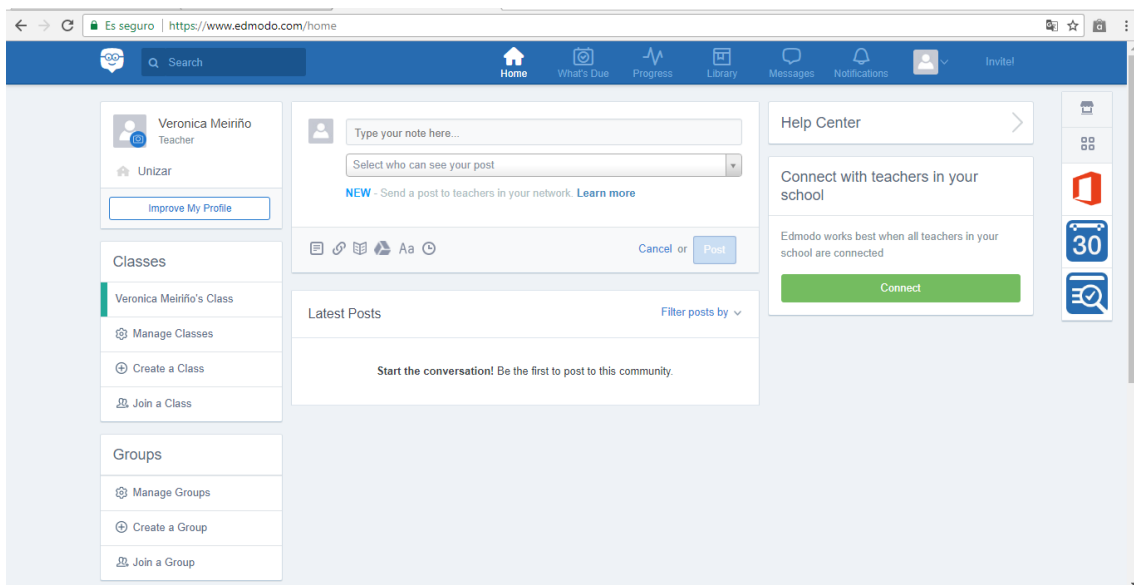
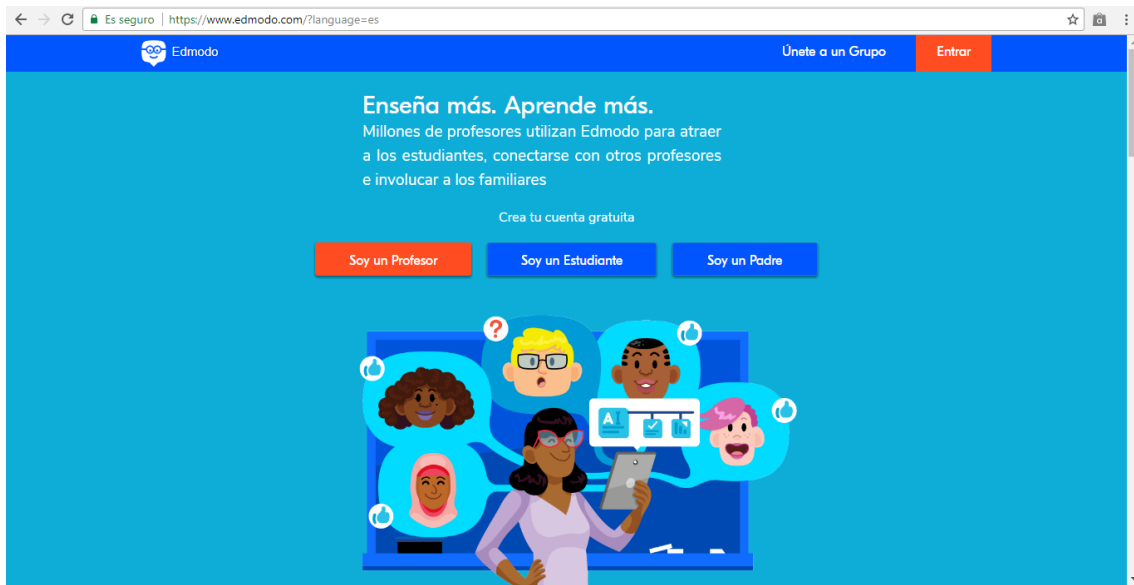
Annex 2: Lesson plan 2

- Expected learning outcomes:
 - Students are able to write a long composition.
 - They are able to express and hold their opinion with arguments and transmit the information inferred from pictures.
- Skills, micro-skills and strategies to be developed. Content focus:

The main skill to be practiced is writing, although the four skills will be practiced to some extent. Some strategies to be developed are the transmission of information. Content focus will be on understanding the general idea of a written text, the description of an image and the support of ideas.

	Description of activities	Teacher's talk	Timing
Pre-task activities	1. T will show on screen the most repeated errors or mistakes in the compositions. Errors will be discussed, analyzed corrected and when possible other ways of saying (paraphrasing) will be offered. T will emphasize that mistakes are not negative.	Now we are going to have a look on yesterday compositions and the commoner mistakes... Would you use this word to refer to this? Which expression do you find more appropriate? You must always have in mind that we learn from errors... If you commit the same ones it is because you are at the same level, so it is a normal learning process.	10'
	2. T will show again the pictures of fashion magazines (Appendix 1).	Let's have a look to yesterday images to refresh your memory.	2'
Learning task	1. Students will sit down in pairs and they must re-write a long composition taking into account what has been explained. They have to write it twice (one per each student) and send to the App Edmodo (Appendix 4) the composition, too.	Now, sitting down in pairs with your right partner, you are going to re-write the composition a bit longer. You must get to an agreement and mix your ideas and opinions. It is correct to say <i>"one of us think ... while the other considers ..."</i> Each of you will write it down, so there will be 2 identical written compositions, and also you must transcribe them in Edmodo to share with all your classmates	3' 20'
Post-task activity	1. In the groups they play Taboo (Appendix 5) and T walks along supervising.	Please, make groups of 4, as you like. We are going to play Taboo for this few minutes left.	10'
Materials	Flashcards for Taboo		
Homework			

APPENDIX 4: EDMODO APP INTERFACE



APPENDIX 5: TABOO FLASHCARDS

BELT

TABOO WORDS:

WAIST BUCKLE
LEATHER TROUSERS

JACKET

TABOO WORDS:

COLD WARM
WINTER LONG-SLEEVE

JEANS

TABOO WORDS:

TROUSERS LEVI'S
DENIM BLUE

SUNGLASSES

TABOO WORDS:

FACE PROTECT
SUN BLACK

TAXEDO

TABOO WORDS:

MAN BLACK TIE
SUIT BOW TIE

FUR COAT

TABOO WORDS:

ANIMAL WINTER
COLD WARM

NIGHT DRESS

TABOO WORDS:

WOMAN SLEEP
BED WHITE

CLOAK

TABOO WORDS:

COLD BLACK
SUIT SUPERMAN

Annex 3: Lesson plan 3

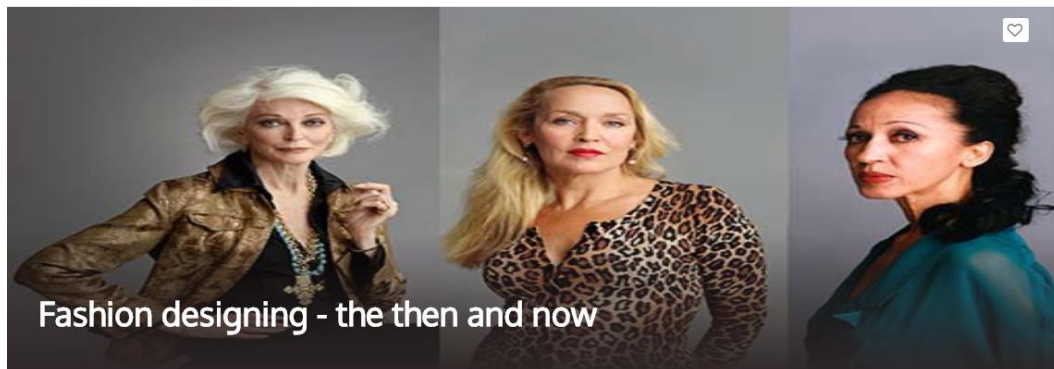
- Expected learning outcomes:
 - Students are able to understand oral and written texts and extract specific information.
- Skills, micro-skills and strategies to be developed. Content focus:

Reading is the main skill to be practiced, although the other skills will be practiced to certain level. The teacher's main aim is to give the students some ideas or information for their projects by using ICTs. Content focus will be on understanding written information.

	Description of activities	Teacher's talk	Timing
Pre-task activities	1. T gives each student an article about evolution on fashion designing (appendix 6). We all read it aloud in class and discuss about words or expressions that they do not understand, but the T will not just give the meaning or answer, they all have to contribute to explain meaning always in English.	I am going to give you an article from the Internet about fashion design. Now we have read it, is there any word or expression you want to talk about? Anything you do not understand? Anybody else in the class know what does this mean, without using Spanish language?	15'
Learning task	1. Activities on the text read (appendixes 7, 8, 9), True/false statements with Kahoot! App and comprehension questions will be handed in paper. And correct with the whole group.	Here you have now some activities about what we have just read.	25'
Post-task activities	1. T divides classroom in groups of 3 or 4 and shows on the screen clues to guess the piece of cloth (appendix 10).	As you are sitting down, we are going to make groups of 4 and play Pyramidal clues. Clues will be appearing on the screen and in order you will be trying to guess the piece of cloth we are referring to.	10'
Materials	Photocopies of the article and the comprehension questions		
Homework			

APPENDIX 6: FASHION ARTICLE

<http://www.fibre2fashion.com/industry-article/3730/fashion-designing-the-then-and-now?page=1>



Fashion designing can be loosely defined as 'the art of creating fashionable apparel'. With the passage of time, however, the concept of 'fashion designing' has extended to other things such as fashion accessories such as jewellery, bags, footwear, etc. Keeping in mind the evolution of fashion designing, it would not be wrong to define it as 'the creation of fashion'.

Fashion designing has indeed come a long way from the mere designing of clothing. Fashion designing has evolved into a full-fledged industry today. It is well accepted as a career option all over the world. Apart from designing, there are a number of other career alternatives that have emerged in this industry with the passage of time. This article seeks to study the evolution of the industry of fashion designing the then and now.



The origin of fashion designing dates as far back as 1826. Charles Frederick Worth is believed to be the first fashion designer of the world, from 1826 to 1895. Charles, who was earlier a draper, set up a fashion house in Paris. It was he who started the tradition of fashion houses and telling his customers what kind of clothing would suit them.

During this period, a number of design houses began to hire the services of artists to develop patterns for garments. Patterns would be presented to the clients, who would then place an order if they liked them. It was during this timeframe that the tradition of presenting patterns to the customers and then stitching them began, instead of the earlier system wherein the finished garments would be presented to them.

In the beginning of the 20th century, new developments in fashion would take place in Paris first, from where they would spread to the rest of the world. New designs of clothes would be born in Paris before they found their way to other parts of the world. In other words, Paris emerged as the 'fashion capital'. 'Fashion' during this period was mostly 'haute couture', exclusively designed for individuals.

Towards the mid-20th century, fashion garments began to be mass-produced. The bulk of production increased, and people began to have more choices of garments. Towards the end of the 20th century, fashion awareness among people increased, and they began choosing clothes for themselves based on comfort and their own style, instead of relying on the trends prevailing in the market.

Today, as stated above, fashion designing is well accepted as a career option. A number of institutes have come up the world over, offering courses in various arenas of fashion. The number of students who consider fashion as a serious career and who have gone in for courses in the same has gone on rising over the years.

Specializations in fashion designing have come into being. There is a wide range of options for a designer to choose from, such as lingerie, swimwear, women's wear, bridal wear, children's wear, men's wear, footwear, handbags, etc. Fashion designers used to be self-employed earlier now find a number of career opportunities open for them. They can work with garment firms and export houses. They may also be engaged in the job of remodelling haute couture and adapting them to the tastes of the mass market. They might also hold jobs in departmental stores or specialty stores.

Developments in the field of fashion designing have given rise to other related career paths such as hairstylist, make-up artist, fashion journalists, fashion advisors, fashion photographers, etc.

Another significant change that has come about in the fashion designing industry in recent times is the increased use of computers and technology. A number of software packages have come up to aid designers in the process of designing as well as other stages in the production of a garment, easily and speedily



APPENDIX 7: True/false statements about the text

The image displays the Kahoot! game interface in three stages, comparing a desktop view on the left with a mobile phone view on the right.

Stage 1: Question Presentation

- Desktop:** Shows "Question 1 of 1" with the text "Fashion designing is considered a career". A warning message at the bottom reads: "Naughty nicknames beware! One click on your name and you're out of the game." A progress bar is visible at the top.
- Mobile:** Shows the same question on a phone screen. The PIN is 6064158, and the player's name is VeronicaM.M. with a score of 0.

Stage 2: Answer Selection

- Desktop:** The question "Fashion designing is considered a career" is at the top. A "Next" button is on the right. A red bar with a checkmark and the number "1" indicates the correct answer. A blue bar with a diamond and the number "0" indicates the incorrect answer. Below are two large buttons: a red "True" button with a checkmark and a blue "False" button with a diamond. A "Show media" button and "End Game" text are also present.
- Mobile:** Shows a green "Correct" screen with a checkmark. It displays "Answer Streak 1" and "+757" points. The player's name is VeronicaM.M. with a score of 757. A message says "You're in 1st place".

Stage 3: Game Over

- Desktop:** Shows a purple "Kahoot!" logo. A purple circle with the number "11" is on the left. A "Skip" button is on the right. Below the logo are the "True" and "False" buttons. The text "0 Answers" is on the right.
- Mobile:** Shows the "True" and "False" buttons on the phone screen. The player's name is VeronicaM.M. with a score of 0.

Appendix 8: Comprehension questions about the text

Try to answer the following questions about the text with your own words and argument your answers.

- How can we define fashion designing?
- Has fashion designing industry evolved?
- Who is considered the first fashion designer?
- Can you explain which is the 'fashion capital'?
- Explain the different career options for a fashion designer.
- Did this evolution contribute to other careers to emerge or develop?

Appendix 9: Pyramidal clues

PYRAMIDAL CLUES

Guess which is the word hidden at the top of the pyramide thanks to the clues given

5

COAT



Annex 4: Lesson plan 4

- Expected learning outcomes:
 - Students are able to understand oral texts and extract the essence.
 - Students are able to play a character in a situation connected to fashion in a complete unrehearsed situation (as in life).
 - Students are able to make connections to previous knowledge
- Skills, micro-skills and strategies to be developed. Content focus:

Listening and speaking are the main skills to be practiced. Content focus will be on understanding oral information and on being able to recreate a normal life situation in English.

	Description of activities	Teacher's talk	Timing
Pre-task activities	<ol style="list-style-type: none"> 1. T will introduce the listening of a video where it has been listed ridiculous fashion trends in history. 2. T will show the complete video (appendix 11) explaining that the important thing is to get the essence. 	<p>We are about to watch a video about curious fashion trends.</p> <p>The important message from this video is the essence, not every single detail. As soon as you understand most of the speech is enough, because it will help you to get confident when talking to a native person.</p>	<p>3'</p> <p>7'</p>
Learning task	<ol style="list-style-type: none"> 1. T will stop the video after each fashion trend and comment with the students 	<p>Have you ever seen people wearing that and where?</p> <p>Do you find it attractive or ridiculous?</p> <p>Would you wear something like that and in which situation?</p> <p>About foot bending, can you think about occidental fashion trend similar to this?</p>	20'
Post-task activities	<ol style="list-style-type: none"> 1. Each student will be given a card (appendix 12) with info about a character and typical sentences according to the situation (shop, exhibition, etc.) where they will find some of the ridiculous fashion trends seen before, and they will have to make a play role, completely unrehearsed. 	<p>For the last minutes of class, let's relax a little bit by acting some play roles. I am going to give you some flashcards, where you will find the information you may need to play your character. From there, you must create a realistic daily situation.</p>	20'
Materials			
Homework			

APPENDIX 11: VIDEO 10 OUTRAGEOUS FASHION TRENDS YOU WON'T BELIEVE WERE ONCE POPULAR

<https://www.youtube.com/watch?v=-9WpVAmzfpQ>



APPENDIX 12: PLAYROLE FLASHCARDS

COSTUMER

You are a costumer in a fashion shop, looking for a dress for a wedding.

You may use sentences such as:

I prefer a long/short dress

It is a summer wedding, so I need a light dress

SHOP ASSISTANT

You are a shop assistant in a formal fashion shop and you have to show your costumers your designs

You may use sentences like:

What is your size?

What kind of dress would you prefer?

This dress is perfect for an exhibition/cocktail/formal party....

DESIGNER

You are a designer talking to your dressmaker. You have to explain the design to her and give details about how you want it to be done.

You may use sentences like:

This is a tie-black suit formed by trousers, long-sleeve shirt, waist coat, etc.

I want it to be done with grey silk/black polyester/blue wool...

DRESS MAKER

You are a dress maker and you are getting the designer's instructions to sew a suit.

You may use sentences like:

In what colour do you want it?

In what kind of textile/cloth do you want it?

What is the model's size?

Annex 5: Lesson plan 5

- Expected learning outcomes:
 - Select important information while looking for information on the Internet about different artists.
 - Organize the information in a timeline using the app “Readwritethink”.
 - Synthesize the information about a designer or his/her creations on a poster using the app “Easelly”.
- Skills, micro-skills and strategies to be developed. Content focus:

Reading and writing are the main skills to be practiced. Content focus will be on understanding written information and on being able to transmit this information in a summarised way, by using ICTs, creating a timeline and a poster.

	Description of activities	Teacher’s talk	Timing
Pre-task activities	<ol style="list-style-type: none"> 1. Students will have to look for information about 4-8 famous fashion designers from a list of 20 (appendix 13) shown on the screen. 2. They will work in teams, and the teams will be made with the app Chwazi finger chooser. 	Here you have a list of 20 fashion designers from which you must choose from 4 to 8 to look information about them.	5’
Learning task	<ol style="list-style-type: none"> 1. Students will have to select one of the designers’ works and create a timeline with the most important information and a picture of the artist and the selected work using the app Readwritethink (appendix 14). 2. Students will have to share it with the rest of the class and the other teams will have to complete theirs. 3. Each team will investigate more about a designer and will create a poster using the app Easelly (appendix 15). 	<p>From the designers you have researched, you must choose one and make a timeline of his/her works using the app Readwritethink. Now let’s share the timelines in the app Edmodo, and if any groups have chosen the same designer, please complete the timeline.</p> <p>Now you have the information about the designer you like, carry a research a little bit deeper and create a poster using Easelly.</p>	<p>10’</p> <p>10’</p> <p>20’</p>
Post-task activities	<ol style="list-style-type: none"> 1. With the whole group we will try to identify the changes in the styles, textiles, colours and so forth that we observe in the different designers. 	What can you tell me about the evolution in Armani’s designs/Carolina Herrera’s etc?	5’
Materials			
Homework			

APPENDIX 13: LIST OF DESIGNERS

Paul Poiret
Jane Lanvin
Madeline Vionnet
Gabrielle 'Coco' Chanel
Elsa Schiaparelli
Cristobal Balenciaga
Christian Dior
Yves Saint Laurent
Pierre Balmain
Nina Ricci
Jean Patou
Valentino
Arsl Lagerfeld
John Galiano
Dolce and Gabbana
Giorgio Armani
Carolina Herrera
Donatella Versace
Tom Ford
Oscar de la Renta
Jean Paul Gauthier

APPENDIX 14: APP READWRITETHINK

www.readwritethink.org/classroom-resources/student-interactives/timeline-30007.html

Contribute to ReadWriteThink / RSS / FAQs / Site Demonstrations / Contact Us / About Us

readwritethink LITERACY **NCTE**

CLASSROOM RESOURCES | PROFESSIONAL DEVELOPMENT | VIDEOS NEW! | PARENT & AFTERSCHOOL RESOURCES

Home > Classroom Resources > Student Interactives

Search Resources

SEARCH BY KEYWORD

Enter Keyword

See more [like this](#)

Technical Help for Interactives

Download the plug-in tools you need to use our games and tools, or check to see if you've got the latest version.

[Learn more >](#)

Student Interactives

Looking for ways to engage your students in online literacy learning? Find more interactive tools that help them accomplish a variety of goals—from organizing their thoughts to learning about language.

[More >](#)

Student Interactive

Timeline

E-mail / Share / Print This Page / Print All Materials (Note: Handouts must be printed separately)

Grades: K - 12

Interactive Type: Organizing & Summarizing

Tech Requirement: Install Flash Player Now

URL: http://www.readwritethink.org/files/resources/interactives/timeline_2/

GET STARTED

ABOUT THIS INTERACTIVE

- Overview >
- Lessons That Use This Interactive >
- Related Classroom & Professional Development Resources >

Overview

TIMELINE OPEN SAVE ? i X

What is a timeline?

A timeline is a graphical representation of related items or events in sequential order and displayed along a line.

You can organize your timeline by date, time, or event. *(Click to view examples)*

Your Name:

Project Title:

TIMELINE OPEN SAVE ? i X

Label:

Short Description:

Full Description: *(This appears in the printout only)*

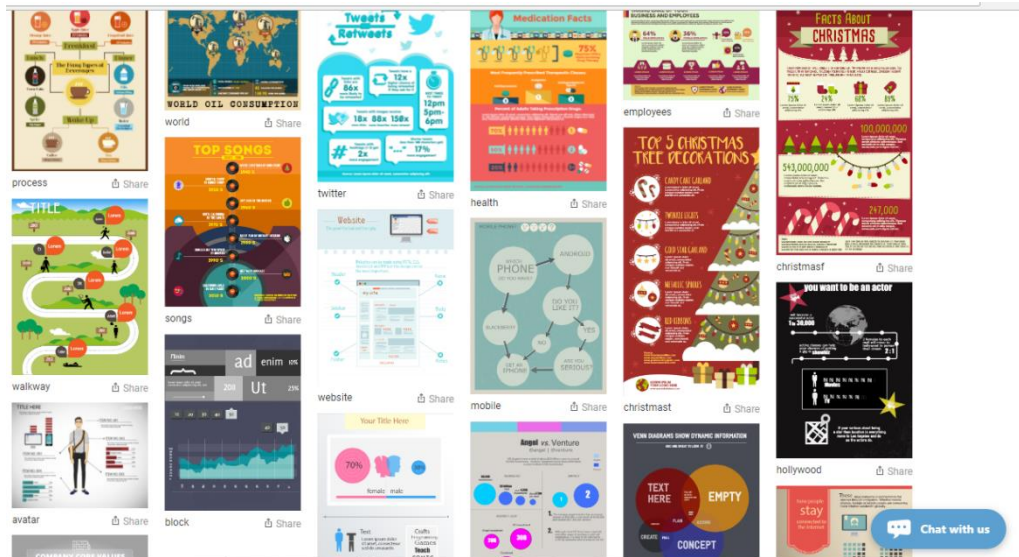
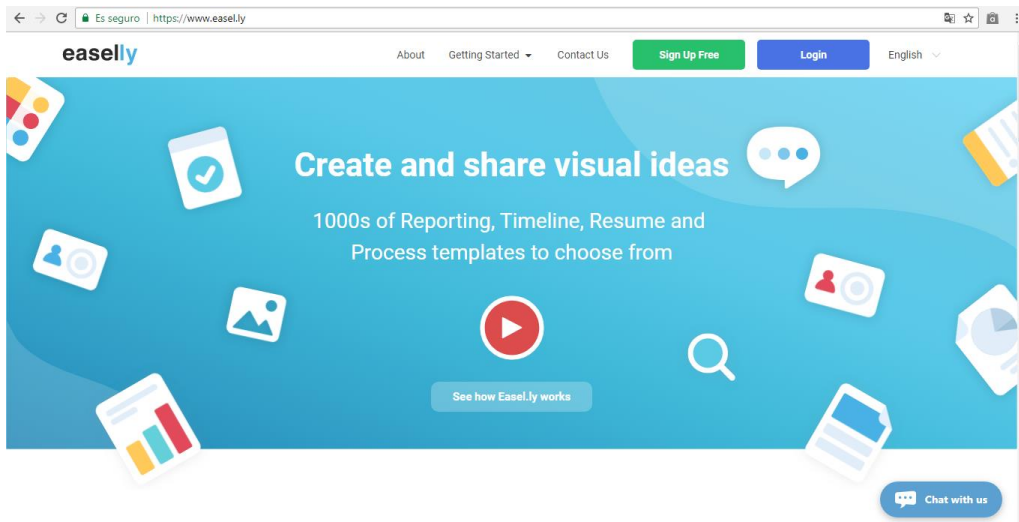
Optional Image:

Preview:

Project Title:

Double click/tap items to edit. Drag item or dot to arrange.

APPENDIX 15: APP EASEL.Y



Annex 6: Lesson plan 6

➤ Expected learning outcomes:

- Express agreement and disagreement using structures such as: “I totally agree with you”, “I can see your point, but...”
- Express suggestions using structures such as: “Why don’t we...” “What about...” “In my opinion it would be a great idea if ...”
- Make decisions about their own learning process while designing and planning the project.
- Select important information while researching about fashion trends in the Internet.
- Synthesise the most important information obtained.
- Represent the most important information about fashion trends in a video
- Use linkers such as: first, then, after that and finally; while writing the process of making of.
- Explain the process of making of while preparing and filming the videos for the project.
- Assess their own work according to specific criteria developing critical thinking skills.
- Make decisions with their classmates while interacting in order to create the video and prepare the presentation.
- Value the importance of teamwork.

➤ Skills, micro-skills and strategies to be developed. Content focus:

Productive skills are the main skills to be practiced, although the other skills will be practiced too. The teacher’s main aim is to give the students some ideas or information for their projects by using ICTs. Content focus will be on understanding written information and being able to reproduce this information and giving their opinion.

	Description of activities	Teacher’s talk	Timing
Pre-task activities	Students will design, plan and develop a project in which they will create a video and materials to explain the similarities or differences of the selected fashion trends. In the first lesson students will watch a suggesting video, the groups will be made and they will be encouraged to write a “to do list” to organize the project.		
Learning task	Students share their ideas and reach an agreement about the concrete topic of the project. After that, they synthesise all that information in a visual way. Therefore, they have to create the video’s speech showing their ideas and opinions. They can appear wearing dressing dresses in the video, or make a montage with Internet images, but the audio must be done by them with their own voices, in other words, they have to revoice or dub it.		
Post-task activities	Finally, along the projects students self-assess their cooperation by completing their rubric, their own work and		

	their process but also the project, explaining what they have learned working in a group.		
Materials			
Homework			