

## TRADITIONAL CASE

You are in a public center in a city. Create a session in which you work on the 4 language skills for a group of 5th grade of 24 students in which you only use educational applications to carry out the session. In the classroom you have a student with a specific language disorder.

I am going to start by exposing the general guideline of the practical case of my choice that I will later explain into more detail

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## 1. INTRODUCTION

Did you know that there are currently more than 80,000 educational apps? In a world where we increasingly depend on our mobile devices, such as smartphones and tablets to stay connected, more and more applications are being developed for all kinds of functions. Educational apps are also proliferating and parents, teachers and students can benefit from it.

## 2. LEGISLATION AND THEORETICAL FRAMEWORK

### 2.1 Legal Framework

At present, ICT development within the classroom and in the teaching world has become a main objective of the education curriculum. Giving importance to adapting to digital media as a teaching and learning method becomes a goal of the future of education

To give an adequate response to my students in order them to develop the four skills to become communicatively competent in the english area, and carry out right and meaningful activities related to **the adquisition of the four linguistic skills and the sociocultural aspects through EDUCATIONAL APPS** I will base my response in the following law.

Before starting with the development of this topic, the legislative for primary education are ***Organic Law 3/2020, of December 29<sup>th</sup>, which modifies Organic Law 2/2006, of May 3<sup>rd</sup>, of Education*** (From here on out LOMLOE), ***Royal Decree 157/2022 of March 1<sup>st</sup>, which establishes the organization and minimum teachings of Primary Education***. (From here on out *Royal Decree 157/2022 of March 1<sup>st</sup>*) the **Decree XXX, which develops the curriculum for Primary Education,** (From here on out *Decree XXXX*),

It is important to be clear about the relationships between the key competences, , and focusing on DIGITAL COMPETENCE, and the rest of the curricular elements included in the **Decree XXX which develops the curriculum for Primary Education** , the Basic knowledges, objectives and evaluation criteria collected.

To give the best answer to the student with The specific language disorder and to be able to give him the necessary tools to follow the lessons, I will base my response in these laws: **Order or Decree, which develops the inclusive education** and **Order or Decree, related to the evaluation**

## 2.2 Theoretical Framework.

The growing popularity of mobile technology (phones and tablets) and access to an almost unlimited internet connection and from anywhere that we enjoy today, have made possible the emergence of a new approach to e-learning (learning through Internet) known as m-learning or mobile learning. Mobile learning enables more personalized learning in any situation, taking advantage of the different learning contexts that our daily life offers us.

An educational app is a multimedia program, designed to be used through electronic devices and used as a mobile learning tool.

Its importance is key in all age groups in which an educational center has an impact, from the youngest to the students who are ready to go to university. All these students are natives of the digital age and are able to make the most of these tools.

## 3. CONTEXT

This case takes place in a city capital. The target group is 5th grade with a number of 24 students in the classroom. Among the diversity of learning that is generated in the classrooms, we have a classmate with educational needs with a specific language disorder.

The specific language disorder is a problem suffered by children who have a development of their linguistic and communication skills clearly lower than which would be expected by their age, general capacity, social conditions ... without there being any sensorial problem

Students in 5th grade are in a psycho-evolutionary stage in which intelligence reaches the perfection of skills of specific operations. Begins to be able to reason no longer about objects and their relationships, but about their own relationships with each other. It is the appearance of formal logic or abstract. This enables reasoning from hypotheses, not from facts concrete, without the need to resort to experience. The greater organization of thought allows you to establish classifications, distinguishing the similarities and the differences.

## 4. DIDACTIC PROPOSAL

### - Key and Specific Competences

Key competences and specific competences are defined in **article 9** of the **Royal Decree 157/2022, of March 1<sup>st</sup>**, which establishes the organization and minimum education of Primary Education. They are defined as capacities to apply in an integrated way, our own content in instruction and educational stage, in order to achieve proper implementation of activities and the effective resolution of complex problems.

According to the **Decree XXX which develops the curriculum for Primary**

**Education**, by which relationship between Basic knowledges, criteria and competences are described in Primary Education, Key Competences.

The capacities of the students expressed by means of objectives have the final aim of developing the key competences in our students. A key competence is the ability to integrate knowledge, skills attitudes in a practical way to solve problems and react appropriately in a variety of contexts and situations. The development of the key competences implies the integration and application of theoretical and practical knowledge in settings outside the academic context.

During the development of this case the pupils will be focused on the following **KEY COMPETENCES**:

1. **Competence in Linguistic Communication. (CLC)** as it is the result of the communicative action within particular social practices, in which the individual interacts with other interlocutors orally and through texts in multiple modalities and formats
2. **Digital Competence (DC).** It involves a creative, critical and safe use of information and communication technologies, in order to achieve the objectives related to work, employability, learning, use of free time, and inclusion and participation in society. As all the case it is going to be developed in a digital way, it will be the main competence, although we are going to work interrelating all of them.
3. **Personal, social and Learning to learn competence (PSLC):** it is vital for lifelong learning taking place in different contexts, both formal and non-formal or informal ones. This competence is characterised by the ability to start, organize and persist in learning. This requires the ability to feel motivated to learn, and the need to foster organization and learning management, really required in this case.
4. **Sense of Initiative and Entrepreneurship. (SIE)** is the ability to transform ideas into actions. That means becoming aware of the situation to be solved, know how to choose, plan and manage their knowledge, and the necessary skills or abilities and attitudes with self-criteria, so as to achieve the desired objective. This is going to be developed all the time while they practice the skills through the apps

According to the **RD 157/2022 of March 1<sup>st</sup>**, the **SPECIFIC COMPETENCES** that we are going to work are:

- 1 Understand the general meaning and specific and predictable information of short and simple texts, expressed clearly and in the standard language, making use of various strategies and resorting, when necessary, to the use of different types of support, to develop the linguistic repertoire and to respond to everyday communication needs.

This specific competence is connected with the following Exit Profile descriptors: CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CCEC2.

2. Produce simple texts in an understandable and structured way, through the use of strategies such as planning or compensation, to express brief messages related to immediate needs and respond to daily communicative purposes.

This specific competence is connected with the following Exit Profile descriptors: CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC4.

3. Interact with other people using everyday expressions, resorting to cooperation strategies and using analog and digital resources, to respond to immediate needs of their interest in communicative exchanges respectful of courtesy rules.

This specific competence is connected with the following Exit Profile descriptors: CCL5, CP1, CP2, STEM1, CPSAA3, CC3, CE1, CE3.

6. Appreciate and respect linguistic, cultural and artistic diversity from the foreign language, identifying and valuing the differences and similarities between languages and cultures, in order to learn to manage intercultural situations.

This specific competence is connected with the following Exit Profile descriptors: CCL5, CP3, CPSAA1, CPSAA3, CC2, CC3, CCEC1.

## - Objectives

The concept of objective is reflected in the texts of many authors. An objective can be defined as the component of the teaching-learning process in which the end that the student must achieve or the goals that are set are shown

Stage objectives are reflected in **Royal Decree 157/2022, 1<sup>st</sup> March**, as general objectives they must acquire at the end of the stage in all the areas. According to the **Decree XXX which develops the curriculum for Primary Education**, one of the objective related to the foreign language area is to acquire, in at least one foreign language, a basic communicative competence which allows students to express and understand simple messages as well as to take part in daily situations

The objectives they must achieve in this case are:

- a) To know and to appreciate the values and norms of coexistence, to learn to act from agree with them in an empathetic way, to prepare for the active exercise of citizenship and to respect human rights, as well as the pluralism of a democratic society.
- b) To develop habits of individual and team work, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurial spirit.

- f) To acquire in at least one foreign language the basic communicative competence that allows them to express and understand simple messages and to function in everyday situations.
- j) To use different representations and artistic expressions and start in the construction of visual and audiovisual proposals.
- m) To develop their affective capacities in all areas of personality and in their relationships with other people, as well as an attitude against violence, prejudices of any kind and sexist stereotypes.

### **Basic Knowledges** (*Contents only in Madrid and CYL*).

The **LOMLOE** establishes the basic knowledges of the matter of Foreign Language are shared by the whole of the Specific competences, since self-learning, articulation and mobilization are necessary to achieve both the development of communicative competence and awareness multilingual and intercultural of the student. Due to the selection of basic knowledge, it is completely necessary to incorporate contents that encompass knowledge, skills and attitudes, that serve as a guide to the teachers in the design of learning situations in which the student resolves situations typical everyday communicatives of their environment, regardless of the personal, social or educative.

The contents for the area of English in Primary Education are stated in the- **Royal Decree 157/2022, March 1<sup>st</sup>** specified in the (*Decree for your community*), They are divided into three blocks, closely related to the areas of communicative competence suggested by the Council of Europe

The specific contents according to the topic prevention and take care, and the activities pupils are going to develop are:

#### **Communication:**

It integrates the proper linguistic knowledge of the foreign language (phonetics and phonology, spelling, grammar, vocabulary, communicative functions and textual genres).

- ⊖ Basic sound, accentual, rhythmic and intonation patterns, and general communicative functions associated with these patterns.
- ⊖ Conventions basic spelling and meanings associated with graphic formats and elements.



## Multilingualism

It incorporates the skills and abilities necessary to develop the communicative situations, also to reflect on the different knowledge of their linguistic repertory and analysis of the learning process itself.

- Lexicon and basic expressions to understand statements about communication, language, learning and communication and learning tools (metalanguage).
- Elementary comparison between languages based on elements of foreign language and other languages: origin and kinship.

## Interculturality.

It combines relative knowledge with cultural (and cross-curricular) aspects of cultures and societies vehicleades in the foreign language, and its valuation with an opportunity of growing and interrelating with others.

- Understanding the meaning of the sentences to complete in the right way the Kahoot
- Aspects of basic socio-cultural and sociolinguistic practices related to customs, daily life and interpersonal relationships, basic social conventions of common use, non-verbal language, linguistic courtesy and digital etiquette typical of countries where the foreign language is spoken.

## Cross-curricular Contents.

“The comprehensive nature of the curriculum means that, in the development of Key Competences, education about democratic values are incorporated into the different areas of content in a transversely way in order to achieve our society demand, such as education for tolerance, peace , education for coexistence, intercultural education for gender equality, environmental education, health education, sex education, consumer education and driver education.”

The **LOMLOE**, where we can read: The educative actions should integrate different experiences and learnings in a global perspective and adapted to each pupil”. It is important to remark which of them we are going to work.

Bearing in mind the student’s level of proficiency in the language and their cognitive characteristics, we will focus on the following cross-curricular contents:

- Reading comprehension, oral expression, audiovisual communication, TICs, entrepreneurship and civic education.
- Excellence and equality in education so as to promote equality of opportunity, universal accessibility and no discrimination due to disability or other condition.

## - Pedagogical Methodology

I will work all pedagogical and methodological principles showed on our current national and regional legislation

The really significant learning through a teaching for understanding and stimulating learning processes will be the main methodology I will follow to develop this case. To promote teaching for understanding which encourages the development of an effective, critical and creative thinking. Developing teaching thinking skills and habits of mind through all areas, and facilitating the development of an efficient transferable thought all walks of life and learning in line with competence. **This type of education boosts the assimilation of learning and improvement in the ability to keep learning.** "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly". David Ausubel, Washinton post interview, 1985

The contribution to autonomy in learning associated with the development of the competence of learning to learn as fundamental to learning throughout life element will be also developed **so they are going to follow strategies to solve by their selves the learning situations, questions and activities given by the apps.** Required to include in the curriculum and educational practice aspects such as self-awareness, learning strategies and self-regulation, teamwork and formative evaluation. The teacher must be a pattern for pupils and must seek the necessary relationship between prior knowledge of students and new knowledge to be achieved in the form of Key Competences development, such us learn to learn one, providing them with techniques and strategies to get on by their selves.

## - Learning Siltuation and Activities

Learning situations in the area of foreign languages should encourage their use in as real contexts as possible. In addition, language use in these situations must be accompanied by a reflection on the communicative structures involved, as well as the strategies used and the attitudes associated with these situations, in order to promote Not only communicative competence and multilingual and intercultural awareness, but also the autonomy of students in their own learning process. Learning situations in the Foreign Language area should have the following characteristics:

Learning must be based on action, taking into account the communicative situations that occur in real life for the design of communicative tasks, in which the role of the teacher is a facilitator and that of the student, a active social agent.

Communicative tasks must be based on real situations and contexts in the personal, social, academic and professional environment that pose a challenge and that integrate the different specific competencies, so that orality is promoted, in an environment of Meaningful learning.



Learning situations, in general, should incorporate the following goals:

- To give situations related to current events
- To assume a challenge or challenge (requirement)
- To incorporate different levels of difficulty (inclusion) through multilevel programming, as well as variety in its nature
- To present the possibility of customizing them (personalization)
- To have an interdisciplinary approach, as well as multilingual and intercultural
- To incorporate various phases that include reception, interaction, mediation and (co-) production, along with a final reflection phase
- To involve student cooperation through the mediation of concepts and / or the communication and negotiation of meanings
- To promote the management of emotions: climate of trust, empathy, adaptation, problem solving, self-reflection, autonomy, motivations and values, etc.
- To use analog and digital formats and tools (both in the educational field and in the personal and social field).
- For the design of situations in a foreign language, a communicative approach must be adopted, through various methodologies that allow students to achieve a certain degree of autonomy in the use of the foreign language as a means of communication.
- In this sense, the action-oriented approach recommended by the Common European Framework of Reference for Languages insists on the creation of tasks that reproduce authentic real-life situations, that have some utility, that include the social component and in which interaction plays a prominent role. To do this, the student must be aware of the purpose and nature of the task, which entails its completion according to linguistic and non-linguistic tasks, as well as its strengths and weaknesses, ie its level. current knowledge, its shortcomings and what procedures you need to be able to carry out the task successfully.

## LISTENING:

We are going to work on this skill with the LYRICSTRAINING educational application.



LyricsTraining is the new way to learn English and other languages through music and the lyrics of your favorite songs.

Students will improve their listening comprehension and practice of different accents with the best music videos, filling in the lyrics of the songs and with Karaoke. We will choose a current song by consensus and we will put an intermediate level of difficulty to know the level of each of the students. It will be done in pairs at first, so that they become familiar with the application, and then individually. The pupil with specific language disorder will be with a partner with whom he feels comfortable and can control the anxiety that the activity produces.

**SPEAKING:** We will use the app SpeakingPal



The lessons begin with a recording of a person talking to you over video. While they speak, you can read the words as they are saying them. Then, under that text, you will see a response for you to say into your tablet.

The app then **evaluates your speaking ability**. It tells you how clearly you are speaking and points out the words that you are having trouble with. Its dialogue focuses on real-life topics and situations that you would encounter.

It is **great for beginners** and will help you to speak English with confidence.

This activity can be complicated for the student with a language disorder, it is necessary to make them feel comfortable and free so that they can participate at their own pace and that they value and appreciate their progress. I will be by your side guiding and supporting you to overcome the difficulties that may arise, without pressuring you to complete the activity

## WRITING

And we are going to work on this skill by helping ourselves with speaking to be able to do it. We will use the SPELL UP app. We have to correctly spell the words they tell us to create the tallest tower possible. The higher the tower, the more difficult the words to spell.

Once again, so that the student with a specific language disorder can control the anxiety that all these new and complicated vocabulary activities can cause, I will take

care of being with them helping them overcome difficulties.

Learning Situation: READING

To work this skill we are going to use the famous Kahoot application. Kahoot is a very useful tool for teachers and students to learn and review concepts in an entertaining way, as if it were a quiz. It is a social and gamified education web service, that is, it behaves like a game, rewarding those who progress in the answers with a higher score that catapults them to the top of the ranking. It is a way of getting the best of themselves without realizing it, of demanding themselves. For the student with SLI, this activity may be a bit demanding, so I will be with him helping him with the reading of the question and guiding him to the answer so that he is motivated to continue playing.



#### - Resources.

“The materials are tools for teachers and students work.” They must provoke students’ curiosity, interest and attention, but they should also contribute pupils to feel comfortable at work and to develop confidence in their own abilities as well. They must establish a harmonious relationship between the cognitive demands (linguistic, intrapersonal and interpersonal tasks) and support them to achieve aims (visual aids, clear instructions...). In this way, materials provide an invaluable source of motivation.

#### *Material resources*

In this particular case, the material we will use will be the tablets that we have in class to develop all the activities proposed. Sometimes we will use the blackboard to solve some questions about specific structures or difficulties that will appear along the session

#### *Personal resources*

The pupils and my self will be the only personal resources in this case, nevertheless all the activities can be repeated at home once they control them so families will be also involved in the learning process through apps.

#### *Organizational or environmental resources*

The space we will use will be the English class because we have there all we need. Pupils have at school personal tablets to be used in their learning process and we use them in all the areas.

#### - Evaluation

Evaluation in Primary Education, which takes an inseparable part of the educational process will be formative, global, summative, continuous, preventive

and be referred to the development of key competencies and the acquisition of skills expressed in the general objectives of the stage and area.

In accordance with the **LOMLOE, art.6**. Curriculum, the curriculum is understood to be the set of objectives, competences, contents, pedagogical methods and evaluation criteria of each of the teachings regulated in this Law. That said, the learning standards that can be evaluated, according to the transitional provision second bis, the Assessable learning standards until the implementation of the modifications introduced in this Law relative to the curriculum, organization and objectives of primary education, the assessable learning standards will be indicative.

In this section I would like to define evaluation criteria as the specific reference to evaluate student learning. They describe what we want to value and that students must achieve both knowledge and skills; respond to what they want to achieve in each subject.

Regarding **evaluation**, according to the And the **Royal Decree 157/2022, March 1st** which establishes the basic learnings for Primary Education in its **Article 14** states that:

1. The evaluation of the students will be global, continuous and formative, and will take into account the degree of development of key competences, with the specific competences and their progress in the whole of the processes of learning.

To carry out a proper evaluation process, it is necessary to take into account the **Legislation related to the evaluation** which describes the relationships among the competences, the contents and the evaluation criteria, the **Legislation related to the evaluation** this process is characterized by being global, continuous, formative and normative criteria. I assess my lesson plan and I use direct observation, a personal evaluation sheet and task analysis.

WHAT: the Assessment Criteria which are the specifications of those aspects to achieve, they define the learning results and setting what a student must know, understand and be able to do at the end of a unit.

WHO: Hetero evaluation, self evaluation, co-evaluation.

WHEN:

1. An initial evaluation at the beginning of the lesson to check students' previous knowledge.
2. Formative evaluation to check how things are going to identify potential problems.
3. Summative evaluation shows students' level of attainment at the end of a lesson or unit.

## *Evaluation criteria*

Evaluation criteria should be considered according to the Specific Competences we are working. In this case, competences 1, 2 and 6. So we will take into considerations the following criterias (remember that you can sum them up).

### **Specific competence 1.**

1.1 Recognize and interpret common words and expressions in short and simple oral, written and multimodal texts on frequent and everyday topics of personal relevance and close to their experience, expressed in an understandable, clear, simple and direct way, and in standard language.

### **Specific competence 2.**

2.1 Orally express short and simple sentences with basic information about everyday matters and relevant to the students, using verbal and non-verbal resources in a guided way, resorting to models and structures previously presented and paying attention to rhythm, stress and intonation.

2.2 Write words, well-known expressions and phrases based on models and with a specific purpose, through analog and digital tools, using vocabulary and elementary structures on everyday matters and of personal relevance to the students.

2.3 Select and apply, in a guided way, basic strategies to produce brief and simple messages appropriate to the communicative intentions using, with help, resources and physical or digital supports depending on the needs of each moment.

### **Specific competence 6.**

6.1 Act with appreciation and respect in intercultural situations, building links between different languages and cultures.

6.2 Accept and respect the linguistic, cultural and artistic diversity typical of countries where the foreign language is spoken as a source of personal enrichment, showing interest in understanding basic cultural and linguistic elements that promote sustainability and democracy.

6.3 Select and apply, in a guided way, basic strategies to understand and appreciate linguistic, cultural and artistic diversity

## *Evaluation Instruments*

The evaluation in primary education must be continuous, a constant gathering of information through different evaluation tools must be carried out. The evaluation procedures and tools will be varied (different learning styles, aptitudes and needs), concrete (students will know what they are required) and transferable (the knowledge could be applied to different context): direct observation, rubrics, motivation towards activities, participation and implication in class and every evaluating situation that appears in class.

## Evaluation of teaching practice

"The evaluation is conceived as a process that must be carried out continuously and in a personalized way, which is to be aimed at both improving the learning of students and improving teaching practice."

In order to assess every teaching-learning features. I will also evaluate teaching improvement, not only our students, but also cherish their own performance, taking into account:

- The methodological profitability and adaptability to pupils
- pupil's marks
- Dialoguing and observing with other teachers who also act in the classroom
- The overall effectiveness of teaching-learning process
- The evaluation from our pupils point of view

### - Attention to diversity

According to the **LOMLOE, art. 73**, is defined by students with special educational needs, those who face barriers that limit their access, presence, participation or learning, derived from disabilities or serious behavior, communication and language disorders, for a period of their schooling or throughout all of it, and that requires certain supports and specific educational attention to achieve the learning objectives appropriate to its development. The educational system will have the necessary resources for the early detection of students with special, temporary or permanent educational needs, and so that they can achieve the objectives generally established for all students. To this end, the educational administrations will provide these students with the necessary support from the moment of their schooling or the detection of their need.

According to attention to diversity, the law I use to develop in a correct way is:

**Decree/order of your community and Legislation related to the attention to diversity/educative inclusión**

Specific Language Disorder (SLI) is a communication disorder that interferes with the development of language skills in children who do not have hearing loss or intellectual disability. Specific language disorder can affect children's speech, listening, reading, and writing skills.

Common symptoms in older children with specific language disorder include the following:

- Limited use of complex sentences,
- Difficulty finding the correct words,
- Difficulty understanding figurative language
- Reading problems,
- Disorganized narration and writing,
- Frequent grammatical and spelling errors.



The level of oral language in the native language is an important individual factor of difficulties in the acquisition of a second language, since the presence of problems in the mother tongue will be extrapolated to it (Maldonado, 1994).

Therefore, it is evident that schoolchildren with related disorders in oral language, such as Specific Language Disorder, they will have a high probability of showing problems for the learning a second language.

## 5. PROFESSIONAL PERSPECTIVE

### - Coordination with other professionals

I will be in constant coordination with the classroom tutor as this will help implement collaborative work in all areas and we will make it become a work tool that students will take advantage of for life. In the same way, I will work with the therapeutic pedagogy specialist and hearing and language to guide me with the student of educational needs to get the most out of the type of work.

### - Collaboration with the families

Regarding the families, they will be informed of how we are going to work this session and I will explain to them how they should use the applications so that they invite and encourage their children to continue playing, practicing and learning at home.

## 6. DOCUMENTARY SUPPORT

### Legal References

The answer to the problem posed by this assumption has been based on:

The following **legislation** :

**Spanish Constitution of 1978** (art.14, 27 and 49).

*Organic Law of Educational, **LOMLOE 3/2020** of December 29th, which modifies **LOE 2/2006** of May 3rd*

**Royal Decree 132/2010 12th of February**, by which the minimum requirements of the centers that teach the second cycle of infant education, primary education and secondary education are limited.

**Royal Decree 157/2022, March 1st, which establishes the organization and minimum teachings of Primary Education.**

**Decree/order of your community**

**Legislation related to the evaluation.**

**Legislation related to the attention to diversity/ educative inclusión**

**Course start instructions**

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## Webgraphy

<http://learnenglish.britishcouncil.org/>  
<http://recursostic.educacion.es/primaria/hello/web/>  
<https://kuaderno.com/>  
<https://www.mundoprimeria.com/>  
[http://www.el\\_pupitredepilu.com](http://www.el_pupitredepilu.com)  
[www.preparadoresdeoposicionesmaestros.com](http://www.preparadoresdeoposicionesmaestros.com)

## Conclusion

New technologies adapted to education have reached the classroom in a very efficient way and in a short time. Teachers, students and families have continuously adapted and trained to be able to adapt to this fun and attractive way of teaching. The world of the Internet has a large number of resources that, when used well, provide very rich and significant new learning strategies. No one doubts that this new way of seeing the world can also make learning English much more effective and attractive. If we learn without realizing it, that learning will last forever.

Before finishing I would like to thank you all for your attention and wish you a wonderful day/ afternoon.