Màster en Formació del Professorat d'Educació Secundària, Batxillerat, Formació Professional i Ensenyament d'Idiomes

TREBALL FINAL DE MÀSTER

Curs 2019-2020

The use of mobile devices as a learning tool in the English classroom

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Resum

L'objectiu principal d'aquest treball és tenir una visió general de com es podria utilitzar el mòbil a les aules de secundària i una visió més específica centrant-nos amb l'ús a les aules d'anglès. A més a més, s'han contemplat les diferents maneres amb les quals es podria implicar l'ús d'aquests dispositius de manera que es pugui treure el màxim rendiment. Per introduir i contextualitzar aquests aspectes, s'ha fet recerca sobre la situació en què es troba Catalunya, quines iniciatives es podrien aplicar a les escoles catalanes i quina és la situació de l'ús d'aquests dispositius a les classes d'anglès. S'han dut a terme diverses intervencions, qüestionaris i entrevistes a una escola de Barcelona per poder obtenir els diferents punts de vista i s'ha qüestionat la importància dels dispositius a les sessions de llengua anglesa. Com a referència, s'han analitzat diversos informes que ha realitzat el Consell d'Educació de Catalunya i altres entitats com pot ser la Universitat de Cambridge. Finalment, s'han trobat diverses opinions en referència a l'ús del mòbil i s'han establert unes línies de futura recerca.

Paraules clau: Educació – Secundària – Anglès – Telèfon mòbil – Recerca

Resumen

El objetivo principal de este trabajo es tener una visión general de cómo se podrían utilizar los móviles en las aulas de secundaria y una visión más específica centrándonos en el uso en las aulas de inglés. Además, se han contemplado las diferentes iniciativas a través de las cuales podríamos implicar el uso de estos dispositivos de manera que se pudiera sacar el máximo provecho. Para introducir y contextualizar estos aspectos, se ha realizado una gran investigación sobre la situación en que se encuentra Cataluña, qué iniciativas se podrían aplicar a las escuelas catalanas y cuál es la situación del uso de los dispositivos en las clases de inglés. Se han llevado a cabo diferentes intervenciones, cuestionarios y entrevistas en una escuela de Barcelona para poder obtener los diferentes puntos de vista y se ha cuestionado la importancia de los dispositivos en las sesiones de lengua inglesa. Como referencia, se han analizado informes realizados por el Consejo Escolar de Cataluña y otras entidades como puede ser la Universidad de Cambridge. Finalmente, se han encontrado diferentes opiniones en referencia al uso del teléfono móvil y se han establecido algunas líneas para futuros estudios.

Palabras clave: Educación – Secundaria – Inglés – Teléfono móvil – Investigación

Abstract

The aim of this study is to have a further approach to how Mobile phones could be used in secondary classrooms and to have a specific view centred to its use in the English classroom. Furthermore, it has been studied the contrasting methodologies which could be applied to make use of these devices in order that we can get as much efficiency as possible. To introduce and contextualize these aspects, there has been research on the situation in which Catalunya is, the different initiatives that could be carried out in Catalan secondary schools and which is the situation of these devices in the English classroom. As a matter of application, some interventions, questionnaires and interviews have been made in a school from Barcelona, in order to get as many points of view as possible and the importance of Mobile devices in the English sessions has been disputed. As a reference, some analysis of the Educational Council from Catalunya and other entities such as the University of Cambridge have been taken into consideration. Finally, there have been found diverse opinions referred to the use of Mobile phones and some lines for further research have been established.

Key words: Education – Secondary – English – Mobile phones– Research

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1. INTRODUCTION

This dissertation focuses its attention to the use of mobile phones in secondary education schools. We will focus not only on the wrong use students may be applying but also on how can students use their phones in class. In many different countries, the educational systems are developing new projects concerning the use of mobile phones in secondary classes. However, this is not the case of the Spanish system and, consequently, every school has its own rules regarding mobile phones which could not be coherent with the use we make of mobile phone devices in our everyday lives.

Over the last years we are experiencing an increasing popularity on mobile devices, especially tablets and smartphones. This aspect is reflected on schools and higher education institutions, where students tend to use their phones on a daily basis and may not have a control over their use. The mobile industry has not stopped growing, in consequence, more and more students have the possibility of bringing their phones to class which can be seen either as an advantage or a disadvantage.

In general, most of the countries (e.g. France or the UK) are banning students to use their phones in class. Nevertheless, if we take into account the different pedagogical uses it can have in a class, we should be aware that it can help teachers to do their classes more effectively, and, at the same time, increase the attention from students who are not motivated because of the use of the traditional method (Kukulska-Hulme, 2009).

There can be various opinions on whether to forbid students to use their phones in class or not, but the important aspect is not when to use them but how to use them. In many schools, there is a common use of laptops or tablets. However, rejection can be found among some teachers to use mobile phones. Computers have the same applications and use as phones, but phones may scare teachers because students are more used to them than to use laptops and tablets (Stephens & Pantoja, 2016).

However, teachers should be able to manage the class in order that students do not use their phones with the wrong purpose, also, both students and school staff should be taught on how to use their phones in class and to make the proper use of this devices during school hours. The main questions that will be explored in the present dissertation are: Are mobile phones useful pedagogical tools in the English class? Can a student get lost and

distracted if they use their phones in class? How can we manage to improve the use of phones in class?

To solve these research questions, the present study has been designed in order to compare the ideas students (25) and teachers (28) have about the use of phones in class and in during the school hours. The data collection was done in a school were all the students were banned to use their mobile phones from 8:30 until 17:15, they had to put their phones in the locker from the moment they got into the classroom until they left the school to go home. However, students were allowed to use their phone with the teacher's permission, mainly in the hours when they had project subjects to search for the necessary information.

The instruments allowed us to collect the perceptions and believes of students and teachers who are the main agents in the teaching learning process. The study has been made in general aspects about classroom management and teaching methodologies with specific attention to the English subject.

2. RESEARCH QUESTIONS AND OBJECTIVES

The main questions that will be answered in this dissertation are the following:

1. Are mobile phones useful pedagogical tools in the English class?
2. Can a student get lost and distracted if they use their phones in class?
3. How can we manage to improve the use of phones in class?

The main objectives of the present dissertation are:

1. To explore the advantages and challenges of the use of phones in class.
2. To study effective ways in which mobile phones can be used in the English class.
3. To explore how mobile phones can improve the acquisition of English.
4. To analyse the students' perceptions regarding the use of phones in class and compare it with the teachers' one.

3. THEORETICAL FRAMEWORK

3.1. State of the art: Mobile phone in Catalan schools

As the Idescat (Catalan Statistics Institute) has reported the 71,8% teenagers between 10 and 15 years old has a mobile phone, it means that almost all of them may have their mobile devices in their pockets while doing the class. In Catalunya, the use of mobile

phones in the classroom depends on the policy of each school. This position is opposite to France who does not allow any type of mobile device in the school or as in Comunidad de Madrid who has banned them this academic year.

As it has been said previously, the school has the right to choose whether to use their phones or not, some of them allow the use of cell phones when children have a break to have breakfast or to have lunch, although the limitations can vary depending on the level.

Last September, the Education Counselor in Catalunya, Josep Bargalló made a report on how mobile phones could be introduced in the academic centres. The secretary of the Council, Jordi Rodon, says that technologies have "more of a positive part than a negative one". He also argues that it is easy to think that if we ban things, we will solve the problem and he thinks that it would be an irresponsibility to do so. The Council bet on the ability to use it as an educational tool and remarks that students already have teachers who standardise the non-pedagogical use of these tools. However, he outlines that thanks to mobile phones there is an emergence of opportunities and students should be able to face a healthy use of these devices. As it happens in many schools, the use of mobile devices is totally in disagreeing with what the Educational Council defends.

As the report states, the introduction of mobile devices can have a substantial impact on the teaching and learning curricular areas. In the first place, they could increase the motivation students have and they could permit the introduction of new methodologies which enrichen the learning processes. Plus, the use of digital technologies promotes the collaborative and cooperative work which incorporates the essential experience for the future working insertion of students.

The Education Department in Catalunya has structured a plan to be applied in the schools which is the digital education with mechanisms to form teachers and the directive staff of a school in order to increase the right use of mobile phones and the critical thinking of these tools.

As it is stated by the director of the high school Torre Palau in Terrassa, Evaristo González, mobile phones are a "big technology: they have a camera, they are interactive and they are 100% connected. Mobile phones are tools which we should deconstruct and analyse them through stages putting questions such as what can we do with it? How does this help me in my learning process?" In the school called Virolai in Barcelona, they also think that ban mobile devices in the classroom would not make possible the opportunity

of learning how to make good use of them. Moreover, the director of studies, Coral Regí, claims that the school has to be real and based on everyday lives.

3.2. Initiatives about phones in schools

In this day and age, mobile phones are changing the teaching and learning process. These devices are becoming tools which could help promote a significate learning in the education centres. This matter makes essential that the educational community thinks about new forms of relation and work. The academic centres should be converting themselves into active agents in front of this incorporation in the classrooms. Below, there will be some initiatives about phones that the Catalan Educational Council (2019) has said could be convenient to apply:

3.2.1. BYOD

The initiative Bring Your Own Device (BYOD) allows students to take their personal mobile devices to the centre and connect them to a Wi-Fi in order to log to the apps and education services. The incorporation of mobile devices should be for academic use both in and outside of the centre.

Firstly, between the benefits of the application of BYOD in centres, we can find an improvement of the quality and the learning effectiveness, why facilitates the pedagogic innovation and a growing on the learning opportunities. The introduction of BYOD increases the probabilities of teachers to provide differentiated learning activities, which are adapted to the individual necessities of each student. Moreover, students can access digital books and other resources, with the possibility of creating their own material. In the second place, these devices improve the efficiency and the sustainability of learning through technology because the latter are a families' responsibility which allows a faster and easier update. The establishment of BYOD in an academic centre leads to a better digital alphabetization and improves the pedagogical abilities of teachers. Finally, it also improves the family's implication. That is communication between the latter, students and teachers.

As for the application of BYOD strategies to the academic centre, it is essential to trust on the educational leadership of the centre's director who should have the adequate information and preparation to put them into practice. The academic centre needs optimal technical conditions so the use of the devices can be developed without any problem. It

implies the need of sufficient range Wi-Fi. As for the organizational aspects, it is indispensable that the centre provides support staff adequate to the technical necessities and that the teaching staff receives training and educational support for professional development.

3.2.2. Media literacy

The European Union has waged to propel media literacy with the objective of encouraging citizens to be more active, critical, and participative in the information's society.

The European Commission considers that media literacy is a requisite in the century we live in. We understand media literacy as access to media, to understand them as a whole and with a critical view to its content, producing communication in different contexts.

In agreement with the defenders of the formation through media literacy, the inclusion of the later in academic curriculums promotes the civilised manner, increments the awareness of the power structures through popular media and helps students to obtain needed and researching abilities.

3.2.3. Teacher training

Before starting with the use of phones in the classroom, in order to make good use of these devices, teachers should design activities which make sense for the technology applied, the ability or the interest of students, besides, it is important to link this with the kind of materials they have at hand.

It is crucial that teachers not only are designers or material collectors, but also they have to be designers of their students' learning experiences. Thus the effect could be maximized. That is why the teachers' role should have a shift. The methodology teachers are applying nowadays, which is that the teacher transmits their knowledge, should be changed and add the action of guidance for students towards the best use of technology in such manner they can learn as much of a language as they can (Pegrum 2014: 207).

Students already know that they can use their phones to look for information whenever they need it. What is missing in them is the critical spirit. They tend to rely on the first pages they see when they browse the question on the web or app (Kukulska-Hulme, 2013:5). The structure of the model they are following to learn with mobile phones in

class should be considered when applying it. The main objective should be that the subject is based on what is being explained in class, encouraging students to look for accurate and recommended resources.

3.3. Mobile phones in second language classrooms

Mobile phones should not be banned in schools for several reasons which could not be beneficial for the students' formation (O'Bannon & Thomas, 2014). Even if there is a regulation of the use of devices, some students are tempted to break the rules. They might feel as if the school was separated from their real lives because mobile phones are omnipresent in our society; finally, students could only see their devices as ludic experiences instead of seeing them as learning tools.

With the variety of apps, services and tools that are emerging which students could feel as an empowerment, it could be controversial for teachers, who may feel a lot of pressure when introducing these elements to their classes (Carrier & Nye, 2017). There is a necessity for teachers to be trained on how to apply the best practices in mobile technology and education.

There are many aspects of teaching which can be enhanced thanks to the use of mobile phones. One of them could be the attention to diversity. Students can use their apps and phones in the class working in a familiar context which enables the opportunity of working with these devices from home or outside the classroom. Moreover, if there are pupils with disabilities regarding view and hearing, they could likewise adapt themselves to these devices and activities (Kukulska-Hulme, Norris & Donahue, 2015). There have been many studies which allow researchers to see that the use of mobile phones in class emphasizes the collaborative work in the classroom dynamic.

The use of cell phones in the classroom could have a positive consequence on the learners whose learning style favour kinaesthetic and tactility (Oxford, 2003). The variety of activities that could be implied in using the mobile phone in class, could supply a "wide range of classroom activities that cater to different learning styles" (Oxford, 2003:7). However, there is not much research on this subject regarding the use of cell phones in class.

All the different areas that a language can have which are known as skills or its cultural background could be undertaken using resources such as apps, mobile functions and web-

based. The use of mobiles can be a welcome activity, a warm-up before the class or a concluding activity where students apply everything they learnt. This type of exercise enriches the collaborative work, where they work together to communicate in the foreign language, established from what they have heard, read, watched or written through devices.

In order to make good use of these devices, there are some features for each skill which should be highlighted. With respect to the warm-up activities, the teacher could use some polling apps which could check the knowledge of students in a particular area, in consequence, the teacher could conduct the class towards what it more difficult for pupils. Thus, these type of activity, if made with groups, could create class discussion. On the subject of vocabulary and grammar, most of the activities apply the SAMR[1] model which allows an amplification and a modification of the activities previously made with the traditional method. Although in many apps and websites the functionalities are easily detected, there could also be some advanced function which could be shown by the teacher. Some studies state that the discussion of strategies with students is effective for the language-learning process (Oxford, 2003:12).

Concerning the reading and writing aspect of the language, there is a tool used by all the students in a Secondary class which is social media. It engages pupils with real language and conducts their capacity of using the latter in a non-grammatical context (Thorne, 2003), which includes language registers, style conventions and, as it has been said before, a connection with the other culture through media. There is a specific social media tool that could be interesting to use with students could use which is Twitter. They could use these online platforms to write summaries about topics they think are interesting, explain their last experiences when they went to take an adventure with their families or describing people they follow on social media.

To end up with the skills, there could be listening and speaking. This competence may be the most obvious one because students could watch YouTube videos of their interest and learn vocabulary and pay attention to their accent. Besides, they could also make use of Podcasts where they can find any information, there are some student- or teacher-created audios which could be useful for their learning experience. Additionally, almost all the

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[1] This acronym stands for Substitution (technology acts as a substitute with no change), Augmentation (technology acts as a substitute with improvement), Modification (technology allows for task redesigning), Redefinition (technology allows the formation of new tasks).

cell phones have the voice and video recording which could be useful for students to practice a presentation or to raise awareness of their mistakes when they are speaking.

Kukulska-Hulme, Norris and Donohue (2015) summarize that there should be a test for each teacher to know whether the use of technology was well-applied in their lessons or not. The use of mixed media tasks motivates students to use language with the structures studied in class, these tasks reflect the use of language in the world of computer networks. As it has been said previously, the opportunity of recording themselves enables them to review and reflect on what could be improved. Ultimately, the role of the teacher in these type of activities is essential because it can give feedback to students and comment on their results.

4. METHODOLOGY

The method used in this study is a pragmatic approach which combines qualitative and quantitative data, with the main importance remaining on quantitative data due to the analysis of surveys and questionnaires.

4.1 Participants and context

The research took place in a semi-private school which comprises all levels of education from 3 years old to 18 years old in Barcelona. This is the centre where I performed my 210 hours training, as the internship for the *Màster en formació de professorat: Anglès.* The participants for this study are divided into three groups, depending on their role in the school: the students, the teachers and the head of studies in ESO (Spanish acronyms for compulsory secondary school). The selection of the case that has been managed for data collection has been composed as follows:

1. 25 students from 3rd of ESO group[2]. It is important to mention that the students who took the survey owned a cell phone, the students that did not own a cell phone at that moment took a laptop from the classroom and did the survey. This group was chosen because it is where my internship intervention took place, so the

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[2] Note that the students who took the survey owned a cell phone, the students that did not own a cell phone at that moment took a laptop from the classroom and did the survey. This group was chosen because it is where my internship intervention took place, so the observation could be more extensive and students could be more comfortable when answering the questionnaire.

observation could be more extensive, and students could be more comfortable when answering the questionnaire.

2. 28 ESO and Batxillerat (Spanish Baccalaureate) teachers. These teachers were not only from English but from all the subjects in the levels mentioned before (ESO and Batxillerat)

3. The head of studies in ESO

The school has a very strict rule regarding the use of cell phones in the school, not only in class but also during the breaks. In other words, mobile phones are banned in the school unless it is an extreme urgency or the lead teacher asks for its use.

4.2 Instruments and data collection process

In consideration of this research, three types of instruments have been prepared with the objective of supplying as much information as possible to answer the main aims of this project. The data collection has followed a mixed-method as it contains qualitative and quantitative results and it was collected through surveys that included closed and open questions. Some short comments have been made at the end of the surveys with the purpose of trying to find differences and similarities between the answers given by students and by teachers. The surveys were done both before and after my teaching intervention, which was based on the use of mobile phones as learning tools in the English classroom. As a result, it was possible to explore the impact the teaching intervention had on students. Finally, the interview with the head of studies has been done with the objectives to enrich the acknowledgement about the regulations of the use of cell phones in the school.

4.2.1 Survey to students

The target for these questionnaires was to answer objectives number 2 and 4. Students had to answer two surveys, one before the intervention regarding the use of phones in class and another one after the intervention, to check if their thoughts had been the same or they had realized cell phones had other uses. The main questions on the survey before the class were about if they think that the use of cell phones can be useful and helpful on the English class and if they thought it would be a distraction for them. Most of the questions were of *yes/no* answer, although in other a space was given to express their views.

The survey after the didactic intervention was presented online and asked about their feelings after using their phones in class and having them by their side, instead of having them in the locker and just using it in an ending-class game. The post-survey had questions about whether they thought that phones were a distraction in class and how could they not be distracted having the phone and using it as a tool to improve their English level. All the questions in the form asked students an overall opinion about the use of phones in class, but the questions of the post-survey asked students about their opinion on the use of phones in the English class. This second survey followed the same pattern as the first one, in order to see if they had a change of mind about the use of phones after them using them in class through a pedagogical view.

In English class, students are grouped in their normal classes, in consequence, they have a wide variety of levels which goes from an A2 to a native level of English. Therefore, in order to have the security that students understood and could explain what they thought in the fullest, the survey has been made in Catalan and students could answer in Catalan or Spanish. The surveys were anonymous, the first surveys were done by paper and picked up by me and the second ones were sent with *Google Forms.* The pre-intervention survey was transferred at the beginning of the first lesson, by paper, so it would be easier for them because most of them did not have their phones with them, and the after-intervention survey was supplied at the end of the last session by mail, the survey was sent to students for them to complete them in the time they needed.

The first (see Table 1) and the second (see Table 2) surveys to students were very similar, the difference remains on that the first survey asked about their view before applying the methodology and the second one asked their opinion about the methodology in class, once the sessions were done.

Table 1. Survey done before the teaching intervention

ENQUESTA ALS ALUMNES ABANS DE LA UNITAT DIDÀCTICA
Creus que faràs un bon ús del mòbil a classe ?
o Sí
o No
o No ho sé
o (Open answer or justification)
Què entens per bon ús del mòbil ?

Creus que el mòbil serà una distracció?

- o Sí
- o No
- o (Open answer or justification)

Creus que el mòbil ajudarà al bon funcionament de la classe?

- o Sí
- o No
- o Només quan el necessitem per l'activitat
- o (Open answer or justification)

S'hauria de poder fer servir el mòbil en horari fora de classe (pati, hora de dinar, entre classe i classe)?

- o Sí
- o No
- o Només per emergències
- o (Open answer or justification)

Creus que el mòbil a la classe d'anglès pot ser útil ?

Creus que podríem fer les classes basant-nos en l'ús del mòbil ?

- o Sí
- o No
- o (Open answer or justification)

Creus que la normativa de l'escola en referencia a l'ús dels mòbils és l'adequat per l'època en què vivim?

- o Sí
- o No
- o (Open answer or justification)

Table 2. Survey done before the teaching intervention

ENQUESTA ALS ALUMNES DESPRÉS DE LA UNITAT DIDÀCTICA

Has fet un bon ús del mòbil a classe ?

- o Sí

o No

Què has fet per fer un bon ús del mòbil ?

Tenir el mòbil a taula, ha estat una distracció ?

    o Sí

    o No

    o (Open answer or justification)

Creus que el mòbil ha ajudat al bon funcionament de la classe?

    o Sí

    o No

    o (Open answer or justification)

Segueixes creient que el mòbil s'hauria de poder fer servir fora de la classe (pati, hora de dinar, entre classe i classe)?

    o Sí

    o No

Amb l'experiència a classe, creus que el mòbil és útil a la classe d'anglès?

Creus que a les classes que ens hem basat en l'ús del mòbil, han estat productives?

    o Sí

    o No

    o (Open answer or justification)

Segueixes creient que la normativa de l'escola en referència a l'ús dels mòbil és l'adequada per l'època en què vivim?

4.2.2 Questionnaire to teachers

The purpose of this questionnaire was to solve the objectives numbers 2 and 4, and see if even the regulations of the school, teachers allow their students to use their cell phones in class or they just permit it when it is a specific task that can only be made through the use of phones. The main questions in the questionnaire are related to the use of phones in their class, even if they were science or language classes, which could be answered with a *yes/no*. However, in some questions, their point of view was needed and there was a space for them to explain the situations they live in their classes. As in the surveys which

students had to answer, in the questionnaire to teachers, the questions were similar, in other words, most of the questions demanded an overall view about how they see the situation related to students and cell phones, but the last questions were about the effectiveness of cell phones in language classes or, even more specific, in the English class.

As mentioned before, the questionnaire (see Table 3) was sent to all the teachers, not only to English-subject teachers, so the survey was written in Catalan and could be answered in Catalan or Spanish in order to make teachers feel as comfortable as possible. As in the students' survey, the answers for this questionnaire were anonymous and sent with *Google Forms* due to the conditions we have been facing.

Table 3. Questionnaire to teachers

QÜESTIONARI ALS PROFESSORS D'ESO I BATXILLERAT

Permets als alumnes fer server el mòbil a classe?
     o Sí
     o No
     o (Open answer or justification)
 	
 Si deixes tenir el mòbil i controles quin és el seu ús, creus que els alumnes es distreuen igualment ?
     o Sí
     o No
 	
 Consideres que els alumnes se sentirien atrets per activitats on poguessin utilitzar el mòbil?
     o Sí
     o No
 	
 Penses que la metodologia de les classes que fas es podria combinar amb l'ús del mòbil?
 	
 En altres països, s'està implementant l'ús del mòbil de manera pedagògica dins de l'aula, creus que és possible dur-ho a terme a l'escola i al nostre context?
     o Sí
     o No
     o (Open answer or justification)

Creus que en el cas de les assignatures lingüístiques és més fàcil introduir l'ús del mòbil per la recerca o per les diferents activitats ?

- o Sí
- o No

Creus que la normativa de l'escola en referencia a l'ús dels mòbils és l'adequada?

- o Sí
- o No
- o (Open asnwer or justification)

4.2.3 Interview to the Director of studies in ESO

The rules and regulations regarding phones in the school are extremely strict, mainly in ESO, where students tend to use their phones when it is not asked by the teachers. This interview was planned to compare the rules and regulations of phones in a Catalan school with the use of phones that has been implemented in the school. Moreover, it aimed to contrast what did the Generalitat says about the use of phones or technology in class with a real-life context as it can be a school in Barcelona.

All the questions had an open answer which could be as long as wanted. The topic of the questions was divided into two big groups. On the one hand, the regulations about the use of cell phones in ESO classes, and on the other hand, the application of new regulations comparing the school context with other countries. The Director of studies is a Catalan teacher, so she also talks about her view as a teacher, not only as her position. As we have seen in the previous instruments, this interview (see Table 4) was done in Catalan in order to have as much information as possible.

Table 4. Interview to the Head of studies of ESO

ENTREVISTA A LA CAP D'ESTUDIS D'ESO

Quina és la normativa de telèfons mòbils a l'ESO ? Per què heu decidit que fos així ?

Hi ha molts problemes per aplicar la normativa a les classes ?

És més difícil amb les noves generacions ?

Des de l'escola, heu intentat aplicar alguna altra normativa?

Els professors haurien d'adaptar les classes a l'ús del mòbil i adequar-se a l'època tecnològica actual ? De quina manera?

Creieu que en el nostre context funcionaria la mateixa normativa que a Finlàndia, és a dir, fer servir els mòbils per l'ús pedagògic a classe?

Considereu que en cas de formar els alumnes sobre l'ús dels mòbils de manera pedagògica, ho aplicarien a classe? Per què?

Creieu que el mòbil a les classes d'anglès pot ser més útil que a les altres assignatures? Per què?

4.3 Instrument administration

All the instruments were administered at the end of the second term of the academic year 2019-2020. To be more specific, at the end of March, except the questionnaires to students that were handed in in mid-March.

Most of the instruments were planned to be handed in in person during the training. Due to the global pandemic (COVID-19) that has been faced, some of the data gathering that should have been done in the school with the opportunity of talking about the issue with teachers, students and staff of the school, it has been impossible to do so. In consequence, most of the data gathering has been made through the Internet, more specifically through *Google Forms.*

First of all, students were explained about the MA Dissertation, plus the methodology of the class, where they were required to have their phones in their tables, so they could feel free to use them anytime they needed to.

This first survey was answered in class. However, the second survey was answered during the first week of quarantine and, although it was sent by the English teacher, the reception of the answers was not the same, the result was only of 16 answers out of the 25 in the first questionnaire. The survey was responded anonymously and students knew that the answers were not affecting their language mark.

The questionnaire to the teachers was sent during the same period as the second students' survey. The questions of the questionnaire were formed in contemplation of the situation that teachers could experience in class.

Finally, the interview with the Director of Studies in ESO was planned to be face-to-face, so she could give me more detail about the regulations of phones in class. Due to the conditions mentioned before, the interview was sent to the Director of Studies, but it was more difficult to get to discuss some aspects, so the answers were simpler than if it had been a face-to-face interview, where more detail could have been asked.

5. RESULTS AND DISCUSSION

This section addresses at introducing and discussing the results of this research in this order: first of all, focus will be placed on the answers received on each survey to students. Secondly, the answers on the questionnaire made to teachers will be analyzed. Finally, the results on the interview to the Head of Studies in ESO will be presented.

The results will be presented according to the objectives of this research. All the items will be connected to one of the main objectives in this analysis, although they may be very diverse, and each questionnaire responds to one specific objective.

5.1. Students' perceptions

As for the first question ("Will you be putting your phone to good use in class?") from the first survey, the 88% of students had an affirmative answer and the 12% were doubtful (see graphic below). Although in the second survey, all the answers (100%) received were affirmative, meaning that their use of cell phones was the adequate in class.
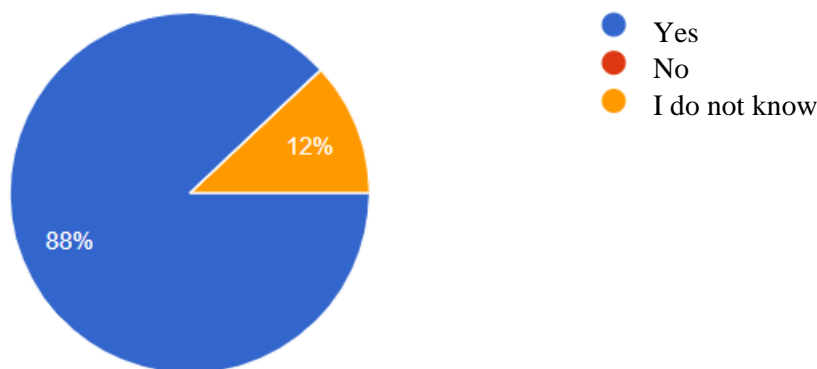

Figure 1: "Will you be putting your phone to good use in class?"

The second question asked them what they understood by "putting their phones to good use", the most frequent answers were "using it in responsibly or correctly" or "not using it to get into social media or playing games". In this case, the answers for the second survey were the same.

In the third question ("Do you think having the cell phone will be a distraction?"), the class was divided into three main groups when expressing what they wanted to say, the 44% students answered "yes", the 36% of students answered "no", and the others were "it depends, maybe, just the time we have the activity". On the contrary, in the second survey, there was an 87,5% of students who said that it was not a distraction for them, but there was a 12,5% of students who saw it as a distraction.

Following with the students' impressions, the question number 4 asked them if they thought that the cell phone would help to a good class development, the 84% of students said "just for the activities planned to be with the phones", a 12% of the class said "yes, it would help" and a 4% equivalent to one student disagreed completely with the statement made in the question. In the second survey, the majority of them (62,5%) thought that it really helped to the class development, although there was a 31,3% of students said that it did not help and one last person (6,3%) who thought that: "it is a mix between both, because it has been the reason why some students got distracted and that they have not helped the good development of the class".

The fifth question asked them if they thought that they should be able to use their phones during their breaks, most of them (72,5%) thought that they should be able to use them, but there was a 28% of students who thought that it was better to leave the regulations of the school as they were and use the phones in their breaks just for emergencies. In consequence, there was another question about regulations in the school ("Do you think that the regulations regarding cell phone use in the school is the appropriate for the times we are living in?"), most of them answered disagreeing with "no" or "no, because we should be able to use our phones at least in our breaks". In the second questionnaire, the answers for this question were the same.

Regarding specifically English classes, there was a general opinion answering one of the questions ("Do you think that cell phones in English class would be useful?") which was that it would be useful because they could use websites, apps or resources to help in case there was a misunderstanding of some words, also most of them mentioned that it would

be useful because in the English class they used many quizzes which required phone such as Kahoot, there was a 25% of students who answered with a "no". In the second survey, there were more or less the same answers, there was a 12,5 % who said "no" but their answers were justified with statements such as: "many times, quizzes were seen as games and they were not taken seriously", and there was another answer who said that "it was not useful because people tend to go to social media and to answer messages". As it has been seen in the theoretical framework, these polling apps or websites allow the teacher to check whether

Question number 6 is also related to the English class ("Do you think that cell phones would be more useful in English than in other subjects?"), there was a 60% of students who thought that it would be more useful for the same reasons argued in the previous question and others (28%) who thought that there were subjects were they needed to look for data and that it would be easier to have their cell phones than sharing computers, finally, there was a 12% of students who answered with a "no".

As the last question for the students' survey before the intervention ("Do you think that we could make the classes cell phone based?") a 56% of students answered that it could be a possibility with a "yes", a 32% of students answered with a "no" (as it can be seen in the graphic below), and there was a 12% of students who said that it would depend on the methodology of the class or what they were supposed to look for. In the second survey, the question was "do you think that the classes that we have done cell phone based have been productive?" All the answers have been affirmative, with some justification such as: "even if there has been a little bit of chaos, the activities shown and the cell phone use have been very useful".
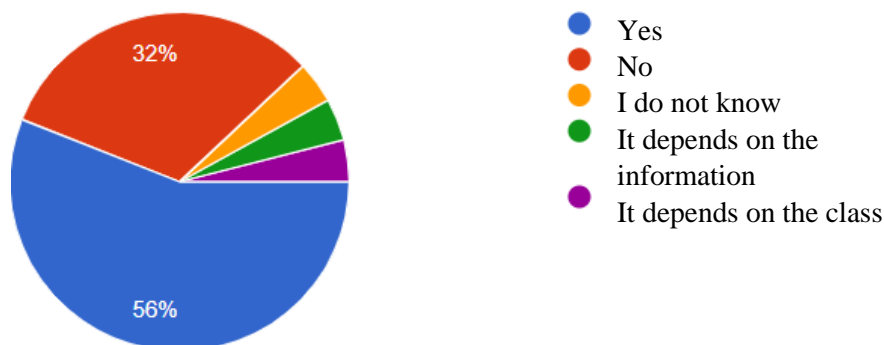

Figure 2: "Do you think that we could make the classes cell phone based?"

25

5.2. Teachers' perceptions

The first question on the teachers' questionnaire was if they allowed students to use their phones in class, the answer was that 11 of the teachers said yes, 10 of them said no and the others answered with questions such as "to look for information, for concrete activities such as Kahoot or in language class to look in the dictionaries".

For the second question ("Do you allow students have their phone in class and do you control its use, do you think that students get more distractive?") the results were as follows:
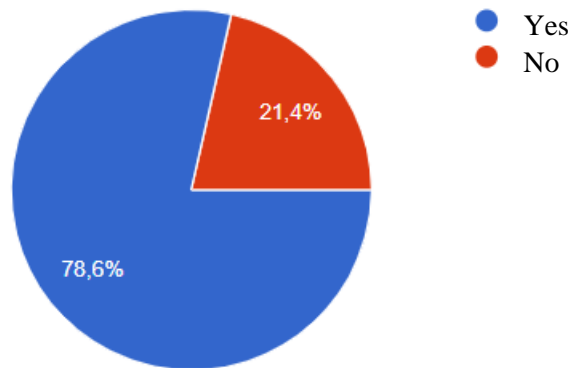
Figure 3: "Do you allow students have their phone in class and do you control its use, do you think that students get more distractive?"

Question number 3 ("Do you consider that students would feel more attracted to activities where they could use their phones?") will also be shown with a graphic, the affirmative answers will be shown in blue and the negative in red.
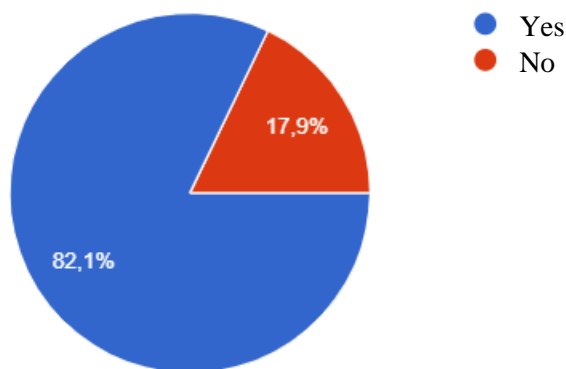
Figure 4: "Do you consider that students would feel more attracted to activities where they could use their phones?"

Question number 4 ("Do you think that the methodology that you apply on the class could be combined with the use of cell phones?") had an open answer. Out of the 28 answers,

there was a 10,7% of teachers who answered with a "no", although most of the answers which were affirmative restricted their justification with a "yes, but just for games or to complement the information I give them", also, there were couple answers who said that "it could be mixed, but we do not have to lose the traditional methodology or the books". There were some teachers who thought that if they had computers it would be not necessary to be as strict with the cell phones as if they are not able to use any kind of electronic device as it happens now in the school. It may be true that students need an electronic device to make their classes enjoyable or attractive, however the problem of distractions could be bigger with computers than just using their phones.

Question number 5 ("In other countries, the use of mobile phone devices has been implemented through a pedagogical methodology, do you think that it would be possible to follow the same method in your school and in your background?") was related to the topic of using phones in class through a pedagogical method and whether they thought it would be able or not to use it in the school's context. Most of them (50%) answered with a yes, plus some justifications such as "it is risky, with confidence students work better, but when they finish the tasks they get distracted", or other answers such as "in my opinion, teachers and students should be taught onto how to work with cell phones or electronic devices to make the most of it".

Following with the questionnaire, the next question asked them if they thought that it would be easier to apply the use of phones in language classes, in this case, most of them (60,7%) answered that it would be easier, whereas the 39,3% did not agree with the question.
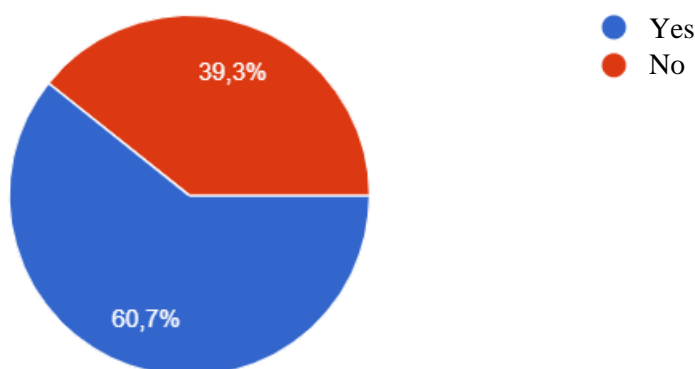

Figure 5: "Do you think that it would be easier to apply the use of phones in language classes?"

The last question ("Do you think that the regulations regarding cell phone use in the school is the appropriate for the times we are living in?"), as happened with the students'

survey, is about the regulations of the school regarding cell phone usage. A vast majority (60,7%) answered that it was correct the rules of the school, there was a 14,3% who disagreed. It is important to mention that there were teachers who said that the regulations of the school were "too weak" or the opposite "they should be more flexible", or some who leave it to the students by saying "it depends on each student".

In light of all the above, as we have seen in the surveys made to students, most of them thought that they could be able to use their phones in class without having them as a distraction. To contrast it with the teachers' opinion, some of them thought that the surveillance about the phones would be just for the students that they thought it could be a disturbance during the class by going into social networks or games.

5.3. Interview to the Head of Studies

The interview will have modified answers in order to make it shorter, the entire interview is attached in the appendix.

As we have seen in the theoretical framework and the situation of Catalunya regarding the use of phones, each school chooses which type of policy they want to apply. This is the reason why the first question asked about the rules and regulations of the cell phones in ESO and why they decided to be like that. The answer was as follows:

> Students from ESO have to leave their phones in the locker for what takes the scholar schedule and they cannot use it if they do not have a teacher's authorization. The first time they breach the rule, a letter to their home is sent, the second time the cellphone is being seized and the student's parents have to go and get the cell phone.

The second question asked about if they faced many problems to apply this regulation to the class, the answer was:

> No, there is not.

The next question asked about the new generations and whether it was more difficult to apply the regulations:

> Nowadays there are more complications due to the infinite offer on the subject.

The next question was related to teachers and asked her about whether she thought that teachers should change their methodology or apply phones into their classes, if so, in which way should they do it.

Yes, so we should educate their use instead of banning it.

The next question was about her knowledge of countries applying laws regarding cell phone use ("Do you think that in this school and this context, the same regulations as in Finland, in other words, using their cellphones with a pedagogical use would work?"), her answer was the following:

We do not have as much discipline as them, although I insist on the need of educating on the use of cell phones as tools for the learning experience.

The next question asked her about her opinion not only as the Head of Studies but also as a teacher: "In case that students learnt the good use of cell phones in pedagogical manner, they would apply it to the class? Why?" She answered the following:

Yes.

To finish with the interview, the last question regarding the use of phones in the English class, whether it would be more effective or not, her answer was the following:

It depends on adapting their classes and creating as an improvement to learning.

6. FINAL CONCLUSIONS, LIMITATIONS AND LINES FOR FUTURE RESEARCH

6.1. Conclusions

At the beginning of this dissertation, we questioned whether mobile devices could be used in the English Language classrooms in secondary education schools. It was mentioned that the main focus objective would be to learn in which contexts this new methodology could be applied.

The main results obtained by the research and the application of the different instruments have been that, nowadays, many schools still feel that the use of mobile devices in the classroom could be distractive for some students. On the other hand, there are teachers who believe this methodology could be very helpful for specific tasks that require research or the use of polling apps. As results show, students reflect the idea that some of their classmates could be easily attracted to use social media while there was an activity where they had to participate with their devices. However, in the interview to the head of studies she does not mention social media as an important field but rather, she believes that the problem could be the video records that some students could have done.

Furthermore, it is valuable to mention that some teachers still use a very traditional method that does not appear to be compatible with the use of mobile phones in class.

As for the research questions mentioned at the beginning of the paper, questions number 1 and 3 could be answered with the research made for the dissertation. The first question, which revolved around whether mobile phones could be used as pedagogical tools in the English classroom, is answered in the theoretical framework, where for each specific area of the language, there is an example of how students could use their phones in the appropriate form with the help and the guidance of the teachers. The third question (How can we manage to improve the use of phones in class?) could also be answered through the theoretical framework where the Catalan Government and the Education Council suggest a set of ways on how to manage and integrate into the schools. As for the second research question, the answer could be retrieved from the intervention I conducted in the school. It seems obvious that students can get lost and distracted when they are using mobile phones in class, at first, it could be more difficult because they are not used to work with these devices. In contrast, when they do collaborative and cooperative work, they tend to be more focused on the aspects they should learn and on how they should apply the use of phones in class because they can interact with other people.

With regards to the accomplishment of the objectives, the first goal concerned the advantages and challenges that the use of phones can have inside the classroom, the challenges have been mentioned previously and as for the advantages, the use of mobile devices has shown to improve the collaborative and cooperative work between classmates and enforces the different learning styles pupils can have. With respect to the second and the third objective which tackled the multiple ways in which mobile phones could be used in a manner to improve the language in the English class, recalls to the theoretical framework with the subdivision of each area and the explanation of how to use technology in each part. The effective ways are seen as where students can get the most of mobile devices because they can discuss more subjects than if they were to focus individually and silently on content from a book. Finally, the last objective was to compare the different views from teachers and students. It has been seen that there are some teachers who are not ready to use mobile devices in their classrooms because they feel insecure that they can lose control of the students' actions and that the methodology cannot be complemented with the one they are using currently.

6.2. Limitations and lines for future research

As it has been mentioned throughout the dissertation, there has been a pandemic which has affected our way of living in every little detail. In consequence, our internships as teacher trainees in the schools finished earlier and there have been few problems that luckily have been solved. The first limitation I have encountered due to the pandemic is that the answers from the second survey students did has few answers than the first one, so not all the views on each point have been mirrored. The second restriction is related to the teachers' questionnaire, it was intended to be more descriptive instead of being so much as a test. The third obstruction that has been observed and mentioned is linked to the interview to the headmaster of ESO. The first idea was to interview her face to face, in order to obtain a more specific and extended result from the interview.

There is not much research on how to use phones in the classroom. Governments have chosen either using them or not, but they may not see the abilities and capacities that students can develop and achieve while using their phones in class with academic purposes. One of the aspects which need a lot of research and that would be interesting to apply in schools is the teacher training, it would be a step forward into the path of a new methodology in education. Some directions expressed by the Education Council in Catalunya should be applied in the schools of the region in order to adapt the lessons to the days we are living in. All the teachers should have a competence regarding technology with which they could teach students how to make good use of their devices in and out of the classroom.

To sum up, there is a severe necessity for further research on the use of mobile phones and how to apply them in different subjects. There should be a regulation to apply these devices into secondary schools because it is now a required knowledge in every sphere of our lives. Everyone uses their phones on a daily basis, therefore, why not use them with the purpose of teaching children that a good use of this device can become a very useful and trustful tool to improve their educational experience.

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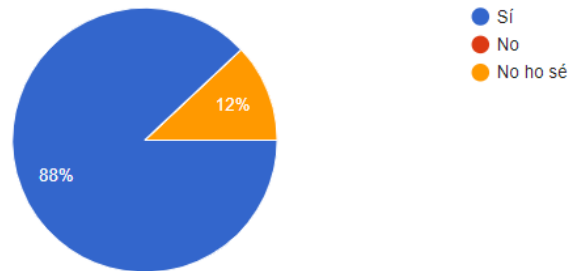
8. APPENDIX

8.1. Surveys to students I

8.1. 1. Surveys before the intervention

Creus que faràs un bon ús del mòbil a classe?

25 respostes

- Sí
- No
- No ho sé

88%
12%

Què entens per bon ús del mòbil

25 respostes

Doncs ferne un bon us durant les ores lectives per treballar.

No utilitzar-lo durant la clase sense permís de profesor@ i si en fem ús d'ell, utilitzar-lo correctament

Utilizar-lo de forma responsable.

Utilizar el mòbil per treballs de classe

uTILITZAR-LO ÚNICAMENT PER RECERCAR INFORMACIÓ O MIRAR LA HORA

Utilitzar-lo cuan toca, i fer un us correcte a clase.

Estar amb el mòbil i portar-lo a sobre però utilitzar-lo quan es necessari

No utilizarlo quan no pots i utilitzarlo quan tens temps lliure

Fer-lo servir exclusivament pel que es demana.

No tenir el mobil a la classe (sense el permis de la profesora)

No jugar

No distreures

utilizar-lo per únicament per coses de classe i no fer-lo servir per jugar

No jugar i utilitzar-lo quan toca

No fer-lo servir si no ho diu el professor

Fer-ho servir només quan es demana i pel que es demana.

usar el móvil correctament

Nomea
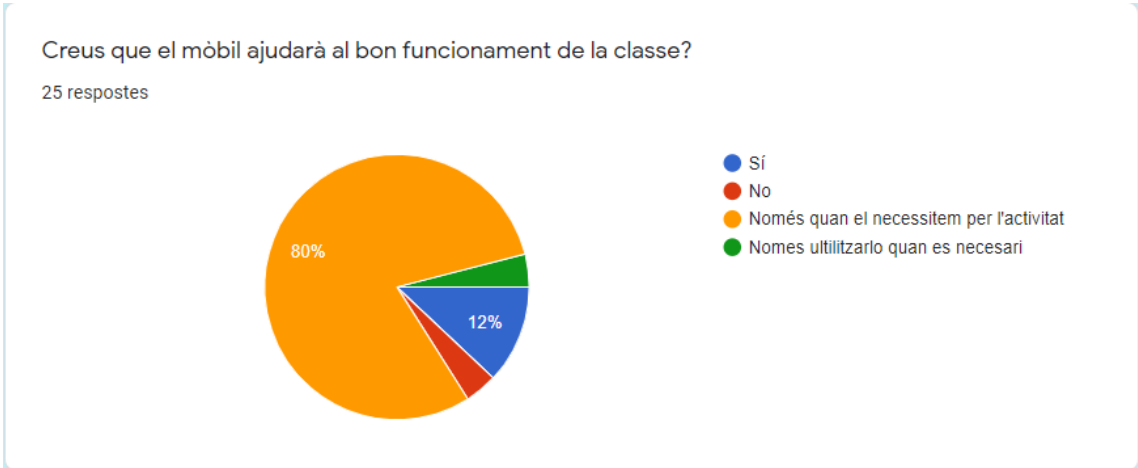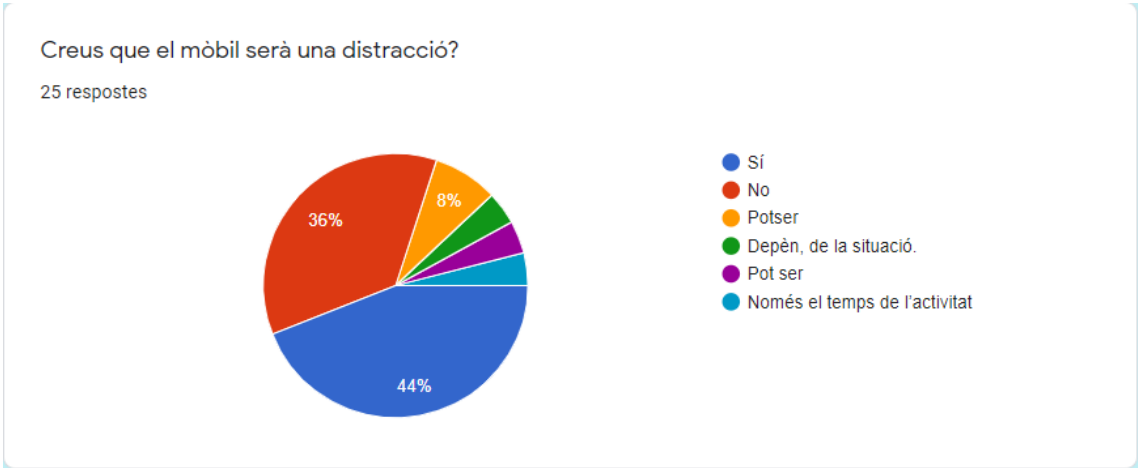
## Creus que el mòbil serà una distracció?
25 respostes

- Sí
- No
- Potser
- Depèn, de la situació.
- Pot ser
- Només el temps de l'activitat

44%
36%
8%

Creus que el mòbil ajudarà al bon funcionament de la classe?
25 respostes

- Sí
- No
- Només quan el necessitem per l'activitat
- Nomes ultilitzarlo quan es necesari

80%
12%

S'hauria de poder fer servir el mòbil en horari fora de classe (pati, hora de dinar, entre classe i classe)

25 respostes

- Sí
- No
- Només per emergències

72%
28%
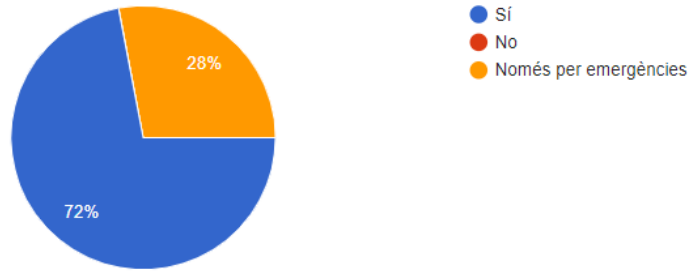
Creus que el mòbil a la classe d'anglès pot ser útil?

25 respostes
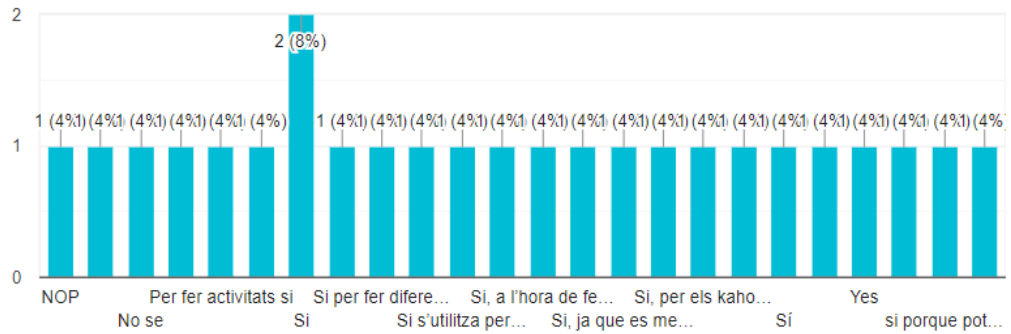
Creus que el mòbil seria més útil a la classe d'anglès que a les altres matèries?

25 respostes
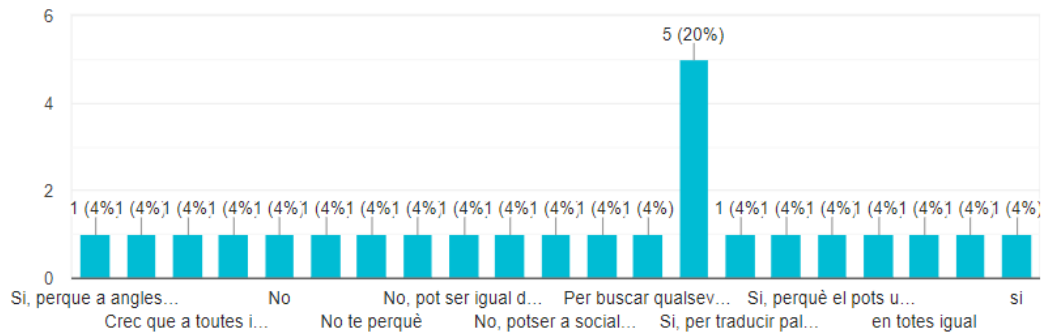
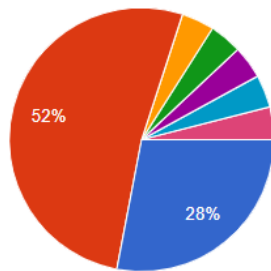Creus que podríem fer les classes basant-nos en l'ús del mòbil?

25 respostes
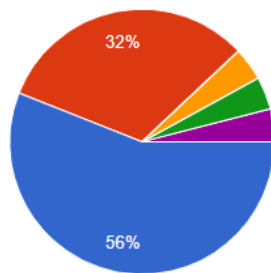
- ● Sí
- ● No
- ● Ns
- ● Depén quina informació em de buscar
- ● Depen de la classe.

Creus que la normativa de l'escola en referència a l'ús dels mòbils és l'adequat per l'època en què estem vivint?

25 respostes

- ● Sí
- ● No
- ● No, ja que hauríem de poder fer ús del mòbil al menys a l'hora del pati o altres
- ● Però també es veritat que hi ha persones que es passen molt de temps jugant
- ● Depen
- ● Tot depen de la persona
- ● Depèn del moment

8.2. Surveys after the intervention

Has fet un bon ús del mòbil a classe?

16 respostes

- ● Sí
- ● No

Què has fet per fer un bon ús del mòbil?

16 respostes

Utilitzar-lo quan tocava

l'he utilitzat quan tocava i amb permis de la professora.

Utilitzar-lo només quan els profesors diguin.

Fer-lo servir quan els profes m'he demanen

El treball que hem demanaven

Doncs mirar el que toca i no obrir reds socials.

No he utlizat el mòbil per activitats no educatives

No utilitzarho per el que no toca

Treballar amb ell.

Participar activament en els jocs i activitats en les quals era necessari el mòbil.

Utilitzar-lo quan ho han demanat

Utlizar-lo només quan els professors ho indiquen, i no utilitzar-lo per res més que fer el que ens diguin.

utilitzar-lo quan era necessari.

Utilitzar-lo per la feina

utilitzar-lo quan hem toca

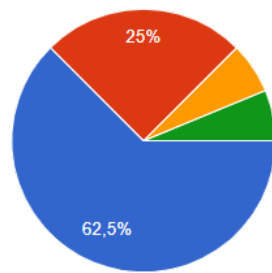centrar-me en treballar ya que sino tindria que fer-ho a casa

Tenir el mòbil a la taula, ha estat una distracció?

16 respostes

- Sí
- No

87,5%

12,5%
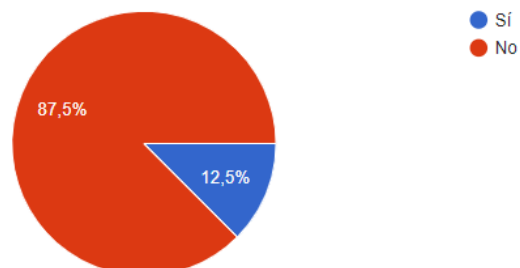
## Creus que el mòbil ha ajudat al bon funcionament de la classe?

16 respostes

- Sí
- No
- Depent de per quins espectes
- Crec que una mica de les dues respostes anteriors, ja que ha fet que algunes persones es distreguin i no hagin col·laborat al bon funcionament però d'altres l'han sabut utilitzar correctament.

25%
62,5%

Segueixes creient que el mòbil s'hauria de poder fer servir fora de la classe (pati, hora de dinar, entre classe i classe)?

16 respostes

- Sí
- No

37,5%
62,5%
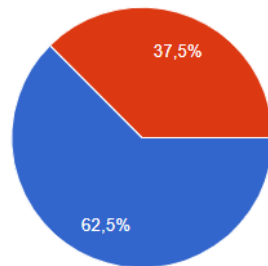
Amb l'experiència a classe, creus que el mòbil és útil a la classe d'anglès?

16 respostes

Yes

si perque em pogut practicar activitats ludiques i diferents que han sigut utils pel nostre aprenentatge

Si, ja que fem activitats amb el movil.

Si, i molt

Si, per fer kahoots

A classe d'anglès si, per traduir les paraules que no saps.

Sil es molt útil per activtats del tipus Quizzlet

Si, perque es important fer una materia interesant, no nomes teoria i mes teoria.

Sí ho és.

Sincerament no, ja que moltes vegades els jocs estil Kahoot han anat malament per culpa d'uns pocs que no estaven atents i feien el que volien

Si, ja que et pot ajudar a buscar informació per Internet o per buscar paraules en el diccionari

Depén de l'activitat que fem, si. Però igualment, també ens pot servir per buscar alguna paraula o frase que no entenem i resoldre dubtes, de totes maneres si el mòbil no és "necessari", podem fer classe normal tranquilament.

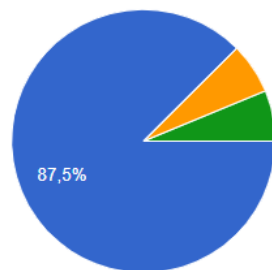si perque em utilitzat plataformes que tenien una utilitat

No, ja que molts es posen a mira insta i a jugar a jocs

si

si google traductor

Creus que a les classes que ens hem basat en l'ús del mòbil, han estat productives? (quan hem fet Padlet, Quizziz, el vocabulari amb Quizlet...)
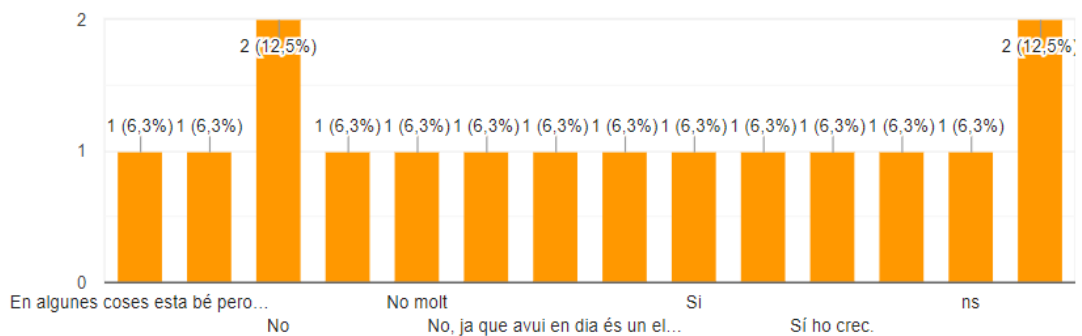
16 respostes

- ● Sí
- ● No
- ● Sí però hi ha hagut molts crits i una mica de descontrol.
- ● Una mica de les dos: a alguns jocs si que ho ha estat, però a d'altres no.

87,5%

Segueixes creient que la normativa de l'escola en referència a l'ús dels mòbils és l'adequada per l'època en què vivim?
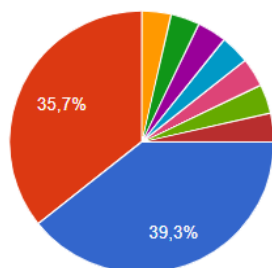
16 respostes

8.2. Questionnaire to teachers

Permets als alumnes fer servir el mòbil a classe? Justifiqueu breument la vostra resposta.
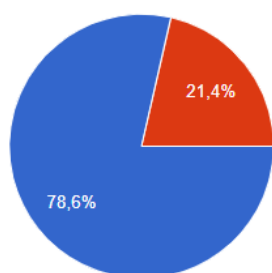
28 respostes

- ● Sí
- ● No
- ● Per a tasques concretes, i només en algunes sessions.
- ● Tan sols per activitats monitoritzades
- ● Només quan no tenim ordinadors a cl...
- ● Per cercar informació
- ● Només per alguna activitat acadèmica...
- ● alguna activitat concreta per exemple...
- ● A classe de llengües estrangeres: per...

Si deixes tenir el mòbil i controles quin és el seu ús, creus que els alumnes es distreuen igualment?
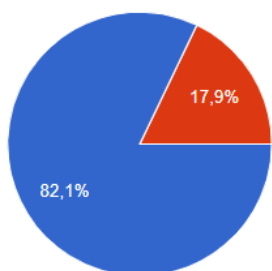
28 respostes

- ● Sí
- ● No

Consideres que els alumnes se sentirien atrets per activitats on poguessin utilitzar el mòbil?

28 respostes

- ● Sí
- ● No

41

Penses que la metodologia de les classes que fas es podria combinar amb l'ús del mòbil?

28 respostes

no

No

Sí. Però pot ser mòbil o qualsevol altre suport. En general, el que necessito és recerca d'informació, compartir documents i tasques. Personalment, treballo amb mòbil perquè és el que tenen a l'abast. Però si puc passar amb ordinadors d'aula ho faig. O si tinguessin portàtil treballaria amb portàtil

Sincerament no totes, perquè depén de quines activitats facis necessitaràs el mòbil o no...

Sí. Ja ho faig

Totalment però no sempre

depen de les asignatures, per buscar el significat de paraules sempre va bè, però en canvi ja tenim els llibres.

Si

No massa

Si perquè fa que les classes siguin mes dinàmiques.

Algunes vegades si, però cal tenir l'activitat molt pautada i el temps limitat.

Ja utilitzen ordinador

De vegades sí

Molt sovint.

Només per cercar exercicis i problemes

Sí, de fet ja ho faig, moltes vegades per completar informació que dono

claro que si solo que hay que vigilar a la gente que sabrías que que se distraería

En alguna activitat sí (cerca d'informació) però en general no.

Sí, ja ho faig

Si, ja que es poden fer classes interactives amp jocs.

Sí, sempre que estigui equilibrat amb les classes més tradicionals.
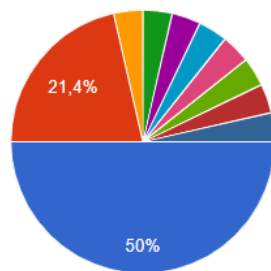
si

Sí

Algunes concretes

El mòbil és una eina més no és l'eina, s'ha d'integrar com moltes altres coses

Si, en el àmbit de les llengües hi ha moltes possibilitats.

En altres països, s'està implementant l'ús del mòbil de manera pedagògica dins de l'aula, creus que és possible dur-ho a terme a l'escola i al nostre context? Justifiqueu breument la vostra resposta.
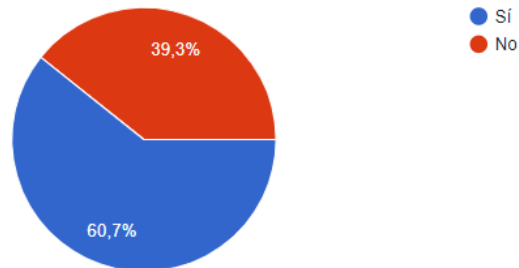
28 respostes

- Sí
- No
- Arriscat. Amb el temps trobo que els a…
- Crec que encara els mestres hem d'a…
- Si tots tenen ordinador no cal
- Si el professorat controla l"ús pel que…
- Informació, simulacions…
- Actualment fem servir ordinador perso…

▲ 1/2 ▼

- Tots els alumnes en tenen i dominen l'eina, cal educar en la seva bona utilització
- D'alguna manera ja ho estic fent. En tot cas, penso que si els alumnes tenen portàtil propi, l'ús del mòbil sobra i es treballa amb el portàtil. L'eina per tant no és el mòbil, és tenir accès al es xarxes en general.
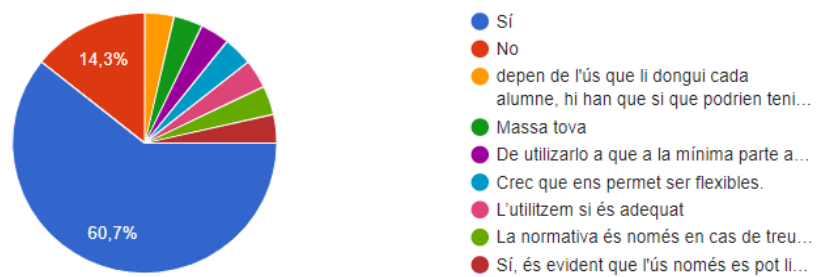
Creus que en el cas de les assignatures lingüístiques és més fàcil introduir l'ús del mòbil per la recerca o per les diferents activitats?

28 respostes

- ● Sí
- ● No

39,3%

60,7%

Creus que la normativa de l'escola en referència a l'ús dels mòbils és l'adequada? Justifiqueu breument la vostra resposta.

28 respostes

- ● Sí
- ● No
- ● depen de l'ús que li dongui cada alumne, hi han que si que podrien teni...
- ● Massa tova
- ● De utilizarlo a que a la mínima parte a...
- ● Crec que ens permet ser flexibles.
- ● L'utilitzem si és adequat
- ● La normativa és només en cas de treu...
- ● Sí, és evident que l'ús només es pot li...

14,3%

60,7%

8.3. Interview to head of studies

ENTREVISTA A LA CAP D'ESTUDIS D'ESO:

Quina és la normativa de telèfons mòbils a l'ESO? Per què heu decidit que fos així?

Els alumnes d'ESO han de deixar el mòbil a la taquilla durant tot l'horari escolar i no el poden utilitzar si no els autoritza un professor. Si la incompleixen la primera vegada s'envia una carta d'avís a casa i la segona es requisa i els pares l'han de venir a recollir a l'escola.

Hem decidit que sigui així per evitar distraccions a la classe, fotografies i gravacions sense autorització. També a l'hora del pati si els alumnes tenen el mòbil no socialitzen i una de les tasques que també tenim a l'escola és que els alumnes socialitzin i es relacionin.

Hi ha molts problemes per aplicar la normativa a les classes?

No, tot i que la picaresca existeix i els alumnes intenten saltar-se-la sobretot a partir de 3ESO.

És més difícil amb les noves generacions?

El problema el tenim des dels primers mòbils, el que passa que ara les opcions dels mòbils són infinites i complica més les coses

Des de l'escola, heu intentat aplicar alguna altra normativa?

Sí la que et comentava a la primera pregunta

Els professors haurien d'adaptar les classes a l'ús del mòbil i adequar-se a l'època tecnològica actual? De quina manera?

Sí, els mòbils han vingut per quedar-se per tant hem d'educar en el seu ús més que reprimir. Hem d'ensenyar les grans possibilitats de l'eina més enllà de les xarxes socials i la comunicació entre els adolescents.

Molts dels nostres professors utilitzen els mòbils com eina a les aules per filmar, buscar informació, utilitzar aplicacions…..

Creieu que en el nostre context funcionaria la mateixa normativa que a Finlàndia, és a dir, fer servir els mòbils per l'ús pedagògic a classe?

El nostre context és molt diferent i nosaltres no som tan disciplinats però insisteixo en la necessitat d'educar en l'ús del mòbil com a eina per a l'aprenentatge.

Considereu que en cas de formar els alumnes sobre l'ús dels mòbils de manera pedagògica, ho aplicarien a classe? Per què?

Sí , de fet ho fan sempre que els deixem. És el seu territori i se senten còmodes amb l'eina.

Creieu que el mòbil a les classes d'anglès pot ser més útil que a les altres assignatures? Per què?

No crec que sigui més útil en una matèria o en una altra, moltes vegades la utilitat ve marcada pel docent que és més agosarat i experimenta noves maneres de fer ` per millorar els aprenentatges.