The use of New Technologies is a very useful device into the learning process. Computers, Interactive Boards, projectors, CD ROMS, apps have invaded our teaching routine. They are useful devices but they can also disrupt the classroom management. Using them appropriately is essential to achieve the Digital Competence. We suppose that every classroom has a computer, internet connection and a projector but not all of them have an Interactive White Board. So the classroom equipment is limited to those three aforementioned elements. And taking into account these factors, the digital competence is divided in two parts: Facebook and Moodle. We need to keep in mind that not everyone knows how to use computers or has internet connection at home so the work on social networking services won't be compulsory or if it is, I will give an alternative equivalent task to be done on paper.

FACEBOOK

This Social Network is very useful to communicate or to share any kind of information. First of all, at the beginning of the course, the learners are asked if they are familiar with this network and if they agree with the fact of being connected to a profile made just for them. In fact it is not created yet because a permission from the English Department is required because of the privacy laws. So, this part will be described as an hypothesis. The first day of class, the 21st of september, after explaining all the curriculum, the material and the procedure to be followed, the facebook page will be explained on the board after doing the survey about joining this account. The profile of this account has the name of the class and the school, the compulsory language is English of course and youtube videos will be shared, any doubts will be answered by message and class information given in the part “What is in your mind?”, any learner from the class is allowed to comment anything about the course with respect, of course. The access is restricted to the class member too.

MOODLE

Moodle procedure will be explained the first day if learners are not familiar with it. They can find it on the school website and a username and a password will be given. After doing this process, they will access to the course where the units will be separated in different boxes with all the activities to be done.

More than a hundred of youtube videos are available in a square on the right and everytime they log in or refresh the page, a different video appears. These videos are taken from “How to...” from the Britishcouncil/learningenglish website where two people explain what to say in different kind of situation. There are also video about History, culture, places to visit, humourous sketches or general knowledge discovery like how cheese is made, etc. The choice of the videos will be made among numerous Youtube videos in English trying to pick a wide range of different accents (American, British, Irish, Australian, Jamaican, etc.) to make the students aware that English is not only spoken in United Kingdom with a perfect standard accent and pronunciation.

The Random Glossary part works the same way as the videos do, everytime users refresh, a new word and its definition appear. This part contains all the lexis done and to be done, in that way, they get more and more familiar with the topic seen with those they are about to learn.
The calendar on the left side, helps them to remember what they have to do each week, homework as the quizzes, writing to hand out, etc. In fact, they will be open one week and they can practice how often they want to, giving an average mark at the end. All the quizzes will compose a general mark as a continuous assessment part. But it is not only about quizzes, every unit contains links seen in class and related to the topic, lessons in pdf format, and links to recommended websites to do further practice. Thanks to this, the class can be devoted to develop mainly communicative skills instead of correcting grammar or vocabulary exercises because the feedback is immediate and given after doing each exercise. Reading (readers included) and listening practice are also available and for practical reasons quizzes are multichoice answers only. If a learner cannot access to the moodle platform and a mark needs to be given, I will give those same exercises printed out and after a week, the learner will give it back with the answers and according to the assessment I will introduce individually the mark on moodle.

There is a part on Moodle where learners can see the grades and know how well they are doing, as a part of the self-assessment, if they have any doubts or struggle with the system, they can send me a message that I will answer as quick as possible. Feedbacks are welcome, and improvement of the page will be done as soon as possible.

On this digital platform there is a service of messages, that is to say, learners and teachers can communicate to each other by writing messages or chatting, in case of doubts, technical problems, or just training. This will ease the connection between teachers and students. But they must write in English! But because the conversation is private, the student should know that the correction and feedback will also be that way. Students can communicate to each other too, so can know each other better, there is also forums and plenty of activity that will enhance their communicative and digital competence.

Last but not least, a part of the moodle course is devoted to Newspapers headlines (American and British) and thanks to the RSS system they are changing according to the newspaper's priority and the most important two appear. There are also links to diverse dictionaries. In other words, Moodle highly promotes autonomous learning but also digital competence in our learners but it is also a useful tool for the teacher because I save a lot of time by just clicking on the link or the power point or the practice I want to show in class instead of searching on Internet or in USB memory stick.

OTHER DEVICES

For those who have a special interest on Mobile Phones Application devices as part of the learning process, I can recommend some of them like the Cambridge Idioms Dictionary, Cambridge Intermediate Talking Dictionary, English Grammar in Use, Advanced Grammar in Use, Phonetics T&T, TOEIC Master Vocabulary Guide, Grammar Up, Word Magic Thesaurus English. They are available for Apple or Android.

Bibliografía

https://www.moodle.org
Lightbown, P. 2006. How Languages are Learned, Oxford:OUP
Spratt, M; Pulverness, A. & Williams, M. 2011. The TKT (Teaching Knowledge Test) Course. Cambridge: CUP