Instagram as a teaching tool:
Introducing the passive voice in an EFL class

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ABSTRACT

Students always use new technologies, mobile phones and social media on a daily basis. In this sense, it would be interesting to know to what extent they influence on students' attitudes and exam results while learning English as a Foreign Language at high school if these devices were introduced as a learning tool. Thus, a mixed-methods research has been conducted in order to test if students in a Spanish high school who use Instagram as a warm-up activity to learn the passive voice in English (experimental group) will have better results and will be more motivated than students who do not use this application (control group). The results reveal a clear evidence on an improvement in students' motivation in the experimental group, and although students in this group have better results in the final exam, a generalisation cannot be done in all the cases. Finally, a didactic proposal will be designed with five lesson plans with activities using Instagram as a teaching tool.

Key words: English as a Foreign Language, Mobile-Assisted Computer Learning, Instagram, passive voice, motivation.

Outline

1. INTRODUCTION AND STATEMENT OF PURPOSE

According to Kern (2006: 183), "we live, work, learn, and play in a rapidly changing communication landscape. Mobile phones transmit text messages and photos as well as voice and webcams provide visual contact between Internet interlocutors. Images, animation, colour, and visual design interact with language in Web-based communication. E-mail, instant messaging, chat rooms, blogs, and wikis enable news forms of discourse, authorship, and identity construction". At the same time, they also allow "new ways to form, choose, and maintain learning communities and affinity groups that cross national boundaries" (Kern, 2006: 183). Nevertheless, they are not the only forms that should be taken into account in here because current modern social networks and applications like Facebook, Twitter or Instagram are also important. Hence, it would be interesting to know how these changes affect the ways we learn, use, and teach languages.

In the modern-day society, "information technology plays a crucial role, because in recent years, technological advances have transformed the ways we manage information and communicate with others" (Arnó-Macià, 2012: 89). It is true that thanks to "the proliferation of resources for online learning, together with the increase of technological resources used in education, English as a Foreign Language (EFL) teaching can facilitate real-life interaction and engagement with genuine situations" (Arnó-Macià, 2012: 92). Moreover, "technology provides access to authentic texts, tools for their analysis, and online communication resources. It has also become a powerful tool to facilitate students' immersion in the discourse community". What is more, the Internet provides "unlimited access to all types of texts of varied degrees of specialization" (Arnó-Macià, 2012: 92).

While talking about technology in EFL classes we are basically referring to both *Computer-Assisted Language Learning* (CALL from now onwards) and *Mobile-Assisted Language Learning* (MALL from here onwards). In the following section, while reviewing the literature, a further explanation will be included of these two concepts. Having said that, the truth is that, on the one hand, computers and mobile devices can immediately provide "instruction, feedback, and testing in grammar, vocabulary, writing, pronunciation, and other dimensions

of language and culture learning in an EFL class" (Kern, 2006: 191). Moreover, they also provide access to "written, audio, and visual materials relevant to the language and culture being studied and lots of reference tools such as online dictionaries, grammar and style checkers, and concordances for corpus analysis". On the other hand, the Internet and databases can serve as tools for research. Thus, "technology provides sites for interpersonal communication, multimedia publication and community participation" (Kern, 2006: 191-192).

Instagram is one of the applications that is most used by teenagers. Thus, I expected to find lots of references about using Instagram as a learning tool in an EFL class. However, this was not the case; thus, one of the main reasons why I decided to conduct a study on this topic was due to the lack of previous research carried out up to now. Most of the references found were about experiments using blogs, tablets, Twitter, wikis, YouTube or other minor applications. Moreover, no experiments have been done within the Spanish educational system using Instagram in their design. In the light of these concerns, this dissertation argues that students using the trendy mobile application Instagram will be more motivated and interested in learning the passive voice in English in the EFL class. Moreover, it is also argued that these students (experimental group) will obtain better marks than the groups that are not using this application as a learning tool (control group). The results obtained in the two different groups will afterwards be compared. This article applies these issues in the context of 4th year of Obligatory Secondary Education (*ESO* in Spanish) in the Secondary School Son Pacs, a high school located in the city of Palma (Balearic Islands). This study also provides different sections on the methodology, the results, a discussion, and a didactic proposal.

2. LITERATURE REVIEW

2.1. Historical review of English teaching in Spain

The role that English plays in Spain does not differ that much from the one it has in other European countries. English has become the main vehicle of communication in the world, and thus a *lingua franca* among speakers who do not share the same language (Luján-García, 2012: 1). Europeans have to speak English so as to be able to communicate among each other. Thus, the educational system in Spain has to encourage students to reach this point. In Spain, although Spanish is the official language in the whole country, there are other co-official languages (e.g. Catalan, Galician and Basque) that have a recognised official status in their specific autonomous communities. Hence, they co-exist with Spanish. Therefore, Spain is a multilingual country, consequently there are areas where English is not the second language to be learnt, but the third or fourth one (Luján-García, 2012: 2).

Historically speaking, the way modern languages are taught and learnt in Spain is different from the rest of European countries. From a political point of view, in the 19th century learning a foreign language and its culture was seen as something dangerous that might go against the patriotic feeling of Spanish identity if introduced to the school curriculum (Viña, 2002: 259). However, with the introduction, some decades ago, of the study of modern languages, Spanish people learnt French as the first one. In Western Europe, English was the first foreign language most commonly taught. Spain was an exception: French, for historical, geographical, and cultural reasons had primacy (Viña, 2002: 258). Moreover, this was also due to tense historical relations between Spain and the United Kingdom. Nevertheless, during the period between wars, the Spanish people felt curiosity for the English culture and language, thus starting to study it and replacing French in the Spanish educational system as the first foreign language (Jiménez, 2010: 8).

Nowadays, English is the first foreign language studied throughout all the students' lives in all the different educational levels in Spain. English is not an

option but a compulsory subject for the youngest people (Luján-García, 2012: 3-4). Spain is among the European countries in which English is taught earliest in their education (Caraker, 2016: 27). In fact, young children's first contact with English is at six, in a compulsory way. At these levels, they attend two hours of English per week. Of course, the exposure to English increases as the students are at higher levels. At the following stage, the Obligatory Secondary Education, students have three or four hours of English per week, depending if they study in an autonomous community with one co-official language or not. Students in bilingual Spanish areas study English as their third or fourth language.

There are also some autonomous communities where a new programme is introduced called CLIL (Content and Language Integrated Learning), consisting of using English as the language for other subjects different from English -non-language subjects like arts, sciences, music, or physical education- (Luján-García, 2012: 4).

On the other hand, when talking about teaching a foreign language, we cannot forget its approaches and methods that have been available throughout the last century, also in Spain. A historical review will be shown here, but according to Jiménez (2010: 5-7) they can be divided into mainly six different types: the *Grammar Translation Method*, the *Audiolingual Method*, the *Community Language Learning*, the *Silent Way*, *Suggestopedia* and, finally, the *Communicative Method*.

The first one is called *Grammar Translation Method* and it is the most traditional one. It was popular in the early years of the 19th century and it was basically used to teach English in Spanish, thus English was used very little. The important thing was the knowledge of grammar, and none of the students were given the opportunity to use the language to communicate.

The *Audiolingual Method* was developed in the decade of the 1940s and it consisted of a limited use of Spanish, and because translation was not used, the whole learning process was supported with cassette tapes, language labs and charts. Students learnt English by memorising patterns.

The *Community Language Learning* was developed in the 1970s. It was based on the assumption that a language class should function as a social

community. At the beginning stage, Spanish was used for communication, and later translation into English was used. Learners understood English by analysing their translations and thus, learning English at the same time.

The *Silent Way* is an approach created to allow students to become independent in their learning process where they needed to develop their own conceptual models of all the aspects of the language in an experimental way. Hence, teachers in this model did not transmit knowledge but created situations where students could build all the aspects that allowed them to speak English.

Suggestopedia is one of the methodologies that worked with relaxation. It was created to enhance learning by lowering the affective filter of learners, although it was very criticised by psychologists because it was based on pseudoscience.

Finally, the *Communicative Method* was used from the last quarter of the 20th century onwards. It allows students to be able to use English for communicative purposes, and to learn through an authentic use of language thanks to the fact that English is not the object of study but the vehicle for classroom communication. The main goal of this method is to become fluent and an accurate when communicating in English, both in spoken and written form. Thus, errors are accepted because both fluency and accuracy are important goals. The teacher in the Communicative Method establishes situations to promote communication in English among the students, therefore using language in real contexts and authentic materials.

All in all, although there has been a big variety of teaching methods or approaches in the teaching and learning languages' field, most of the abovementioned classifications can fall into the following two categories: (i) methods in which teachers actively participate in the teaching and acquisition processes of their students by explaining a number of characteristics of the English language, and (ii) methods in which teachers play a more secondary role and students are the centre of their learning process, hence learning on their own and teachers only taking part of this process if it is necessary (Calvo, 2016: 78).

To sum up, "a lot has changed within the language teaching and learning field, also with the introduction of multimedia, mobile technologies, and the

advent of the Internet. These technological gadgets, in turn, have led to new forms of communication, text production, collaboration, and social networking" (Levy, 2009: 769). Nevertheless, "language teachers should know the difference between technologies in relation to their optimal use in language learning" (Levy, 2009: 777).

2.1.1. Computer-Assisted Language Learning

CALL is a vast area that has evolved dramatically in the last years. It is important to consider Garrett's definition of CALL as "the full integration of technology into language learning" (Arnó-Macià, 2012: 91). Garrett also argued that "computers should be used in support of learning rather than merely as a teacher's aid relegated to the limited curricular role of only handling the more tedious aspects of language learning through "drill-and-kill"-type exercises" (Blake, 2009: 822).

In the field of Second Language (L2) teaching, the most dynamic applications of CALL involve "simulations, electronic communication, and multimedia production rather than simple drill-and-practice tutorials" (Warschauer, 2002: 453). In order to maximize the validity in CALL studies, "it is urged for researchers to diversify data sources, combining classroom and school observation, interviews, self-report data from questionnaires or think-aloud protocols, and computer-collected data to seek relationships across self-reports, observed behavior, and linguistic performance" (Kern, 2006: 202). Truly, recent CALL studies have stated that "language professionals who have access to a computer room with Internet access are in a position to teach students valuable lifelong learning skills and strategies for becoming autonomous learners" (Warschauer, 2002: 457). Thus, processes involving autonomous learning, collaborative learning, and the development and practice of language learning strategies are all designed "to empower students to continue their own learning and communicative innovation outside the classroom" (Warschauer, 2002: 454).

Moreover, recent efforts to incorporate digital technologies into language education have shown that "tasks relating to CALL can be pedagogically beneficial". However, "they must be carefully regulated". CALL tasks should

ideally provide "opportunities for input exposure, interaction, and output production to be considered well-rounded language learning activities". Properly structured CALL resources help to "improve grammar, vocabulary, and pronunciation, but may also increase student motivation". Moreover, they have the potential to "decrease learner anxiety and increase willingness to communicate" (Grimshaw, 2018: 161-162).

2.1.2. Mobile-Assisted Language Learning

On the contrary, MALL is "the formal or informal learning of a foreign language with the assistance of mobile devices" (Chen, 2013: 21). It not only provides L2 learners with "immediate feedback, and independent and targeted reading practice, it also helps them achieve advances in social interactivity, context awareness, connectivity, individuality and immediacy. (…) MALL also provides a ubiquitous learning support that can closely fit learners' learning habits". Moreover, lots of recommendations have been created regarding using MALL as a method of providing L2 learners with "rich, real time, cooperative, and conversational experiences both inside and outside the classroom" (Lan, 2013: 25). By synthesizing learning inside and outside the classroom, "students are encouraged to take more responsibility for their learning, thus developing their independent learning skills and benefiting their future studies" (Chen, 2013: 21). Nevertheless, a study carried out showed that although students enjoyed using their mobile phones in class, they did not feel that phones were effective in their learning process. Moreover, they encountered usual technical problems (Dashti, 2015: 13-14).

Despite the use of mobile devices for L2 learning showing promising results and the many language applications, or apps, for mobile devices available to download around the world, "little research has been conducted on the use of mobiles as a tool for language development" (Grimshaw, 2018, 162).

Instagram could be included as one of MALL's learning tools. As aforementioned, to the best of my knowledge, there are few studies that have focused on the benefits of using Instagram in the classroom. More particularly,

most of the research which has been conducted on this topic include studies which simply theorize the applications of using Instagram within an English class at high school, such as Handayani (2016) and Mansor and Rahim (2017).

In conclusion, CALL and MALL should be taken into account while teaching EFL. These trends will help students to improve their academic results in the English class. Moreover, they will also help students in being more motivated while doing any task both inside and outside the classroom. Thus, specially, with Instagram, students will engage and take a better profit of their EFL classes. Besides demonstrating the advantages and disadvantages of smartphone usage in EFL classes, researchers agree that a further examination of the effectiveness of phones in language learning should be considered (Dashti, 2015: 14).

2.1.3. Principle of Attractiveness

According to Fogg (1999: 27), technology can be persuasive in the sense that any computer or mobile phone is a "system, device, or application intentionally designed to change a person's attitude or behavior in a predetermined way". These new technological products can directly persuade people through a variety of social cues that elicit social responses from their human users (Fogg, 2002: 89). He also adds that although certain types of persuasive technologies will be unavoidably imposed upon us, people will need to recognise and respond in an appropriate way to their persuasive appeal (Fogg, 1999: 29).

In addition to all of this, any technological tool can convey social presence by simply having some physical characteristics. As a result, a more attractive technology will have greater persuasive impact than an unattractive one. Thus, physical attractiveness has a very huge impact on social influence, and "a computing technology that is visually attractive is likely to be more persuasive as well" (Fogg, 2002: 92-93). The designer of any technological device will have to take into account the things that are attractive for the target users. Then, as a result, an attractive technological gadget will be created (Fogg, 2002: 94), and computers, mobile phones, and other gadgets that will be fashionable among

students will also be used in schools so as to renew the current teaching methodologies and make them more attractive to students.

2.2. Instagram

Instagram appeared in October 2010 as an iPhone application, even though the following year it could be downloaded in Android and Windows 10 mobile devices. Facebook bought Instagram in 2012, thus increasing its functionalities. In its pure sense, this application requires the creation of a user profile from where people can share and edit pictures, videos, etc. In addition, Instagram allows its users (that have to be older than 14 years old) to share the content in other different social networks, such as Facebook, Flickr, Twitter or Tumblr. In a nutshell, Instagram is a mobile app (iOS and Android) that enables users to instantly turn their mobile snapshots into visually appealing images, which are then shared with others on the network (Ramón, 2017: 12). Instagram also allows its users to follow other accounts or users, and to give a "Like" to their publications, one of the trendiest characteristics (Ramón, 2017: 14). In these recent years, Instagram has been improved and updated several times, and it currently offers new options like the *Instagram stories*, added in August 2016, where users can upload pictures and videos that instantly disappear 24 hours later (Ramón, 2017: 15).

Modern-day teenagers use their mobile phones with Internet connection at home. Moreover, they are mostly registered to some social networks. In this sense, 60% of Spanish teenagers had an Instagram account in 2015 and in the following year, it became the second social network in use in Spain. In fact, social networks have significantly changed the way young people socialise and interact with other people, and even in the way they create their own identity (Ramón, 2017: 15-16). And Instagram, of course, too.

According to Handayani (2016: 320-321), this platform "provides users with a lot of activities for interacting with other people, a space where everybody can share, exchange, comment, discuss and create information and knowledge in a collaborative way". The popularity of Instagram can be adapted by the

teacher to develop certain activities in language learning so as to develop the five language skills (spoken production, spoken interaction, reading, writing, and listening). Mansor and Rahim (2017: 112) also state that "learners gain educational benefits from this technological application as learning becomes more relaxed and spontaneous".

Recent studies have stated that social media have enough capacity for a good official education, thus matching the social contexts of learning and promoting critical thinking in learners. Moreover, connecting learning with the rest of the world makes learning become motivational and fun because students can interact with their peers, teacher, and among people in the world that have common goals in language learning. In addition, Instagram also provides a vast resource of authentic written, audio, and video materials with which both receptive and productive skills may be practiced. Thus, Handayani (2016: 326) concludes that this application provides with beneficial effects "in improving students' language skills because it allows students to obtain a learning experience that they enjoy. After all, it is considered to be an effective and innovative tool if it is properly used in EFL classes". Nevertheless, when technologies that students already use for social purposes (like Instagram) are introduced for learning, "language educators will need to be sensitive to existing priorities of use and potential disconnections between individual expectations and educational goals for L2 learning" (Levy, 2009: 778). In this sense, the suitability of technology and social media can be questioned for language learning because of their lack of feedback (Aloraini, 2018: 4). Moreover, the freedom students feel while using these technologies or social networks not only affects an increasing of the students' motivation, but also to some risks that the teacher should have under control. Hence, the instructor has to show the positive uses of technologies and social networks, so as to have a responsible use of them. However, educators should also take the advantage of all the possibilities these new resources offer to make the teaching and learning experience better.

In addition, social networks provide many opportunities to interact with peers, instructors and native speakers, thus supporting an autonomous learning and small group collaborative learning. This could be the reason why students

prefer mobile phones over computers as their learning tool. So, MALL and social networks ease the communication inside and outside the classroom, create a sense of belonging and community among the students, provide an exposure to real English, and stimulate motivation to learn English in an authentic fashion (Alnujaidi: 2017: 40).

2.3. Students' motivation

"Motivation" can be defined as an abstract, hypothetical concept used in order to explain why people think and behave as they do. Moreover, it is also an aspect that includes contrasting the desires and the rational thinking of a person, as well as their cultural identity. This concept has been described as something difficult to measure, observe, and classify. Thus, motivation cannot be directly observed.

In addition to this, we can find different subcategories within the concept of "motivation". Thanks to Deci and Ryan (1985), a development of the Self-Determination Theory was developed, in which they discussed the two main types of motivation: *intrinsic* and *extrinsic motivation*. *Intrinsic motivation* is when "an individual carries out an action for the inherent satisfaction of the activity itself" (Dimitroff, 2018: 2). These actions and behaviours are done voluntarily for personal satisfaction and may or may not have material rewards (Brouse, 2010: 1). On the contrary, *extrinsic motivation* refers to "doing an action for the purpose of a separate tangible outcome" (Dimitroff, 2018: 2). In this sense, Brouse (2010: 1-2) has described different types of *extrinsic motivation*: (i) *identified regulation*, (ii) *introjected regulation*, and (iii) *external regulation*.

Identified regulation is the performance of a behaviour because it comes to value that behaviour as important for one reason or another. This action is executed with no external pressure, thus it is done according to one's values. *Introjected regulation* is when a behaviour is not self-determined, but a reflection of an attempt to avoid an internal conflict. Finally, in *external regulation* the behaviour is regulated by external rewards. Following these three levels of *extrinsic motivation*, behaviours become more and more self-determined, with

external regulation closer to *amotivation* (the absence of intrinsic or extrinsic motivation, with no self-determination).

According to this, less self-determined forms of motivation or amotivation will have negative impacts on education. Perceived academic competence and perceived academic self-determination influence the levels of autonomous academic motivation, and these levels, in turn, highly influence school performance and the students' results. Thus, the model created with the Self-Determination Theory allows to promote "in students an interest in learning, a valuing of education, and a confidence in their own capacities and attributes" (Brouse, 2010: 2).

In EFL environments, motivation is usually more extrinsic because students do not have much real-life-access to English and often have to study it so as to pass different exams. Moreover, teachers can try to develop the extrinsic factors of the students in order to increase their motivation towards the subject (e.g. awarding points for completing a task) (Dimitroff, 2018: 3).

Although the types of motivation have already been described in a general way, most of the research related to EFL learning identifies two other types of what we have called "motivation". Thus, according to Gamlo (2019: 50) and her reference to Gardner and Lambert (1972) we will also deal with: (i) *instrumental motivation*, and (ii) *integrative motivation*.

On the one hand, *instrumental motivation* is the desire to learn a new language for a specific purpose (e.g. passing a degree, getting a job, travelling, etc.). On the other hand, *integrative motivation* is the desire to learn a language in order to know its culture and to communicate with its speakers.

In the EFL context, it has been stated that instrumental motivation is better than integrative motivation. This fact can be explained due to the fact that students are aware of the professional benefits English language learning can have: they are aware that if they learn English, they will have access to prestigious jobs and a successful career (Gamlo, 2019: 50).

2.4. The passive voice

Hinkel (2002: 233) states that many EFL teachers know that teaching the meanings, uses, and functions of the passive voice is one of the big challenges they have while teaching English grammar because many students seem to have some difficulties with passive constructions. Nevertheless, the uses of these passive structures are very common in academic writings, and learners are often expected to produce written texts including passive structures. Much of the instruction that is done in one EFL class about the passive voice includes the derivation of passive sentences from the active voice because students sometimes do not know how to use the passive verb phrases correctly.

In this sense, it would be interesting to highlight the fact that most grammar textbooks give exercise drills for various passive structures whose tense and voice of the verb have to be identified by the student. Moreover, learners need to guess both aspects of the verb from the context or from a short passage. Traditional grammar books include a chapter on the meanings, forms, and uses of the English passive voice, and most EFL students study the derivation of passive structures and practise it through different exercises. In any way, when these learners have to produce oral and written texts in English, many of them sometimes do not know neither how to create a correct passive construction, nor how to use it in a well-chosen context. The interference of the students' mother tongue can be the origin of this current situation. Hence, new teaching methods should be designed so as to make this situation, where students apparently know the rules of the passive voice but not the way to use them in the correct context, better. All in all, new technologies, mobile phones and social media have a lot to do in the new teaching methodologies that must be created to revert this circumstance.

## 3. THE STUDY

3.1. Participants

The study population and sampling in this study were 36 EFL students (11 males and 27 females) in 4th year of Obligatory Secondary Education in the Secondary School Son Pacs, a high school located in the city of Palma (Balearic Islands). Their age ranged from 15 to 16, and they all spoke both Catalan and Castilian Spanish as their First Language (L1). Students who were repeating this course were not taken into consideration in the final analysis as to not influence the results. Three different groups were taken into account in order to compare their final results after the experiment was completed. There were roughly about 11-13 students in each group. As aforementioned, only those students whose first languages were either Catalan or Spanish were considered. Thus, if it had been the case, students who had English as a mother tongue or L1 would not have been included in the sampling. As explained above, all the participants had been ascribed to the same proficiency level (4th year of Obligatory Secondary Education) by the institution. The participant pool was comprised of three different EFL classes at the same school; all of these groups had the same instructor. The instructor was a Spanish L1 Catalan/Spanish speaker who did his placement in the Secondary School Son Pacs for his Master's Degree in Teacher Training. One class acted as the experimental group and the other two classes acted as the control group.

3.2. Design

An experimental design was used, consisting of three groups: one experimental and two control groups. The experimental group used Instagram as a warm-up activity for 15 minutes at the beginning of each class, held three times per week, for a period of three weeks. In order to do so, an Instagram account was created specifically for this experiment (@english4eso_sonpacs). Then, this account was shared with the students in the experimental group, so only they had access to

the contents available in this Instagram profile, which were uploaded before the class began as Instagram stories, the trendiest feature in Instagram for current teenagers, according to Moreno (2016). Instagram, apart from uploading edited photos and videos, allows users to post *stories*: photos, videos, surveys, questions, music, emoticons, GIFs, etc., that disappear automatically after 24 hours. Hence, Instagram stories were used so as to carry out the warm-up activities with the experimental group. These activities consisted of ten different questions to be answered related to the passive voice in English and its uses in the present simple, past simple and future. They always had the same format. So, all in all, students had to (i) answer two fill in the gaps questions, (ii) rewrite three different sentences from active to passive or viceversa, (iii) decide if one sentence was written in the active or the passive voice, (iv) choose the sentence that was written correctly in the passive from four different options, and (v) the same with a sentence that was written incorrectly, (vi) put the elements of a passive sentence into the correct order, and finally, (vii) invent a sentence using a predetermined form of the passive voice. Images from 1 to 7 show some screenshots of the Instagram stories used by students in the experimental group.

Image 1. *Example of one of the Instagram stories used with the experimental group: survey*
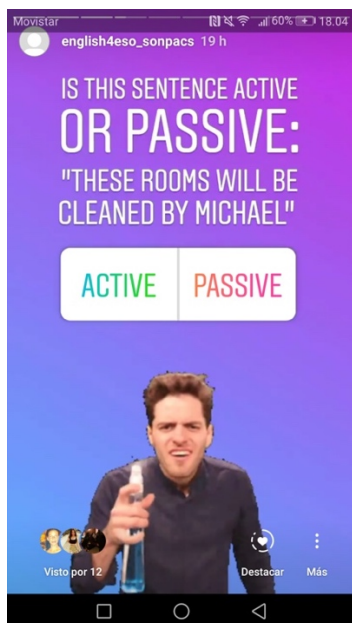
In this exercise, which was repeated in all the warm-up activities, students had to read the given sentence and decide if it was written either in active or passive voice. In order to decide the correct option, they had a survey button where they could select between the options "Active" or "Passive", so the answer was selected just by pressing in the correct option. Then, students could immediately see the proportion of the answers in each option, so they could have a first idea of the correct answer and see if they had corrected it well.

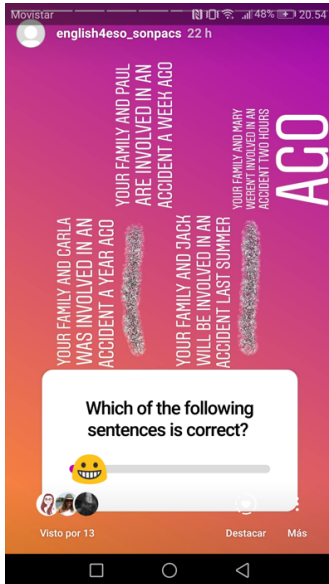**Image 2.** *Example of one of the Instagram stories used with the experimental group: rewrite*
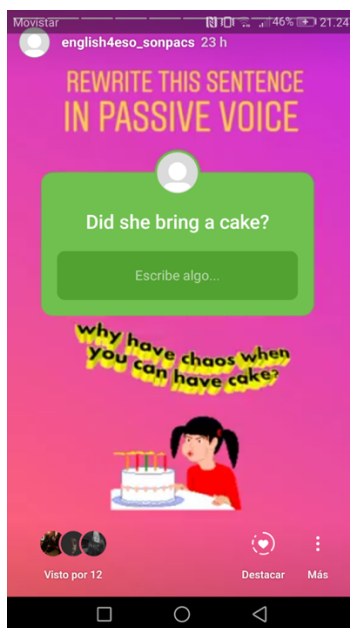
In these kinds of questions, students were given a sentence (affirmative, negative or a question), written either in the active or passive voice. They then had to write their answers in the available space (within a box). In this type of exercise, students could not see the answers of other colleagues instantly, so they had to wait for the feedback provided by the instructor.

Image 3. *Example of one of the Instagram stories used with the experimental group: choose the incorrect sentence*
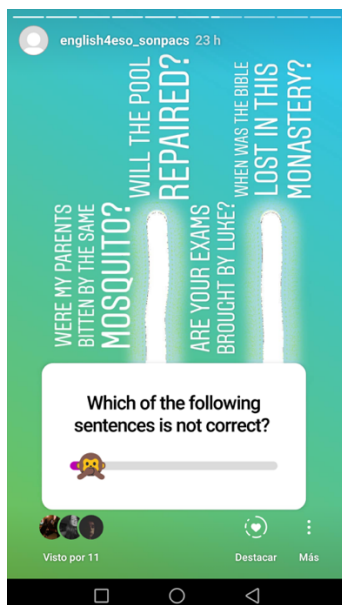
Here, students had to decide which of the given sentences was not written correctly in the passive voice. In order to select their answers, they had to move the monkey face available in the bar until they believed the sentence was incorrect. After choosing their answer, students could see a mean point in the bar with all the answers, and then have an idea of the responses of their classmates, thus knowing if they had answered it well or not.

Image 4. *Example of one of the Instagram stories used with the experimental group: choose the correct sentence*

In these cases, students had to do the same as in the previous type of activity, but they had to choose the correct sentence from the ones given. In order to do so, they needed to move the happy face in the bar.

Image 5. *Example of one of the Instagram stories used with the experimental group: reorder*
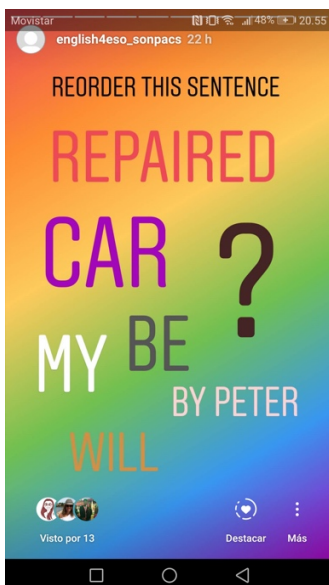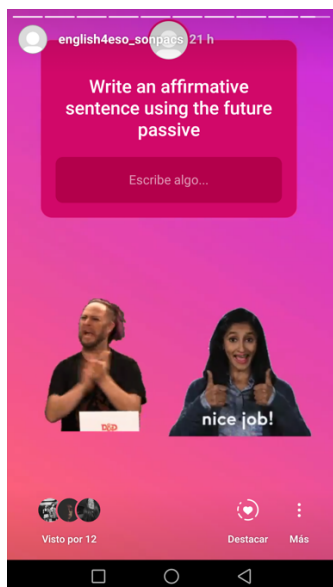
In these activities, participants had to put the elements of a passive sentence into the correct order. So as to answer them, they had a box where they could send their answers to the instructor. The subjects did not receive any instant response in this type of exercise; instead they had to wait for the instructor to give them some feedback.

Image 6. *Example of one of the Instagram stories used with the experimental group: fill in the gaps*
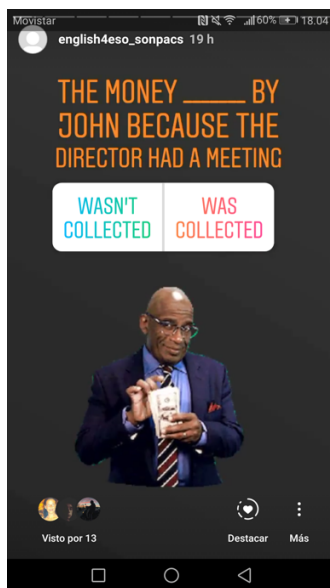
In this type of activities, the participants had to complete a passive sentence deciding the correct answers from the two possibilities already given. Students just had to press the option they thought was the correct one. Hence, this activity was similar to the one described in Image 1. In this sense, students also received some instant feedback, so they could know if they had answered the question correctly or not.

Image 7. *Example of one of the Instagram stories used with the experimental group: invent a sentence*

Finally, in these questions, the participants had to provide a passive sentence invented by them. In each warm-up activity, they were required to write different examples of passive voice sentences: affirmative, negative or questions, using the present simple, the past simple or the future tenses. In this case, they had to write full sentences in the box provided, that was directly sent to the instructor, who gave them feedback later.

On the other hand, the remaining two control groups completed paper-based activities, again as a warm-up activity during 15 minutes at the beginning of each class, also held three times per week for a period of three weeks. It is important to say that both the experimental and the two control groups had the same activities and tasks, related to the passive voice. As explained before, the participants in the two control groups had to answer the same ten questions that the experimental group did, but in a paper-based format. Here, seven examples will be provided in order to show a clearer image on the differences in the format of the warm-up activities between the groups involved in this study.

1) Is this sentence active or passive? "These rooms will be cleaned by Michael".

      ___ Active

      ___ Passive

2) Rewrite this sentence in passive voice: "Did she bring a cake?"

      _____

3) Which of the following sentences is not correct?

      ___ Were my parents bitten by the same mosquito?

      ___ Will the pool repaired?

      ___ Are your exams brought by Luke?

      ___ When was the Bible lost in this monastery?

4) Which of the following sentences is not correct?

      ___ Your family and Carla was involved in an accident a year ago.

      ___ Your family and Paul are involved in an accident a week ago.

      ___ Your family and Jack will be involved in an accident last summer.

      ___ Your family and Mary weren't involved in an accident two hours ago.

5) Reorder this sentence:

      Repaired Car By Peter Be Will ? My

      _____

6) Fill in the gaps: "The money _____ by John because the director had a meeting".

      ___ wasn't collected

      ___ was collected

7) Invent a sentence: write an affirmative sentence using the future passive.

      _____

Afterwards, the instructor corrected all the activities and gave feedback in the three groups with the answers of the warm-up activities, thus allowing students to see their own mistakes, if any (see appendix 2).

The study followed a mixed-methods design. Quantitative data were collected via a needs analysis and a final test. The former was administered to the students in the three groups via Google Forms so as to know their preferences in the EFL class, and the latter was a final exam on the passive voice that students of the three groups did individually in class at the end of the experiment. Hence, I could compare their results and determine if the methodology used in the class affected and improved the final results of the students in the experimental group.

For the qualitative analysis, the class observation technique was carried out by the researcher while students were doing each warm-up activity using Instagram as a teaching tool to introduce the passive voice. This observation was also done in the groups that were not using Instagram as a learning tool in order to know to what extent students in the different groups were motivated, relaxed and confident while doing the tasks and exercises at the beginning of each class. Notes and comments derived from the class observation were written in a diary by the instructor in order to answer the following twelve main questions:

1) Are all the students doing the warm-up activity?
2) Are the students creating a good class environment?
3) Do the students say anything positive regarding the activity?
4) Do the students say anything negative about the exercise?
5) How do the students work in class?
6) Are the students focused in the activities?
7) Is there any complaint before starting the warm-up activity?
8) Do they like these activities? Why?
9) Do they usually consult the theory in their notebooks?
10) Are they motivated in class?
11) Do you perceive an interest in learning?
12) Do they need help from the instructor?

Thus, a proper image on what was going on in class arose and a better understanding of the quantitative results was provided thanks to the students' comments and behaviours in class.

4. RESULTS

4.1. Needs analysis

On the very first class, a questionnaire was administered to the students in the three groups in order to become familiar with their own preferences while learning English in class. The survey was completed individually by the students via Google Forms and the results were stored and afterwards managed through this application. The needs analysis can be found in appendix 1.

The questionnaire was divided into two different parts. The first section contained seven questions related to the ways students preferred to study EFL, based on 4-point Likert scale where 1 was "Absolutely not", 2 meant "No", 3 was "Yes", and 4 meant "Absolutely yes". The second part was based on four yes/no questions about using new technologies, the mobile phone and Instagram in class.

The following paragraphs summarise the main results obtained for each question. The number appearing in each bar within the figure represents the students who chose each option.

Figure 1. *Students' views on learning English with their teacher's explanations*
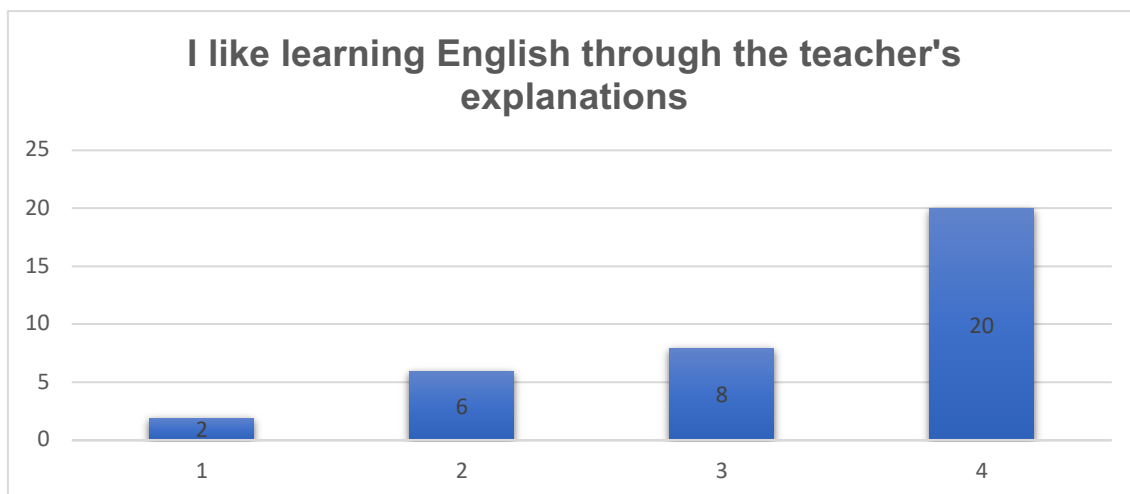
As we can see in Figure 1, the vast majority of the students (77.8% if we take into account columns 3 and 4) prefer learning English through the teacher's

explanations. In short, according to the figure, 5.6% of the students affirmed they do not like learning English via the teacher's explanations at all (column 1), 16.7% of the students do not like learning English this way (column 2), 22.2% of them like being taught by the explanations of the teacher (column 3), and 55.6% of them chose the option "absolutely yes" on the scale used.

Figure 2. *Students' views on learning English through writings*
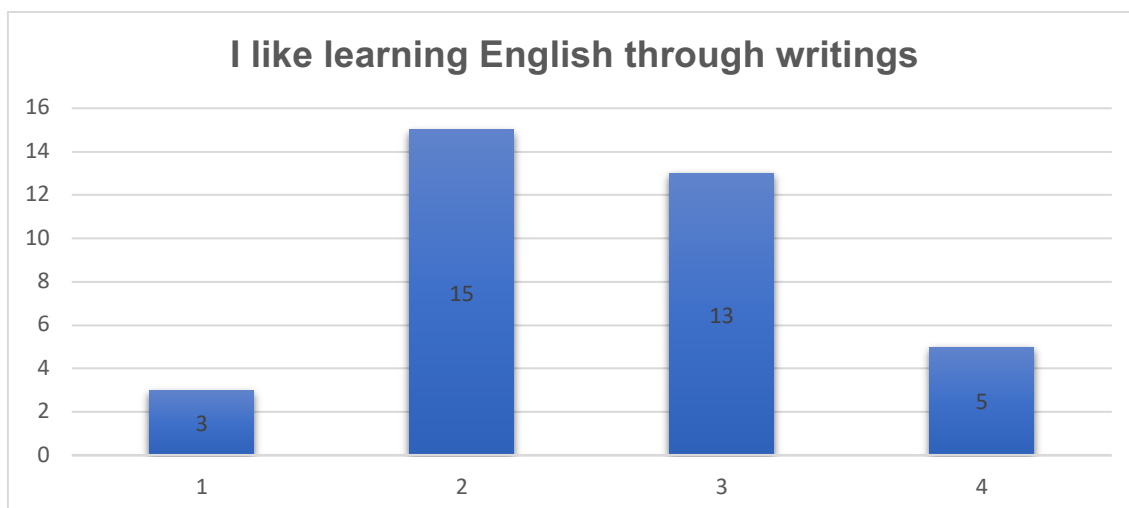
According to the information given in this second figure, half of the class affirmed they do not like being taught English by writing tasks while the other half enjoy being taught this way. More particularly, students who chose "Absolutely not" represent 8.3% of the total amount of students (column 1), and the percentage of students who chose "No" (column 2) were 41.7%. Columns 1 and 2 together add up to 50% of the students. On the other hand, 36.1% of the students opted for the option "Yes" in the questionnaire (column 3), and 13.9% of the participants chose the option "Absolutely yes" (column 4). Again, if we join columns 3 and 4 we have a 50% of the students who were asked to answer the questionnaire. Hence, in broad terms, there is not a clear image of the preferences of the students if we take this point into account.

Figure 3. *Students' views on learning English through speaking activities*
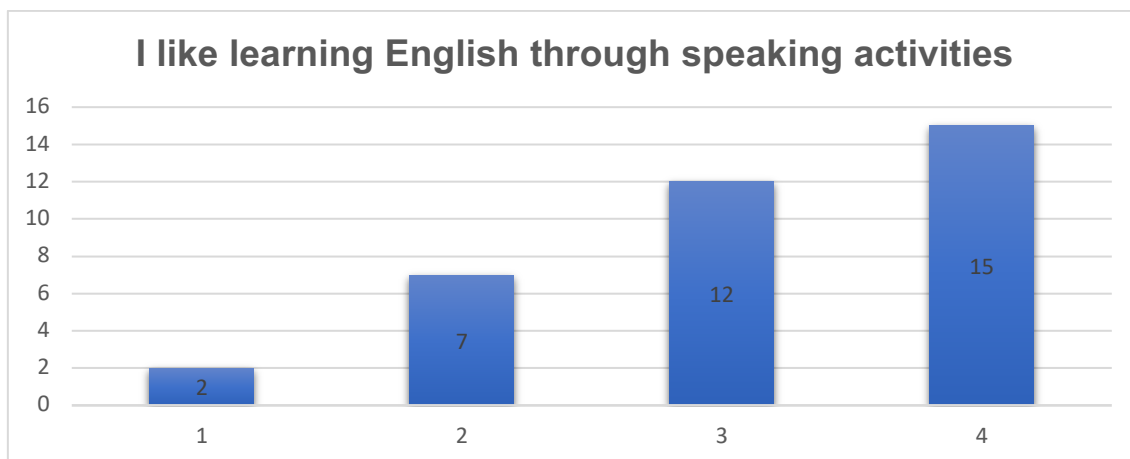
Figure number 3 shows a clearer image because most of the students (75% of the total amount) like learning English through speaking activities. If we look at each column, students who chose "Absolutely not" (column 1) represent 5.6%, the percentage of students who do not like speaking activities to be done in the English class (column 2) is 19.4%. On the other side, 33.3% of the students chose the option "Yes" (column 3) and 41.7% of the participants affirmed they completely like speaking activities by choosing the option "Absolutely yes" (column 4).

Figure 4. *Students' views on learning English watching videos*
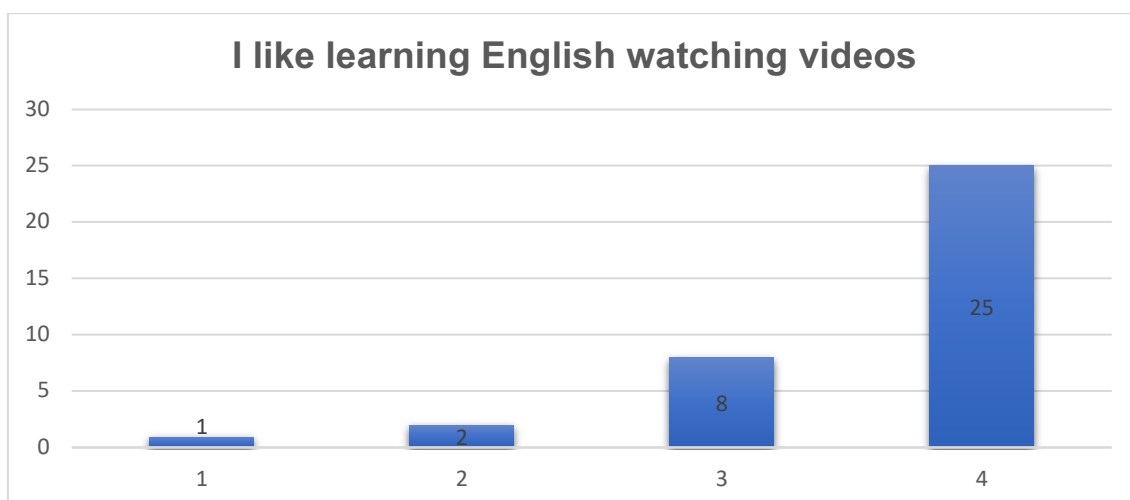
According to Figure 4, there is a clear picture of the students' preferences in this point: 91.6% like learning English in class by watching videos (columns 3

and 4). If we look at the information given by each vertical bar, the student who chose "Absolutely not" (column 1) represents 2.8% of the participants in the study, the students who chose "No" (column 2) represent 5.6% of the total amount. Hence, 8.4% of the participants do not like watching videos in the English class. On the contrary, 22.2% of the subjects chose the option "Yes" (column 3), while the vast majority of them marked the option "Absolutely yes" (column 4), more specifically, 69.4% of them.

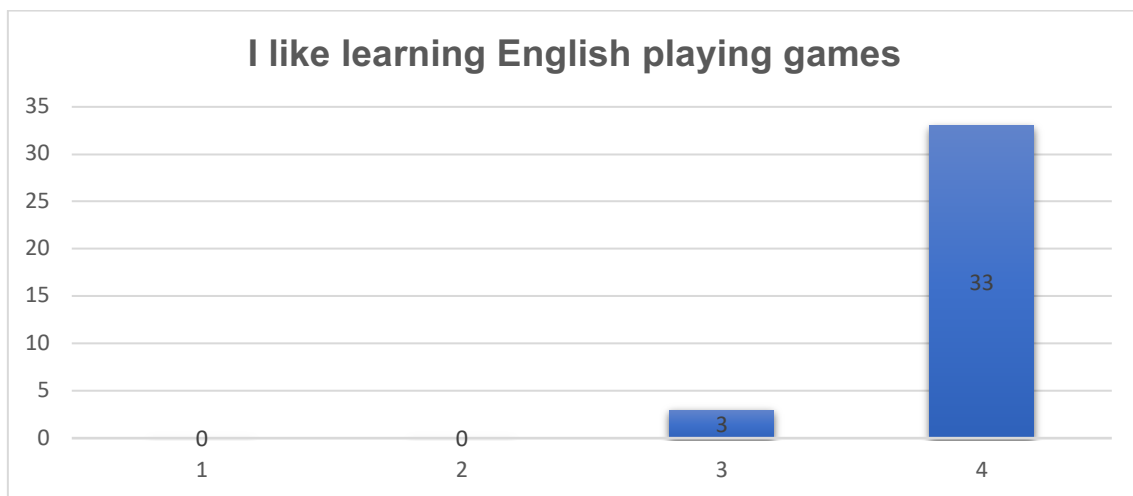**Figure 5.** *Students' views on learning English playing games*

Figure 5 shows that all students like learning English through games. In fact, none of them chose the options "Absolutely not" nor "No" in this question in the survey. This is very remarkable because 8.3% of them chose "Yes" (column 3) and a 91.7% of the students marked "Absolutely yes" (column 4).

Figure 6. *Students' views on learning English using the computer*

I like learning English using the computer
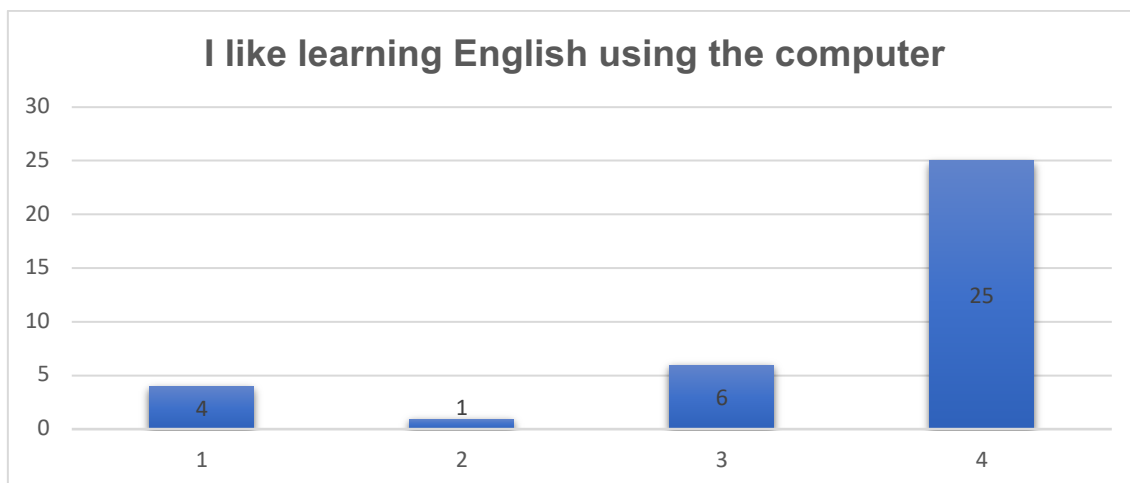
Similarly to the findings obtained in the previous question, the information illustrated in Figure 6 shows that the majority of the students that answered the survey prefer using computers in their learning process in the English class. According to the results obtained, 86.1% of the students preferred this option (columns 3 and 4), whereas 13.9% did not. Specifically, 11.1% chose "Absolutely not" (column 1), 2.8% opted for the option "No" (column 2), 16.7% chose "Yes" (column 3) and 69.4% of the students marked "Absolutely yes" (column 4).

Figure 7. *Students' views on learning English using the mobile phone*

I like learning English using the mobile phone
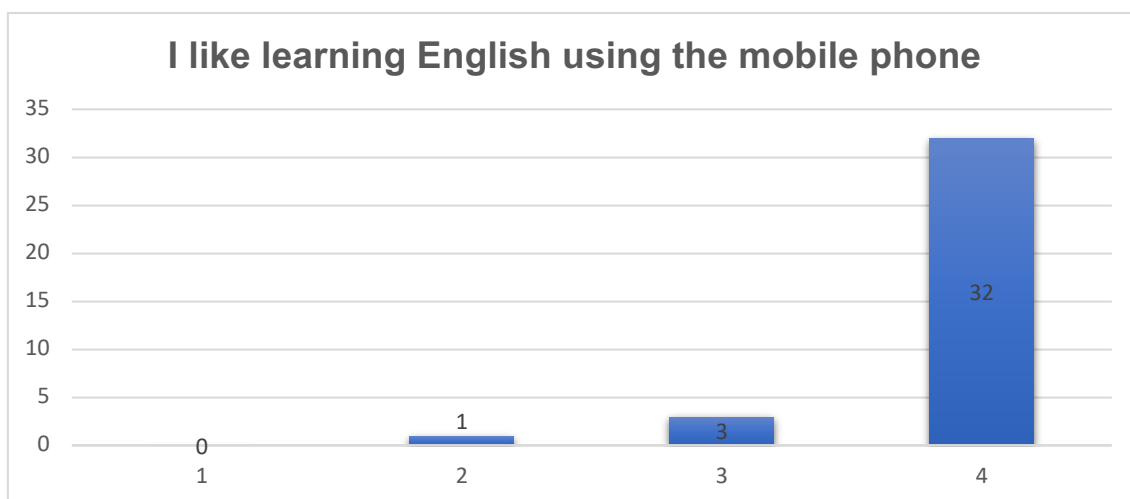
Figure 7 shows a clear image about the preferences of the students if we take mobile phones into consideration. So, 97.2% of the students like learning

English using their mobile phones (columns 3 and 4). According to this information, 8.3% chose "Yes" in the survey (column 3) and 88.9% marked "Absolutely yes" (column 4). On the other hand, just one student selected the option "No", representing once again 2.8% of the total amount of students. In addition, it is important to mention that none of the participants chose the alternative "Absolutely not" (column 1).

Figure 8. *Would you like to use new technologies in the English class?*
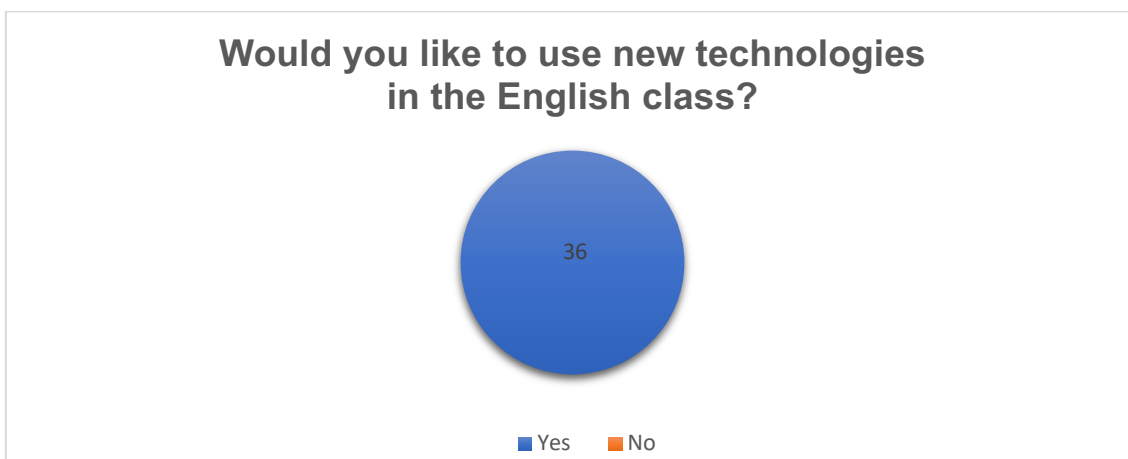
There is no doubt that all of the students that were asked to answer the survey preferred a class guided by new technologies. In fact, as illustrated in Figure 8 above, a 100% of them answered "Yes" to this question.

Figure 9. *Would you like to use the mobile phone actively in the English class?*
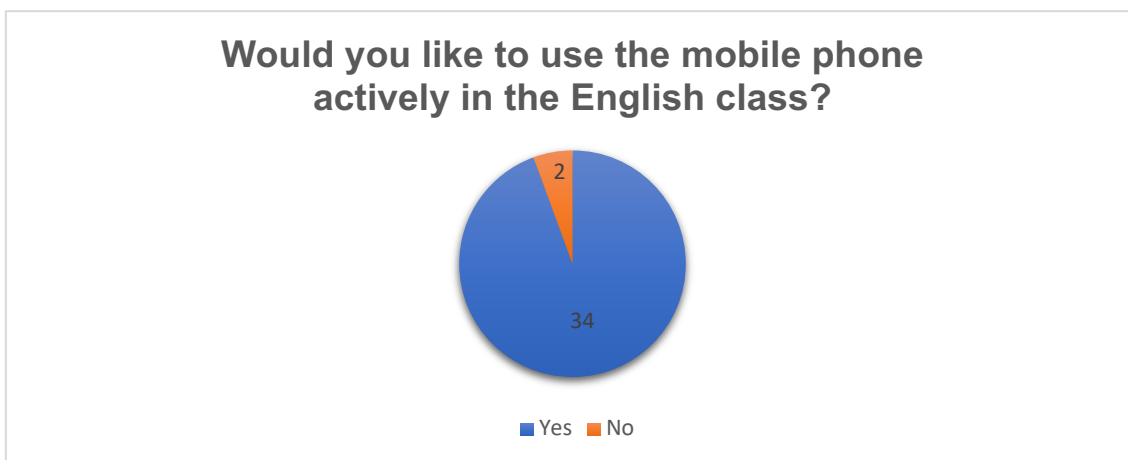
Following the trend of the previous tables, Figure number 9 also shows that the majority of the students agree on the extent to which they like using their mobile phones in the English class as a learning tool. In total, 94.4% answered "Yes" and 5.6% "No" to this question.

Figure 10. *Would you like to use Instagram in the English class?*
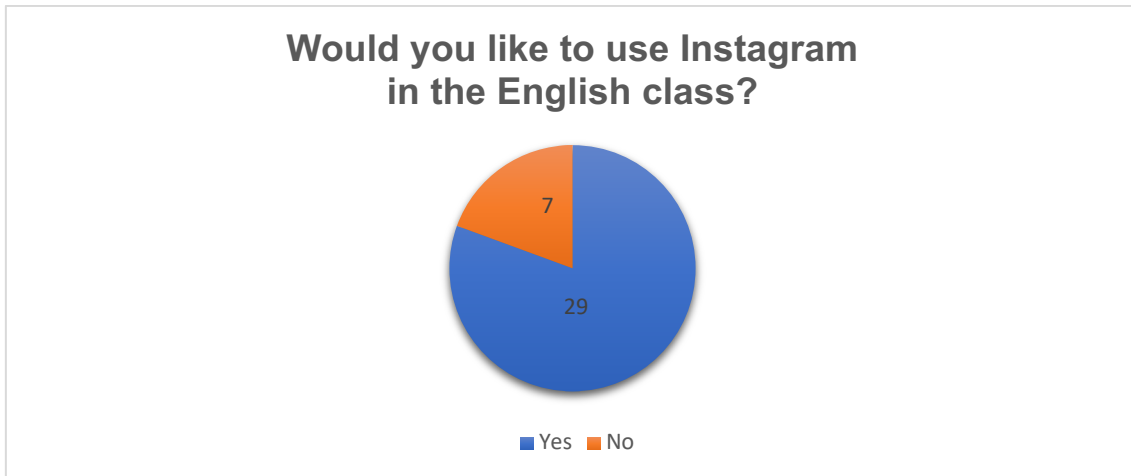
According to Figure 10, 80.6% of the participants would use like to use Instagram in their EFL classes if they had the chance. On the other hand, only 19.4% affirmed they would not use like this to learn English by this social network in class.

Figure 11. *Total amount of students who have and do not have an Instagram account*
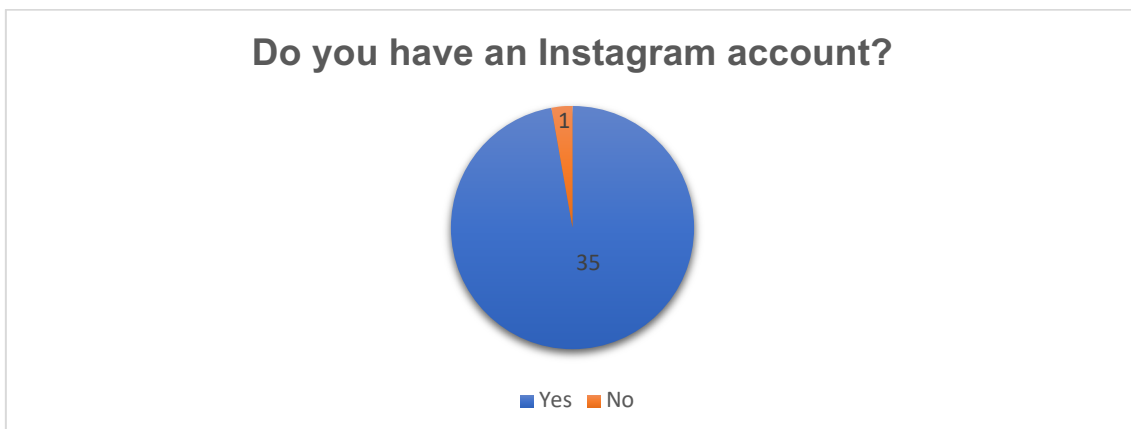
Figure 11 shows that before carrying out this dissertation, 97.2% of the students already had a personal Instagram account that they used daily. Only

one student answered this question negatively, representing 2.8% of the total amount of students. Thus, it could be said that the vast majority of the subjects were already familiar with this application and its functions, and hence, it would seem feasible to say that introducing Instagram into their English class would not be too problematic.

4.2. Class observation

The instructor was the person in charge of the class observation in the three different groups that were considered in this study. The comments were written down after each class in a diary by the instructor and collected according to the students' behaviours and comments during each warm-up activity. Having said that, in this section the most remarkable facts will be taken into account so as to get a clear image on the differences between the class environment and students' attitudes in the experimental group and in the two control groups.

On the one hand, students in the experimental group did the warm-up activities in a good and relaxed class environment that helped them to be focused and motivated during the whole process. In fact, some of the students were very enthusiastic and impatient to use Instagram in the English class. Moreover, students consulted their notes they had in their notebooks on the passive voice more frequently and if any student had a problem the rest of them generally helped them, thus creating a cooperative learning environment too. All in all, the students in the experimental group enjoyed using Instagram in class and they commented and agreed that they would like to do these types of activities -using the mobile phone and Instagram in class- more often at the beginning of each English class. So, in a nutshell, their reactions with Instagram were extremely positive.

On the other hand, the two control groups differed with the experimental group in the following aspects: they constantly worked individually and silently. Moreover, they did not share their problems if they had any, and they individually consulted their notes on the passive voice, so paper-based warm-up activities did not allow a cooperative learning environment in the class. Most of the students in

these two groups did the activities unenthusiastically, and even some of them complained to the instructor each time the photocopy with the warm-up activities was handed in. Hence, although students' reactions were expected to be like this, some of them occasionally showed a reticent attitude towards the paper-based activities.

4.3. Final exams

In the two tables below the results of the grammar exam on the passive voice of both the students in the experimental group and the control groups are shown. The maximum result they could obtain is 4. Moreover, the mean (M) and a standard deviation (SD) of the results in each group are also provided, so as to decide which group has better results on the whole. Each subject in the two groups has been given a code for data-protection reasons. As an example, the student code 4CS01 represents student number 1 in 4th year ESO, group C.

Table 1. *Results of the experimental group*

Student code	Result
4CS01	3.45
4CS02	2.2
4CS03	2.35
4CS04	2.65
4CS05	1.65
4CS06	1.75
4CS07	3.15
4CS08	4
4CS09	1.75
4CS10	3.35
4CS11	2.75

On average, the experimental group obtained a mark of M = 2.64 and a SD of ±0.75.

Table 2. *Results of the control groups*

Student code	Result
4AS01	4
4AS02	1.6
4AS03	1.15
4AS04	0.6
4AS05	2.9
4AS06	1.5
4AS07	3.9
4AS08	1.95
4AS09	1.95
4AS10	1.35
4AS11	3.3
4AS12	2.15
4AS13	3.2
4BS01	3.05
4BS02	3.85
4BS03	2.55
4BS04	1.85
4BS05	1.95
4BS06	1.45
4BS07	2.7
4BS08	2.1
4BS09	2.55
4BS10	4
4BS11	2.5
4BS12	2.95
4BS13	3.3

On the other hand, the two control groups obtained an average mark of $M = 2.48$ and a SD of ± 0.92.

As can be appreciated in Tables 1 and 2, the number of students in both groups is not homogeneous; more particularly, there were 11 students in the experimental group and 26 in the control group. For this reason, the Mann-Whitney U test has been done in order to know if this factor influences in the obtained results, that are slightly better in the experimental group than in the

control group. Basically, this test has been chosen because the number of individuals considered in the study is small, so there are less than thirty students per group. Another reason for that is because it actually compares the means of both groups in order to see if there is any variation between them. Hence, this is a hypothesis contrast test.

After applying this statistical test, the result shows that we cannot confirm that the technique used with the experimental group, done with the mobile application Instagram, had an influence on the students' final exams results with a significance level of 0.05. Despite the fact that the mean of the results is bigger in the experimental group, the Mann-Whitney U test shows an evidence that these results cannot be generalised in all the cases and thus, further research should be conducted in the future.

5. ANALYSIS AND DISCUSSION

5.1. Needs analysis

The results obtained in the needs analysis show that the participants considered in this study do not have a negative view in all of the questions they were asked in the survey; thus, in broad terms, both the traditional and innovative methodologies used in this study were accepted. Nevertheless, the vast majority of the students had a preference for the innovative methods, since the percentages are higher when considering an innovative approach: while watching videos, playing games, using the computer, using the mobile phone or using Instagram. Thus, all in all, we could conclude that the subjects in this experiment tend to choose methodologies that avoid a traditional teaching, although a class guided by the teacher's explanations and learning through writings also have quite a few supporters.

If we consider the mobile application Instagram, students see it as a useful tool for the EFL class and for their learning process. Almost all the participants already had an Instagram account, so its introduction in class did not entail any problem because they were all familiar with it. Moreover, this is a very attractive application for all the students in the sample, so it perfectly followed the Principle of Attractiveness seen before in this study.

5.2. Class observation

The findings after carrying out some class observation show a clear difference between the experimental group and the control groups regarding students' motivation while doing the warm-up activities.

Apart from this, we can obviously state that, according to the literature review, students in the experimental group, who were extremely motivated while using Instagram in class, behaved according to the model of extrinsic motivation, thus expecting to learn the use of the passive voice in English so as to pass the exam. Moreover, they were also moved by the external regulation type of extrinsic

motivation, because their behaviours were regulated by external rewards, that is, a good result in the individual exam. In addition to this, we could also say that these students behaved according to the instrumental motivation, obviously because they wanted to learn new language in order to pass a degree.

As a result, the subjects in the group who used Instagram behaved according to the models described in the literature review: they created a relaxed class environment, they were very enthusiastic because they wanted to use Instagram in class, they frequently consulted their notebooks if they had any doubt, and they worked cooperatively. In a nutshell, they were highly motivated and their reactions were positive since some students said "we want to use Instagram at the beginning of every class, we love these activities" or "using this application in class is a highlight".

On the other hand, the behaviours of the participants in the control group completely differed with the students in the experimental group. We could say that some of them were moved by amotivation. Hence, some days students in this group did the paper-based warm-up activities randomly, without thinking too much or without consulting their notes on the passive voice if they had doubts. Moreover, they usually worked individually, therefore not allowing a cooperative learning environment. This is the reason why amotivation can have negative impacts on education: students thought these routine activities had no sense and were not beneficial for their learning process. As a matter of fact, some subjects in this group stated that "these activities are not useful to us" and each time the instructor gave the photocopy with the activities to the students they always said "do we have to do this again? We have done plenty of activities like these!" or "we are tired, we do not want to do more photocopies! [meaning paper-based warm-up activities]".

5.3. Final exams

Tables 1 and 2 show the results of both the experimental and the control groups. In the end, the former obtained better results than the latter, and the results are

according to the literature review: the use of new technologies and MALL helps students to improve their results in English tests.

In this sense, while the experimental group has a mean mark of M = 2.64, the mean mark of the control group is M = 2.48. Thus, there is a difference of 0.16 points between them. However, this difference between these two groups in the study is insignificant, although it could have been caused because the students in the experimental group used the mobile phone and the application Instagram in class as a mean to do the warm-up activities. So, thanks to this technological platform, the students in the experimental group could have obtained better results than the students in the other group. Hence, we could confirm that according to the results obtained in this study, using technology and mobile phones in an EFL class can have a positive impact on students' final exam results, although some participants in the control group also have very good marks. In addition to this, the results in the experimental group are more homogeneous (SD: ±0.75) than in the control group (SD: ±0.92), whose marks are more dispersed and diverse.

However, these results cannot be always generalised in other situations because the results of the Mann-Whitney U test show that the technique used with the experimental group using Instagram do not influence the students' final results. In this study, the results of the students in the experimental group are higher than the ones from the control group, but it does not always have to be like this. In order to have more reliable results, the same experiment could be done again with a bigger sample during a longer period of time, since six lessons seem not to be enough to clearly influence on students' learning process and their results. For this reason, further research on this topic is still needed to give a clearer evidence of the positive impacts that Instagram, on the one hand, and mobile phones, on the other, have on students' learning process and academic results.

6. CONCLUSIONS, FURTHER RESEARCH AND LIMITATIONS

This dissertation aimed at determining if students who used the mobile application Instagram in an EFL class environment were more motivated and interested when learning the passive voice in English and obtained better results in an individual grammar exam than the subjects who did not use this application in class and, therefore, used a more traditional learning tool, this is, with photocopied worksheets.

After all these things have been considered, Instagram is seen as an attractive learning tool according to the participants in this study. In fact, almost everybody had a personal Instagram account before the experiment was done. Hence, the implementation of this mobile application in class in order to do this research did not entail any problem since all the students in the experimental group were already familiar with its functionalities and with Instagram stories. Moreover, all the students in the sample did mostly prefer a class guided by new technologies and innovative tools (either in a CALL or MALL class environment), as the needs analysis' results show.

Moreover, Instagram increases the levels of extrinsic motivation among the students, since the participants in the experimental group did the warm-up activities more enthusiastically than the ones in the control group. Hence, MALL and Instagram create a better and a more relaxed class environment, and they even allow students to work cooperatively, favouring constant interactions and discussions in class. Thus, they all had positive attitudes towards the warm-up activities.

On the contrary, participants in the control group did not behave the same as students in the experimental group. In addition, some of the subjects in this group were moved by amotivation and this was transferred to their final results, since amotivation is not good for education. Hence, components of the control group sometimes did have negative responses to the paper-based warm-up activities.

The final results in the exam show that the experimental group obtained better marks in the individual exam on the passive voice than the control group

due to the fact that the former scored a mean of M = 2.64 and the latter a mean of M = 2.48. This mean could confirm the fact that new technologies, mobile phones and Instagram actually help in improving the results of the students. However, according to the Mann-Whitney U test results, no extrapolation can be done in all the cases in which Instagram is used as a teaching or learning tool. Therefore, this study shows that, in this case, Instagram has made the results of the experimental group better, although this does not mean that if we always use Instagram in an EFL class, the results will always be better than if we do not.

Consequently, more research on this topic is still needed in order to obtain a clearer image of the importance of the mobile application Instagram for the improvement of the students' academic results. Maybe, this further research could avoid some of the limitations this study has had. On the very first class that the experimental group used Instagram in the class, some technological problems arose because that day the functionalities of the application did not work well. Moreover, some of the students in the study did not do all the six warm-up activities because they were absent that day, so some subjects in both groups did more warm-up activities than others. In addition, this experiment could be done during a longer period of time, since six lessons seem not to be enough, that is, one month approximately, and students did not have a big exposure to the treatment, which may not have been enough to produce significant outcomes. So, this same research study could be done during a whole school trimester so as to see if Instagram has a deeper impact on students' results, and reconsider these other technical and methodological changes.

7. DIDACTIC PROPOSAL

In this chapter I will provide five lesson plans (of 55 minutes per class) that could be ideally done in an EFL class with a group of 12 students in 4th year of Obligatory Secondary Education, thus with students whose ages range from 15 to 16, and have a CEFR level B1+. As in the study explained in this dissertation, the designed activities will have the mobile application Instagram as a learning and teaching tool.

These following lesson plans have been designed according to the Spanish Organic Law 8/2013, 9 December, for the Improvement of Educational Quality (LOMCE from now onwards). In fact, the LOMCE defines seven key competences, each equally important for our students and future citizens to meet the challenges of our increasingly complex, diverse and interconnected societies. These key competences are cross-curricular and therefore applicable in the English curriculum. In the following paragraphs it will be detailed to which extent the acquisition of a foreign language contributes to their development.

First of all, we must mention the *linguistic competence* (KC1). Since this competence refers to the use of the language as a communication tool, it will be the main competence developed. Within the syllabus of the foreign language subject, students will have to talk with other classmates, listen to them and express their own opinions and emotions about different topics, in oral and written form. Besides, the process of analysing a new language will also reinforce the use and understanding of the mother tongue.

The English subject will also help the students to develop the key competence of *learning to learn* (KC2), vital to assure lifelong learning. The English as a Foreign Language curriculum establishes clear communicative objectives that need to be properly achieved in order to promote the student's autonomy. Besides, the fulfilment of the units requires deep reflections regarding the language learning process and the development of learning strategies.

New technologies allow us to communicate worldwide and immediately access a big flow of information. Taking into account the presence of the English

language on the Internet, the *digital competence* (KC3) is a substantial part of the subject.

Learning a foreign language also contributes to the development of the *social and civic competence* (KC4) since it allows for a better understanding of other cultures and realities. It cultivates more tolerant attitudes towards others and highlights the relative nature of beliefs, traditions and cultural practices. Along with it, it develops social abilities to communicate, interact, cooperate, work in teams and, in short, to become a democratic citizen.

Closely related to that is the *development of cultural awareness and expression* (KC5), since it provides access to artistic productions (films, literature, paintings) as well as to other cultural productions and their inherent values, as for example freedom of speech, creativity, critical thinking, the importance of multilingualism, etc.

As for the *initiative and entrepreneurship* (KC6), the task-based approach in foreign language learning demands the student to adopt an active role in the class activities, in which the initiative and creative thinking is essential to be able to solve real life communication tasks. Moreover, in the social and economic context of the Balearic Islands, learning foreign languages expands the possibilities of undertaking new projects in the professional field.

Last but not least, the learning of a foreign language can also contribute to the *mathematical competence* (KC7) by strengthening the ability to apply mathematical thinking and tools (use of numbers, basic operations, percentages, statistics, spatial information) to describe and interpret information about aspects of life. Besides, it can contribute to the development of scientific thinking, as learning the English language will grant the students the access to a large number of scientific publications written in English.

7.1. Lesson plan 1: culture

Timing	Activity description
15'	Introduction of the lesson.

	The instructor writes the words "English speaking countries" on the board. Then, he asks students the following questions and discusses them with the whole class: • What is an *English speaking country*? • What is an *official language*? An appropriate, short, and a clear definition of these concepts should be given by the instructor. If it is necessary, students could copy the definitions in their notebooks. After these two concepts are clear, the teacher should ask the students: • Could you give some examples of English speaking countries? Afterwards, the teacher would write the students' oral answers on the board, that will not be erased until the class has finished. In this part, students will probably say the most typical English speaking countries, this is, the United Kingdom, the United States of America, Ireland and Canada. Hence, the instructor should make them think of other possibilities, such as Australia, New Zealand, South Africa, Philippines, India, Nigeria, Jamaica, Malta, Pakistan or Ghana, among other multiple possibilities.
10'	Students are requested to go to their Instagram account. Then, they have to choose one country from the ones they have previously mentioned. Two students cannot select the same English speaking country. Then, they will need to look for pictures of the selected place and take five of the most representative pictures they will find in this mobile application, including pictures showing some places to visit, food, monuments, celebrities, traditions, etc. Hence, they will notice that English speaking countries are diverse and multicultural.
25'	Students should write a 100-word description about the five pictures they have chosen from the selected country and post it on Instagram as if they were really there on vacation. Hence, they should use colloquial but ambitious language. Moreover, they will need to learn

	how to be concise and convincing, because they will also act as a travel agency since the description should have to persuade other people to visit the country. The instructor should guide students with special needs, who need help, with an individual and personalised attention.
5'	Recapitulation of the session. Ask students what they have learnt in this session: English is one of the most important languages in the world, there are lots of English speaking countries all over the world, which are diverse and multicultural, how to write an Instagram descriptive post, etc.

Justification:

This lesson plan is about culture and, more concisely, about English speaking countries, and it could be carried out as an introductory lesson at the beginning of the course. It aims at (i) raising awareness of the big amount of English speaking countries in the world, (ii) dealing with multiculturality and diversity of the anglophone sphere, (iii) getting familiar with the mobile application Instagram, and (iv) writing a concise description. Thus, students will become familiar with other anglophone countries in the world; they may even discover these countries for the first time in class, hence realising that they are actually English speaking countries. Moreover, students will also learn about the big differences among the countries dealt with in class, hence raising awareness of the multiculturality of these places despite having a common language. Since this is the first class of the course, the written part could be used as a grammar revision from the previous years.

As a result of this, this lesson plan could be linked to some of the key competences defined in the LOMCE, since KC1, KC2, KC3, KC4, KC5, and KC6 are covered here. KC1 is obviously included because the use of English as a communication tool is always present inside the classroom, students have to express themselves in English, and need to describe in written form some pictures from the chosen English speaking country. KC2 is also taken into

consideration here because the written activity promotes students' autonomy, since students need to develop learning strategies so as to write and obtain a final written production, this is, the description. KC3 is achieved because students are using their own mobile phones and the mobile phone application Instagram in class. KC4 in this lesson is also covered because students realise the multiculturality of the anglophone world, thus getting a better understanding of other cultures and realities. KC5 is also provided in this lesson because they critically learn the importance of multiculturalism and diversity. Finally, KC6 has been also considered here because students adopt an active role in class activities and creative thinking is essential since they have to choose just five pictures from the selected country and originally describe them.

On the other hand, the instructor could give extra support to the students with special needs adapting the task. For instance, these students could write a reduced description of 75 words, using basic verb tenses and vocabulary, or have extra time to finish the written task at home. Consequently, thanks to these methodological adaptations, all the students will be included in the lesson and will be able to follow the class perfectly.

Finally, while using Instagram in the EFL class, the environment will be more relaxed, all the students will be more motivated and they will also work cooperatively, as has been stated in the results of this dissertation. Therefore, it will also enhance learners' interest in the subject and a possible improvement in their academic results.

7.2. Lesson plan 2: vocabulary

Timing	Activity description
15'	Introduction of the lesson.
	The instructor starts introducing the topic: inventions and innovations. In order to do so, he asks the students the following three questions:
	• What is an *invention*?
	• What is an *innovation*?

	• Is there any difference between these two terms? With the help of some examples, the teacher should define these concepts in a simple way and give them a list of examples of inventions and innovations created throughout the 20th century onwards. Moreover, some pictures could be used in order to provide them visual support. Later, students should be able to differentiate an invention from an innovation and give other examples from the ones that have been already proposed. For example, they could say: "a phone would be an invention, and a smartphone would be an innovation, since the former is the creation of a product for the first time, and the latter is when someone improves an existing product". Hence, the instructor should accept any logical answer.
10'	Play this video (https://www.youtube.com/watch?v=4UCpFOpXaJQ) so as to make students realise that nowadays there are still new innovations and inventions. Before watching it, ask them to think about this statement: • Who knows where progress will take us. Write this sentence on the board and discuss it as a class.
5'	Introduce the vocabulary of the unit using some images in a PowerPoint presentation: • 3D printing. • Wearable gadget. • Flexible smartphone. • Satellite broadband. • Space tourism. • High-speed train. • Space station. • Driverless cars. • Smart material.

	• E-reader.
	• Bioplastic.
	• Desalinated water.
	Then, the teacher should define or translate the words into Catalan or Spanish only if students need it.
20'	Students will have to use Instagram in order to do the following activity. The instructor should create a professional Instagram account beforehand so as to upload all the materials used in this activity, specifically, in the Instagram stories section. Hence, they should tell their students to follow their account as soon as possible because all the activities will be carried out there.
	After all, the activity consists of twenty questions, divided into 20 different Instagram stories, uploaded by the teacher in this application in order to consolidate the vocabulary that students have just learnt. These questions are different:
	• Written questions: the definition of the word is provided, and students must reply with the suitable answer.
	• Picture questions: a picture is given, and students must select the correct answer from two options in a survey.
	• Multiple choice: again, a picture is provided, and students should choose from four possible answers.
	• True or false: a definition and a word will be given, and students should decide if they are linked or not by pressing on "True" or "False" in the survey provided.
	• Fill in the gaps: a sentence with a blank space will be written down and students should decide from the context which of the two words provided in a survey is the one that fits the best in that case.
	The instructor should guide students with special needs, who need help, with an individual and personalised attention while the whole class is doing this activity. When students finish it, the instructor asks

	the students in the whole class if they have had any problem or question while answering the Instagram stories.
5'	Recapitulation of the lesson. Ask students what they have learnt in this session: differences between innovations and inventions, new vocabulary related to this topic, etc.

Justification:

This lesson plan is about vocabulary and, more concisely, about inventions and innovations, and it could be carried out as an introductory lesson at the beginning of one didactic unit. It aims at (i) knowing the differences between the concepts *invention* and *innovation*, (ii) having a list of examples of innovations and inventions from the 20th century onwards, (iii) being aware of the big changes in our society due to new technologies, (iv) learning a list of vocabulary related to the topic, and (v) using Instagram stories as a learning tool. Hence, students will become familiar with some of the most recent inventions and innovations in the world. Since this class is the first class of a unit, it could be done in a more relaxed and enjoyable way, thus Instagram will perfectly help to achieve these objectives.

Consequently, this lesson plan could be linked to some of the key competences defined in the LOMCE, since KC1, KC2, KC3, KC4, KC5, and KC6 are covered here. KC1 is clearly covered here because English is used as a communication tool in class, and students have to express themselves in this language. KC2 is also considered in this lesson plan since the instructor provides the students with a new tool, Instagram, that could be used to develop students' learning strategies. KC3 is achieved because the students use their own mobile phone application Instagram in class. KC4 is linked to the previous one since Instagram helps to develop students' social abilities to communicate, interact, and work cooperatively. KC5 is also provided because students see different examples of innovations and inventions, thus, an approach to other cultural productions and their inherent values, such as progress in quality of life and welfare. Finally, KC6 is also considered in this lesson plan because students

adopt an active role in class activities, since they have to answer all the questions in the Instagram stories by choosing from different possibilities.

On the other hand, the instructor could give extra support to the students with special needs by adapting the task. For instance, these students could already have a photocopy with the words of the vocabulary under analysis as well as the corresponding translations into the students' L1 and a brief definition. Moreover, the instructor could help these students while they are doing the activities with their mobile phones and Instagram stories. Consequently, thanks to these methodological adaptations, all the students will be included in the lesson and will be able to follow the class perfectly.

Finally, again, while using Instagram in the EFL class, the environment will be more relaxed, all the students will be more motivated and they will also work cooperatively, as has been stated in the results of this dissertation. Therefore, it will also enhance learners' interest in the subject and a possible improvement in their academic results, since they will quickly retain the vocabulary they have just learnt on inventions and innovations.

7.3. Lesson plan 3: literature

Timing	Activity description
10'	Introduction of the lesson. The instructor starts the lesson by asking: • Do you know Charlotte Brontë? • Do you know Jane Austen? • Do you know Mary Shelley? • Do you know Virginia Woolf? Presumably, the answer given by the students will be negative because most of them will only know some of the most representative male writers, such as William Shakespeare, Charles Dickens or Mark Twain. Hence, this is a good opportunity to introduce some of the most remarkable female English writers of all the times.

	The instructor could reinforce the idea that there are also female writers that have been important for English literature.
40'	The teacher then tells the students to make groups of three. Hence, there will be four different groups.
	After this, the instructor gives a photocopy per group with some information about one of these abovementioned writers:
	• Her biography.
	• Her contribution to English literature.
	• Some peculiarities or surprising facts about her.
	Afterwards, the students in each group have to select the most important information on the photocopy, rephrase it, and post it in an Instagram group account, as if they were these characters. Thus, they should write all the posts in 1st person singular. Moreover, they should add at least five pictures. Hence, they should work cooperatively, divide and distribute the work among all the members of the group: one student could summarise the important information to be posted, another one could rephrase it, and the last one could look for pictures on the Internet related to the information they will post.
	The teacher could guide the students who need help in order to improve their contributions to the group.
	The instructor tells them that in the next lesson they will have to do a 5-minute oral presentation in front of the class talking about the information and the pictures they have posted in the mobile application.
5'	Recapitulation of the lesson.
	Ask students what they have learnt in this session: importance of the great contribution of female English writers to literature, select the most important information from a text and rephrase it, post information in Instagram, etc.

Justification:

This lesson plan is about literature and, more concisely, about famous female English writers, and it could be carried out as one of the final lessons at the end of one didactic unit. It aims at (i) realising that there are important female writers in English literature, (ii) selecting the most important information from a text, (iii) writing a biography according to the format of the application Instagram, (iv) working cooperatively, and (v) preparing an oral presentation in front of the class for the following lesson. Thus, students will become familiar with some of the most important female writers that English literature has ever had. Since this class is one of the last classes of a unit, and the exam for the unit will already have been done, the lesson could be done in a more relaxed and motivated way, thus Instagram will perfectly help achieve these objectives.

Therefore, once again, this lesson plan could be linked to some of the key competences defined in the LOMCE, since KC1, KC2, KC3, KC4, KC5, and KC6 are also covered here. KC1 is covered in this lesson because English is the main communication tool, and students have to express themselves in this language in the Instagram posts. KC2 is also taken into consideration, since the teacher allows students to learn how to manage group work and deal with other points of view, thus reinforcing students' learning strategies. KC3 is obviously achieved since students use their mobile phone devices and the application Instagram inside the classroom. KC4 has been also considered in this lesson because it allows students to understand other cultures through literature. Moreover, it helps students to develop their cooperative skills, since they work in teams. KC5 is also achieved here because students see some artistic productions of the English literature from a feminist perspective, hence placing female writers and their works right in the centre. Finally, KC6 is also considered in this lesson plan because students have to work creatively and have an active role in class activities, since they have to take the initiative and agree on what writer they should choose from the four different options they have, decide and distribute the person in charge of each part of the activity, etc.

On the other hand, the instructor could give extra support to the students with special needs by adapting the task. For instance, the four groups could be done by the teacher, hence designing them according to a heterogeneous criterion; this is, mixing students with special needs with other students in order to obtain well-balanced groups. In addition to this, the instructor could help or guide these students individually while they are doing their part of the task, and also either reduce or simplify their interventions in the oral presentation done in the following class. As a result, thanks to these methodological adaptations, all the students will be included in the lesson and will be able to follow the class perfectly.

Finally, again, while using Instagram in the EFL class, the environment will be more relaxed, all the students will be more motivated and they will also work cooperatively, as has been stated in the results of this dissertation. Therefore, it will also enhance learners' interest in the subject and a possible improvement in their academic results.

7.4. Lesson plan 4: speaking

Timing	Activity description
15'	Introduction of the lesson. This activity begins with students posting five different pictures in Instagram about five objects related to any scientific topic, such as a calculator, a laboratory, a ruler, a telescope, or a microscope. This part of the activity should ideally be done before the lesson begins, outside the classroom, at home. Hence, students should post these images related to science in their Instagram accounts without any comment. Afterwards, the instructor tells the students to make pairs and exchange their own pictures with the other classmate. Thus, the students will no longer have their own pictures, but different ones from their colleagues.

20'	Using these five pictures posted in Instagram, each student has to invent a short story of a maximum of 5 minutes. Therefore, this is a free speaking task since students have to invent a developed story, linking all the pictures they have from their own suggestions and inspiration, also including some characters, and a plot. All in all, these pictures could serve as a prompt for speaking. In addition, they have to use some vocabulary related to science that they have studied in the previous classes. After all, there will be twelve different stories in the class because each student will have different pictures, and their suggestions will also differ from the rest. However, the first thing students should do before speaking to their classmates is a written outline of their spoken intervention in order to design and tell a clear, coherent, and unified story.
15'	Later, each student will do their oral presentation to their pair, following the outline. When the two students in each pair have presented their story about the other's pictures, they should discuss them and decide which of the two stories is the best one. Meanwhile, the instructor will go around the classroom in order to listen to and assess some of the students' oral interventions. The best oral stories selected (there will be six different stories since there are six pairs in the class) will be recorded by the teacher on the following class, posted in the Instagram class account with the five pictures that inspired them, and awarded with an extra positive.
5'	Recapitulation of the lesson. Ask students what they have learnt in this session: to invent and defend a story from five different pictures posted on Instagram, develop their oral skills, discover the free speaking technique, etc.

Justification:

This lesson plan is about speaking, and more specifically, about creating a story from five different pictures, and it could be carried out after the lesson that dealt

with some vocabulary related to science. It aims at (i) developing the students' speaking skills, (ii) inventing a story from five different pictures, (iii) posting five different pictures on Instagram related to science, (iv) speaking creatively, (v) working in pairs and cooperatively, and (vi) promoting the debate among the students. Hence, students will learn how to face a speaking activity from zero, with no more resources than just five pictures taken by their classmates and uploaded to Instagram, and therefore invent a coherent story with them. Due to the fact that this lesson is done after the session where the vocabulary related to science was taught to the students, using Instagram in this class could reinforce their learning processes.

As a result, this lesson plan could be linked to all of the key competences defined in the LOMCE, since KC1, KC2, KC3, KC4, KC5, KC6 and KC7 are taken into consideration. KC1 is covered here because English is the main vehicle of expression in the classroom, and students must express themselves in this language in order to create an oral story and debate with their classmates. KC2 is also achieved due to the fact that this lesson promotes the students' autonomy because they have to face a situation where they only have five pictures to create a full, coherent and organised oral story. Moreover, they learn that in order to make a good oral activity, they do not have to start talking from zero, without having no idea of what to say, but having an outline of all the points they are going to orally defend. KC3 is, again, also taken into account since this activity is carried out by using Instagram and the students' mobile devices in class. KC4 is applicable to this lesson because it develops social abilities to communicate and interact among students and accept their points of view in the debate part where they have to agree on which the best oral story is. KC5 is also important here due to the fact that this lesson provides access to scientific productions and their strengthening to human prosperity. KC6 is important in this lesson since they have to think creatively in order to solve a communication task, in this case, create a story from five pictures. Finally, KC7 plays a crucial role in this activity, because students need to use vocabulary related to measures, distances, and quantities in their oral compositions.

On the other hand, the teacher could give extra support to the students with special needs adapting the task they have to develop. For example, he could guide them while they are doing the outlines; if they are not inspired, the instructor could give them some ideas related to the pictures. Moreover, they could also reduce the time of their oral interventions or reduce the number of pictures they have to use in order to create their stories. What is more, the teacher should take into account that another fact that works out well for these students is pairing them up with other students who do not need extra support. In consequence, thanks to these methodological adaptations, all the students will be included in the lesson and will be able to follow the class perfectly.

Finally, once more, while using Instagram in the EFL class, the environment will be more relaxed, all the students will be more motivated and they will also work cooperatively, as has been stated in the results of this dissertation. Moreover, this application will allow, in this case, that the learning process is done both inside and outside the classroom. Therefore, it will also enhance learners' interest in these activities and a possible improvement in their academic results.

7.5. Lesson plan 5: grammar

Timing	Activity description
15'	Introduction of the lesson.
	This lesson starts with a quick revision of the reported speech. Hence, this is the last session in which the students will practise this grammar point before the exam.
	The revision could be done orally in order to refresh the students' knowledge on the reported speech structures, so one example for each type will be given to the students who will also be able to participate and give their own examples. All the sentences will be written on the board by the instructor, hence allowing all the students to follow the class and make sure they understand the structure of

	each type of reported speech sentences, and their difference with direct speech phrases.
20'	Then, the teacher tells the students to make groups of three people and use one mobile phone per group. They are going to use Instagram, so the mobile device they will use will need a stable Internet connection, and an Instagram account. Students in each group should chose a representative person that will use their personal Instagram account to do this activity on behalf of all the members in that group.
	When all the groups have been formed, the instructor tells the students to go to a specific Instagram account, where they will find all the activities they must do. Specifically, they will be found, once again, in the section of Instagram stories. The teacher should have posted these activities in the Instagram stories before the activity is done, that consists of fifteen different short videos in which a person says a sentence in direct speech that must be rephrased by the students in each group using the reported speech. Moreover, the students' listening skills will also be trained. The sentence in the first Instagram story video could be rephrased with the whole class so as to let the students know what to do in this activity, and how it works.
	The members of each group can watch these short videos as much as they want, but they have to know that they only have twenty minutes to send all the fifteen reported speech sentences to the teacher via Instagram. Consequently, all the students' responses have to be sent through the available box that students have in each Instagram story where they can type their answers using the reported speech.
	As a result of this, the instructor will immediately receive the answers of each group on their Instagram account created for teaching purposes, and know if any group has made any mistake. Hence, he

	can give an instant feedback so as to allow students to see their errors.
15'	The second activity will be again carried out using the mobile application Instagram, and Instagram stories. Moreover, it will also be related to the reported speech. All the previous groups have to be formed by the same components, and the representative student for each group will be the same one so as to avoid wasting time within this session.
	This task consists of ten Instagram stories with one direct speech sentence and its equivalent to reported speech in each story, posted in the instructor's Instagram account. The students in each group should decide if the reported speech sentence is correct or not, and if it follows the grammar rules. In order to provide an answer for each Instagram story, the representative student in each group will have to press in the available survey buttons "Correct" or "Incorrect" that students will find under the sentences, in each Instagram story.
	The instructor will have instant access to the students' responses because each time they press either "Correct" or "Incorrect" in each Instagram story, a notification with the results is received by the teacher. Hence, they will be able to give a proper feedback in each group on the spot.
5'	Recapitulation of the lesson.
	Ask students what they have learnt in this session: a revision of the reported speech, work cooperatively, use Instagram for learning purposes, etc.

Justification:

This lesson plan is about grammar, and more specifically, about the reported speech, and it could be carried out as a final lesson in order to review this grammar point. It aims at (i) working cooperatively in groups, (ii) reviewing the reported speech, (iii) developing students' listening skills, (iv) reaching an

agreement among all the students, and (v) using Instagram as a learning tool. Thus, students will be able to review the reported speech using Instagram, although this mobile application could be also used in order to study any other grammar point in the EFL classroom. In addition, since this lesson is done at the end of the explanation and practice of the reported speech, using Instagram in this class could strengthen meaningfully the students' knowledge and interest for grammar.

Consequently, this lesson plan could be linked to some of the key competences defined in the LOMCE, since KC1, KC2, KC3, KC4, and KC6 are covered here. KC1 is achieved due to the fact that English is the main language in this classroom, and students should speak and answer all the activities in this language. Moreover, the listenings from the first activity that they receive from the Instagram stories are also in English, so they hear people speaking in this language. KC2 is taken into account because the instructor allows the students to learn a foreign language using the mobile phone and Instagram, thus expanding the possibilities of learning tools that students have. KC3 is, once more, considered here because this lesson is basically carried out by using Instagram and the students' devices in class. KC4 is applicable here due to the fact that it develops social abilities to communicate and interact among students, since the members of each group have to agree on the final answer of each Instagram story. Finally, KC6 has been also considered in this lesson because the students have to adopt an active role in their groups, hence initiative of each member of the group is essential in order to become successful in the two different abovementioned activities.

On the other hand, the instructor could help the students with special needs by adapting the task they have to develop within their group. Moreover, the teacher could give individual attention and guidance to them, or pair them up with other students who do not need extra support so as to promote cooperative learning among them. As a result, thanks to these methodological adaptations, all the students will be included in the lesson and will be able to follow the class without any problem.

Finally, once again, while using Instagram in class, the environment will be more relaxed, and all the students will be more motivated, as has been stated in the results of this dissertation. Hence, it will also enhance learners' interest in these activities and a possible improvement in their academic results.

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APPENDICES

Appendix 1. *Needs analysis*

English classes (4th of ESO)

Write your name *

La vostra resposta

Write your email from Son Pacs (for example: 4cs30@iessonpacs.cat) *

La vostra resposta

I like learning English through the teacher's explanations *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

I like learning English through writings *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

I like learning English through speaking activities *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

I like learning English watching videos *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

I like learning English playing games *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

I like learning English using the computer *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

I like learning English using the mobile phone *

	1	2	3	4	
Absolutely not	○	○	○	○	Absolutely yes

Would you like to use new technologies in the English class? *

○ Yes

○ No

Would you like to use the mobile phone actively in the English class? *

○ Yes

○ No

Would you like to use Instagram in the English class? *

○ Yes

○ No

Do you have an Instagram account? *

○ Yes

○ No

ENVIA

No envieu mai contrasenyes a través de Formularis de Google.

Appendix 2. *Warm-up activities done by two participants in the control group*

Lesson 5: warm-up

Name: ██████████████████

Group: 4AS   4BS

- This tree _____ tomorrow by my best friend because he knows how to do it.
  will cut down
  will be cut down ⊙

- Rewrite this sentence in passive voice: "My cousin Sam won't pass the driving test".
  The driving test won't be passed by my cousin Sam

- Rewrite this sentence in active voice: "Engineers in this company were awarded by the boss". The boss awarded the engineers in this compan

- Is this sentence active or passive? "These carpets need to be changed".
  Active ⊙
  Passive

- _Was_ a prize _given_ to my daughter by the President two days ago?
  Were … given
  Was … given

- Which of the following sentences is correct?
  Your family and Carla was involved in an accident a year ago.
  Your family and Paul are involved in an accident a week ago.
  Your family and Jack will be involved in an accident last summer.
  Your family and Mary weren't involved in an accident two hours ago. ⊙

- Which of the following sentences is not correct?
  The old lady was bited by Bob, the dangerous dog. ✔
  These songs were recorded by my favourite group in the 90s!
  I think that this movie will be filmed by Steven Spielberg.
  Were these apples peeled by the cooker?

- Rewrite this sentence in passive voice: "My friend John loves driverless cars".
  Driverless cars are loved by my friend John

- Reorder this sentence: ~~Repaired~~ ~~Car~~ ? ~~My~~ ~~Be~~ By Peter ~~Will~~
  Will my car be repaired by Peter?

- Write a sentence using the past simple passive:
  I was attacked by a lion.

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Lesson 5: warm-up

Name: ███████████████████

Group: (4AS)   4BS

- This tree _Will be cut down_ tomorrow by my best friend because he knows how to do it.
  will cut down
  will be cut down

- Rewrite this sentence in passive voice: "My cousin Sam won't pass the driving test".
  The driving Test won't passed by My cousin Sam

- Rewrite this sentence in active voice: "Engineers in this company were awarded by the boss". The boss of the company awarded the Engineers ✓

- Is this sentence active or passive? "These carpets need to be changed".
  Active
  (Passive)   Active

- _Was_ a prize _given_ to my daughter by the President two days ago?
  Were … given
  Was … given

- Which of the following sentences is correct?
  Your family and Carla was involved in an accident a year ago.
  Your family and Paul are involved in an accident a week ago.
  ✗ Your family and Jack will be involved in an accident last summer.
  → Your family and Mary weren't involved in an accident two hours ago.

- Which of the following sentences is not correct?
  → The old lady was bited by Bob, the dangerous dog.
  These songs were recorded by my favourite group in the 90s!
  I think that this movie will be filmed by Steven Spielberg.
  ✗ Were these apples peeled by the cooker?

- Rewrite this sentence in passive voice: "My friend John loves driverless cars".
  are
  Driverless cars will be loved by my friad John

- Reorder this sentence: Repaired   Car   ?   My   Be   By Peter   Will
  Will be My car Repaired by Peter ?

- Write a sentence using the past simple passive: _____