ENHANCING AN INTERMEDIATE SYLLABUS FOR ESL STUDENTS WITH BYOD INTERVENTIONS

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Abstract

Mobile devices such as tablets and smart phones have entered education and started being used by teachers and learners for studying. This evidence-based case study focuses on the enhancement of a syllabus with BYOD classes and the role it played in boosting motivation and classroom engagement. It shows how to enhance a syllabus for Intermediate students of English and how to implement any syllabus changes, furthermore, it shows the impact of the changes on the staff members and learners. The study was carried out in an Irish, middle-sized language school, concluding that the enhanced syllabus had a positive impact both on the learners and the teachers.

Keywords: BYOD; mLearning; TESL; syllabus design

1. Introduction

As the recent Docebo (2014) report informs us, mobile phones and technologies have entered all walks of life. This trend seems to be increasing every year as more and more people use smart phones for work and education, they are just a must for many (Cearley, 2014). With global access to the Internet, people study on the go, at any time and place. This big shift to modern technologies was also noted by New Media Consortium (NMC), whose Horizon Report (Johnson et al., 2012, 2015) focuses on the way modern technologies can be used in education.

Modern learners are called by some the *net generation* or *digital natives* (Hockly & Dudeney, 2010) referring to the ways the students cope with reality around them, study, work and build social networks. These students build their reality online and acquire new competencies and skills online. All of this leads to developing digital literacies feeding into building full digital citizenships (Alberta Education, 2012).

There are myriad ways of working with the current generation, and Bring Your Own Device (hereafter, BYOD) might have potential to help students increase their skills.

2. Background to the study

2.1. BYOD: description and discussion

The term BYOD is an acronym that stands for Bring Your Own Device (Disterer, 2013) and is often substituted by BYOT (Bring Your Own Technology), or just BYO (Bring Your Own). BYOD/BYOT emerged when more and more companies started to allow their employees to use their own laptops, notebooks, tablets, smartphones at work. The devices could be company-owned as well as employee-owned. In both cases there was a need for rules and regulations before embarking on the BYOD path (Disterer, 2013). With the majority of people having access to the Internet on-the-go, and the ubiquitous presence of smart phones, there is a tendency to use mobile devices over any others at work, and to study (Sweeney, 2012). Smart phones serve the purpose of communicating, looking for information, recording findings in multiple ways so that they are fully fit for education. BYOD gives a lot of flexibility, increases efficiency, reduces the costs of training and maintenance and it seems to be a good move for many organisations. On the other hand, security of all data must be considered and regulated through policies, especially in education. It is a must to involve all parties involved in BYOD projects to protect the intellectual property of individuals, and prevent problems arising from any policy breaches (Beckett, 2014).

Ackermann and Krupp (2012) define five components to be considered before introducing BYOD/BYOT in organisations: security of all data, involvement of all stakeholders, appropriate policies in place, Continuous Professional Development (CPD) of people involved and building a financial plan for all projects/programmes involving BYOD. Hockly (2012) sees some downfalls of BYOD and advocates piloting the educational projects before actually running them. It must be noted here that the use of personal devices in education might bring also inequity into light, as there will always be students coming from low-income families and those from more affluent ones. Moreover, educational and non-educational organisations must provide multiple charging stations to allow for charging different kinds of mobile devices. Schools must also adjust to BYOD class management with the introduction of clear e-policies (Hockly, 2012). Another challenge for educational organisations at any level can be the network speed and infrastructure, which can involve sophisticated and costly solutions (Avaya, 2011).

2.2. Literature review on BYOD

In Ireland BYOD has already entered public schools especially at the primary level, but there have been no studies carried out in language schools with regards to it. Many brochures and guidelines were published for public schools outlining the implementation and procedures, but no formalised research has been carried out in the field of BYOD syllabus changes for Teaching English as a Second Language (hereafter TESL). A lot has been said about the pros of using mobile devices to foster communication, building Personal Learning Networks (PLNs), and equipping the *net generation* with the right skills needed in the future. However, there is a danger of distraction and misuse of mobile phones and tablets (Hockly, 2012). The use of mobile devices in class can connect social life and learning but has to be well-managed by teachers, who need to decide with the management/ directors how to use the devices so that the students fully benefit from them (Sharples at al., 2014).

There are different models of managing and directing BYOD implementation in an educational context. The five models summarised below vary depending on the organisational decisions and they fall into the continuum ranging from high standardisation to high flexibility (Alberta Education, 2012 p.11). All of the models shown in Table 1 have pros and cons that need to be considered before BYOD implementation.

Table 1. Models of BYOD (adapted from Alberta Education, 2012).

Standardisation ◄——————————————————► Flexibility

1	2	3	4
Limiting the device to one specific model	Limiting not the device but the software	Limiting the device to specific functions / capabilities	No limitations as long as the device is connected to the Internet

Whichever BYOD model is considered, we must acknowledge that the technology has entered our lives and the students we teach take it for granted. Therefore the use of Information and Communication Technology (hereafter ICT) in the ESL class is inevitable (Kolade, 2012). ICT in language education started in the early 1980s with Computer-Assisted Language Learning (CALL), which evolved into Technology-Enhanced Language Learning (TELL) in the 1990s, adding the use of projectors, Interactive Whiteboards and tablets in class (Hockly & Clanfield, 2010).

Then the Internet entered schools with the 21st century and allowed for mobile or m-learning. This shift enabled students to study on-the-go and changed the static classroom environment to fluid personal spaces, which redefined the ways of communicating (El-Hussein & Cronje, 2010). Following the general trend, a new approach emerged in language learning i.e. Mobile-Assisted Language Learning called hereafter MALL (Kukulska-Hulme & Shield, 2008). MALL takes into account all mobile devices, excluding stationary desktops, which can be used for learning languages through the use of short messages systems (SMS), instant communicators, microblogging sites, augmented reality applications, GPS (Yang, 2013).

The integration of ICT and TESL has potential, but must be done through consideration of the educational aims, defining individual teaching models, organising the classroom, assessing the tools to be used and then revisiting them to review their validity (Lewis, 2009). Dudeney, Hockly and Pegrum (2013) suggest using TPACK or SAMR frameworks to integrate ICT in TESL. TPACK is a widely known model, which has been taking shape over the last few years (Schmidt at al., 2009) and the acronym stands for teachers' integrated Technological, Pedagogical and Content Knowledge. The framework suggests that educators should not try to become IT specialists; technology is just an enhancement to the pedagogical and content knowledge they possess (Dudeney at al., 2014). To complement the integration of ICT in English Classes, Puentedura (2014) proposes his SAMR model (2011), which initiates the changes in an educational process with just an enhancement to regular classes (Substitution and Augmentation), moving to the transformative process (Modification and Redefinition), which enables the teachers to create new tasks, inconceivable with older technology. These models might be of use when introducing mobile learning/ BYOD classes in teaching English.

Al-Okaily (2013) has researched the use of personal devices by her students, indicating that students' engagement in the classes increased and that there should be more research done in this field. The study focused on the use of smartphones with multitude of applications. There are many applications that can be used for language learning, ranging from managing systems to games, flashcards, crosswords and quizzes (Ballantyne, 2010, Sharma, 2013). One of the suggestions can be the use of Device Neutral Applications (DNA), the ones that can be used on any device and platform (Campo, 2013). Al-Okaily (2013) suggests two ways of approaching the issue of using mobile applications while teaching. First of all, a teacher must be fully flexible and accept students' choices. Secondly, assignments might be based on previous experience and feedback from students. Campo (2013) adds to

this list the use of generic instructions, cross-platform Web 2.0 tools, grouping students to produce a satisfactory outcome and allowing some freedom in a tool they would use. Strasser (2012) suggests that following these guidelines will support the implementation of ICT in class and help teachers take advantage of it.

3. The study

3.1. Participants

Initially the whole project was intended to be carried out by the researcher; however with a change of the position within the organisation, the researcher did not have the direct access to the students in classes. Therefore, English teachers were involved in the implementation phase. There were three teachers invited to take part, and all of them with extensive experience at TESL. Two of the teachers were female and one was male. They were given pseudonyms Julia, Jenny and James. Teachers were fully informed about the project and provided with technical support while carrying out the project. Julia and Jenny stated that they were 'casual users' or technology, whereas James had a technical background so felt "familiar with the use of IT in class".

As for the focus group, it comprised thirty students who were invited to take part in the focus group after their classes but only four attended the meeting. The meeting was facilitated by an independent person trained and experienced in facilitating meetings. The students who came to the meeting, signed a consent form and were given the information on the project. There were no incidents during the meeting and students had no problems answering the questions asked. Focus group data was analysed through thematic coding.

3.2. Design and procedure

The research was a case study, seeking an insight into the use of BYOD-enhanced English lessons in TESL. Figure 1 shows the triangulation of research methods with reference to students' engagement (Online Questionnaire and Focus Group) and the staff involvement (Teacher Log).

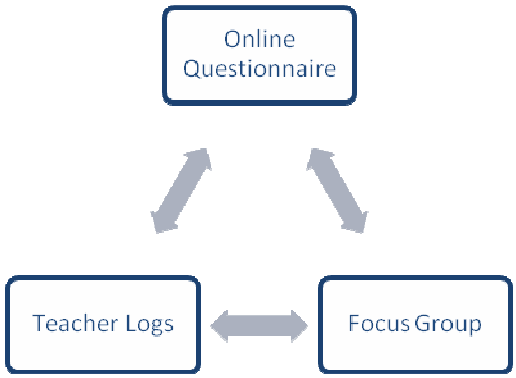

Figure 1. Research design triangulation.

The first phase of the research was a two-part questionnaire. The questionnaire had 20 questions, and was piloted prior to being sent to respondents as suggested by Seliger and Shohamy (2011). The questionnaire aimed at getting insight into the way students react to the use of smartphones or mobile devices in the classroom.

The questionnaire was distributed to students in an electronic form through a free online survey tool (http://www.surveymonkey.com). The respondents were sent the link to the questionnaire via email, and they could also access it through Facebook. Each student could only use the link once, with no possibility to reuse a link. The questionnaires were completed before the introduction of the lesson plans for teachers. The questionnaire took the students a maximum of 12 minutes to fill in and none of the students had any problems understanding and responding to questions. Fifteen students at an Intermediate level of English responded to the questionnaire.

The focus group took place at the end of the research project after lessons using the new materials had been completed. The focus group questions were semi-structured which triggered respondents to thorough thinking and elaboration within limits (Seliger & Shohamy, 2011 p. 167).

The implementation phase of the research project was stretched over four weeks throughout which students were exposed to BYOD-enhanced lessons called here 'interventions' (a total of 8 interventions). Prior to each intervention teachers were provided with a lesson plan (Figure 2). Each lesson plan was designed according to the lesson plan model suggested by Harmer (2001) and included Presentation, Practice and Production. BYOD activities were designed to substitute the traditional approach to teaching and enabled the teacher to introduce, practice or produce some pieces of the language being learned with the focus on vocabulary, grammar or language skills.

Figure 2. Implementation phase - Teaching staff involvement

Figure 2 shows the process designed for the implementation phase and illustrates how the teachers were involved. For this project the traditional lesson plan template also included a reference to anticipated problems and solutions as well as warm-up and follow-up activities. All lesson plans were shared with the teaching staff on Google Drive prior to the classes taking place and teachers were asked to analyse and prepare them for the class and contact the researcher in case of questions. Teachers then adapted the lesson plans to meet their needs, especially whenever they encountered something that was not appropriate. The lesson plans can be found at http://myesol.weebly.com/byod-enhanced-syllabus-for-an-intermediate-level.html.

As a follow-up after each session there was homework assigned to the students, who could practice a bit more of the language. Students and teachers were encouraged to use a social networking site to share their projects and individual tasks. Therefore the implementation phase allowed the students to practice not only the language skills but also digital literacies. After each intervention the teachers were asked to answer four questions in writing (via email). The first question was a reflection on the lesson plan design, its usefulness and relevance. The second question was posed to get an insight into the implementation phase and adoption of BYOD. The third one focused on the language skills students were practising in class. Finally, the last one was supposed to elicit general comments on the lesson and subjective opinions on the success of the class. Once the set of data was collected, it underwent an inductive procedure in which sets of categories were derived from the text, followed by *the discovery of commonalities and patterns* in the data (Seliger & Shohamy, 2011 p. 205).

3.3. Results and findings

3.3.1. Questionnaire

There were fifteen responses to the questionnaire and, as Figure 3 represents, the majority of respondents came from Latin America and were mainly females aged 20-35, at Intermediate Level of English (B1 CEFR scale). The European Council describes intermediate students as those who can form longer sentences with some minor mistakes that do not impede communication, understand most of the written and spoken pieces of information and are able to react in different social situations and use a good range or grammatical and lexical structures (Council of Europe, 2011).

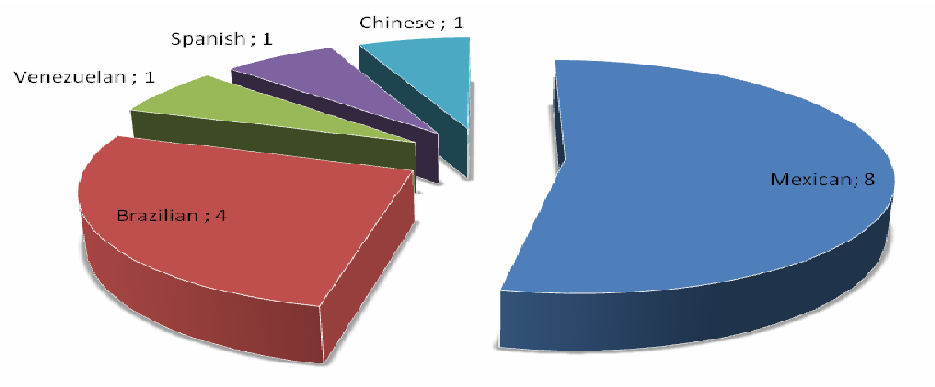

Figure 3. Breakdown of questionnaire respondents' nationalities.

The length of study of English was varied. It might suggest that the students come from different backgrounds, with different access to education, and varied levels of motivation.

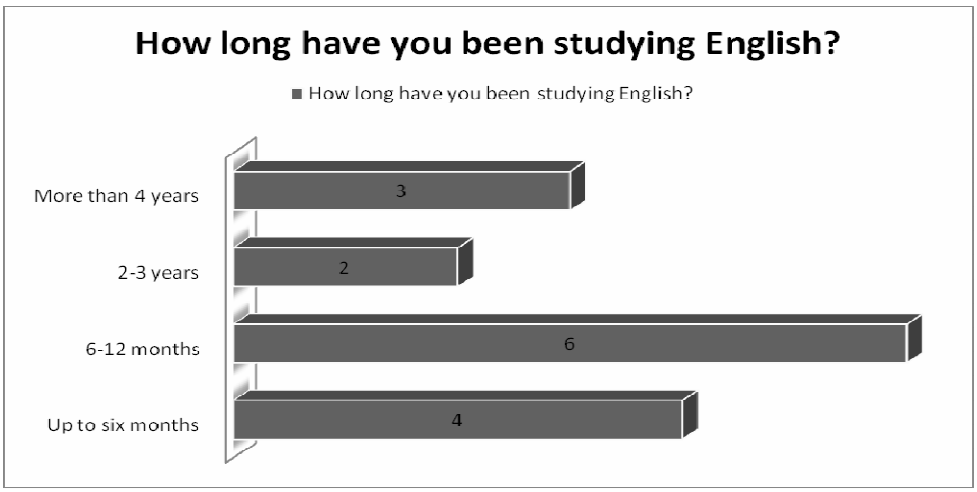

Figure 4. Length of English study.

Although, studying English is a complex activity, the respondents managed to pinpoint the things they find easy and difficult when studying English. The word cloud below (Figure 5) shows students' comments with regards to the easy points of studying English.

Figure 5. Areas of study pinpointed as easy by respondents

The most commonly mentioned were listening (5 respondents), reading (3 respondents) and writing (3 respondents). Living in an English-speaking country allows students to practice their receptive skills all the time, whereas written production requires taking time and analysing the language structures. One of the respondents said that writing is easy as she *can understand all the words*. On the other hand, this shows that the students still need to focus on speaking, vocabulary and grammar, which can all be practised inside and outside of the class.

When asked about difficulties when studying English, the respondents commented on the above mentioned adding also pronunciation issues and struggles with long comprehension texts. This data shows that there is a need for an additional teaching focus on the areas that students have problems with, to give them extra motivation and encouragement when studying, and help them to progress.

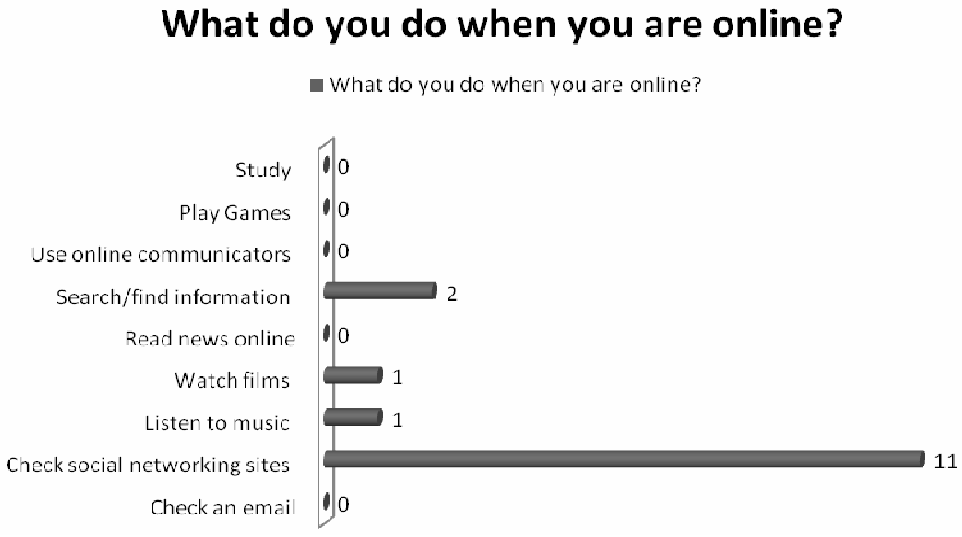

Figure 6. Students' online activities

The majority of respondents spend more than three hours a day online. The majority (11 out of 15 respondents) logs into social networking sites and looks for particular information online (Figure 6). This information can be of use when designing BYOD courses. When asked about studying online all of the respondents have done it or still do it and found it beneficial. They also use the Internet for entertainment, which is also now enabled by mobile devices. Traditional forms of communication and quality face-to-face time have been substituted by the virtual realm as one of the respondents uses the Internet to *check my email account, listen music, watch video, find information and use online communicators*. This could have implications for BYOD in the classroom, as students might expect to be more entertained whenever in class.

All students use their laptops, smartphones and mobile phones every day. The qualitative data showed they would like to use their devices for learning, which has a great potential for all educators. The majority of respondents agree that using mobile devices in the class is a good, as it motivates them more. One of the respondents said *It will be dynamic, and it's nice we can use the technology to learn and study English [sic]*. Only three out of fifteen do not want to use their devices in class as *because sometimes it can distract you [sic]*. The negativity around the use of technology in the class might stem from a personal preference of face-to-face classes or the possibility of distraction during classes. However, the issue of distraction during class time has always been present in the field of education regardless of the use of technology. One of the respondents said

> if you are a good student you should know that you're allowed only to use it to help you if you have any doubt, however it's good to use it in class because as i said above it could help you finding examples and extra material [sic].

Finally, thirteen out of fifteen respondents believe that technology is vital, fast, easy and fun saying *That's maybe funny!* and *I think will be a great idea have examples, videos and actual material to improve the classes, could be good material to make the class more dynamic [sic]*. They would appreciate some extra activities online that accompany the course materials. They really and like to use the Internet to search for information, translate words, find images and examples while in class.

These initial findings indicate multiple potential uses of mobile devices in the classroom for different purposes and also sheds some light on how to use mobile devices to complement the syllabus.

3.3.2. Participation by teachers

The teacher logs focused on their use of the pre-designed lesson plans. The feedback on the lesson plans was very positive with all commenting that the BYOD activities were nice and useful as follow-up or lead-in activities and that students found them motivating. Julia mentioned that the lessons were *a success, students were interested throughout the lessons and loved using their mobile devices for an English language learning activity*. All interventions were designed and timed, so no issues were observed with the implementation. Julia commented that everything was *well-staged, clear and concise*, which made the lesson plans fully usable. In one situation Jenny stated that the lesson plan *had to be stretched to the next class* as the students could not finish the online activity on time because of a poor WIFI connection.

Teachers were then asked to comment on how they felt about introducing different parts of the lesson. Jenny said that *the students were attentive and interested* in the class as the class was a bit different. On the other hand, teachers also encountered problems. A major problem mentioned a few times by teachers was the WIFI connection in the classrooms. In one instance some students could not access the Internet to download the applications which were supposed to be used and the students had to move to another room to get the connection. This issue was also resolved by James and Jenny by using the computer room and moving away from using mobile devices in the class. As James stated,

> I had organised to do the class in the computer room for the relevant sections. This way the students that had problems connecting to the app etc with their phones could use PCs. By doing this I felt confident giving the class.

Teachers felt more confident with the familiar PCs which were giving them full control over the class.

Julia also said that giving students *the name of a reliable website prevents wasting time*. This way students do not have the option to choose a website they prefer, they just have to work on the websites prescribed by the teacher.

As the teachers teach in a communicative way, they were asked about the content of their classes with the reference to language skills and competencies. The comments from teachers are illustrated by the word cloud below (Figure 7) .

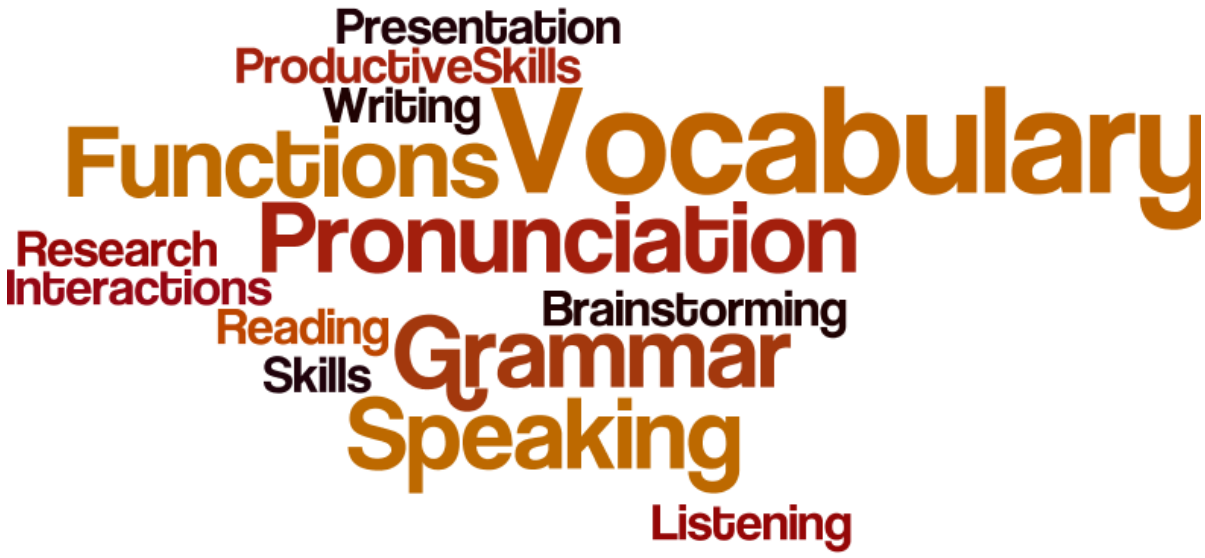

Figure 7. Language skills and elements practiced in BYOD lessons.

As can be seen, teachers were focusing on vocabulary, pronunciation, speaking and grammar most of the time. In addition, the remaining language skills were also practised and were not neglected in the course of study.

Finally, teachers were asked about the success of their lessons enhanced with BYOD. Only positive comments were made such as *the lesson was differe*nt than ordinary classes, *bringing a new way of teaching and learning to life*. The teachers stated that the BYOD lessons *added some extra value to the class* but what the students enjoyed the most was the possibility of sharing their work with their classmates, friends and families on the social networking site. They responded well to the idea of collaboration and for them it was really rewarding to see their artefacts online. What is important to note here is the increase in interaction among the students, albeit in a virtual setting.

3.3.3. Focus group

Having attended the BYOD enhanced classes students were asked questions related to their past and present experience with learning a language as well as the future of education with ICT.

First of all, students were asked to comment on the ways they practice their language skills. All of them were mentioning the traditional (book, pen, paper) and modern methods (mobile devices, PCs, applications) of studying.

As Table 2 shows, students practice speaking mainly in the street, student 1 said that she uses English when she *asks for directions or is in a restaurant*. Movies also play an

important role for students as they watch and repeat what is said by the actors. Students pay attention to intonation and pronunciation patterns, which might differ across English-speaking countries but can still be a good model to follow. Students also mentioned the importance of repetition and recording their voices. They stated that they like the applications that enable voice recordings as then they listen to the audio tracks and compare with the right patterns of pronunciation to copy the exact sentence.

Listening is a receptive skill that might be easier to practice as students are surrounded by English music and films. It can be connected with entertainment and allows students to practice without fully realising doing it. Some students mentioned listening to the news on the radio, which involved more attention, but can be even more beneficial than just films and songs exposing students to more sophisticated and formal vocabulary. Furthermore, some respondents mentioned podcasts which can be listened to on-the-go and can be really interesting, as the listener chooses the topic of interest. This information is crucial for BYOD projects as it directs educators into the field of personalised study, with the use of own devices for better results.

As for reading, students mention all traditional ways of studying including books, newspaper and journal articles. Through the study of the abovementioned sources, the learners can expand their vocabulary and also practice their grammar, and see how the real life language is used in the written form. On the other hand, students mention the use of websites and reading articles on the go. This is the new dimension of studying, and students resort to online texts in a natural way. They process the online information without even seeing a difference between the hard copies and electronic versions while studying.

Writing has always been a skill that requires a lot of input from students. It is also time consuming. To practice the skill of writing students can write short sentences as well as the lengthy articles at different registers. Students mentioned that they only practice this skill in the class, when they have to write something for the teacher. They see only the potential of practising it outside of class while writing emails and texts as they have to communicate *with other friends that do not speak* their mother tongue. This might suggest using emails and online communicators for written assignments could be beneficial.

Similarly to writing, students do not tend to practice grammar outside of the class. They just do the exercises provided to them at school, and watch some films with subtitles as subtitles are *better than just listening to people because they (actors) have good grammar and you can watch and see the spelling [sic]*, *listen to songs and analyse the lyrics*. It might be a traditional way, but could be easily enhanced by the use of e.g. some quiz-making

applications, which can help the students grasp English grammar, provide them with some entertainment allowing peer correction or comments. Any online activities that involve inputting data would be perfect for grammar practice.

Table 2. Traditional and modern ways of practising English derived from focus group responses.

	Speaking	**Listening**	**Reading**	**Writing**	**Grammar**
Traditional ways of practising	In the street Using the functional language in shops and restaurants Watching and repeating words from movies	Films News Songs	Books Articles Journals Newspapers	All kinds of texts for the class	Drills at school Songs+ lyrics Films+ subtitles
Modern ways of practising	Application mentioned DuoLingua	Podcasts	Ebooks Websites Online articles	Emails Texts Apps for communication	

The analysis of the ways students study at the moment gives an insight into how important it potentially is to introduce technology in teaching English. Students are already accustomed to ICT and the personalisation of their studies could have benefits.

Students were also asked to comment on their preferred study methods and mentioned that a blended learning method is the most desired by them. At school they would like to use course books while outside of the school in the mobile devices are preferred. When talking about technology, they feel that translators *can be really useful* in class, when they need to look up a word quickly. These kinds of applications *are great because they do not need the wifi connection all the time.*

Apart from the functionality of mobile devices as translation tools, students mentioned that the lessons with mobile phones are less boring, as there is some variety. On the other hand, one student mentioned issues with the automatic error correction function when using translation tools and other editing applications. It was stated that auto correction *makes you really indifferent* and you *just switch off your thinking* and do not fully engage. It might imply that students do not really want to be spoon-fed with information, but would rather use technology for experimenting with language, bringing it to life more. They want to be engaged and involved.

IT skills seem to be irrelevant for the students when using mobile devices. They all have different levels and abilities but feel that they can manage mobile learning. In the focus group meeting there were students with both high and low IT skills. The latter should not impede the production of language and the students can always learn from each other.

When introducing mobile learning (BYOD) for the purpose of the project there were some issues with the Internet connection. Students taking part in the meeting really enjoyed the BYOD lessons but stated that the problems with networks must be addressed prior to the commencement of the lessons enhanced with BYOD activities. Students enjoyed the multiple applications and websites used in the project, as they were practising many skills at the same time and some of them *can be used in everyday situations*. Another issue commented upon was the number of mobile devices available in the class. Students mentioned that the educational organisation should always have some extra tablets and smart phones available for the students, if classes are to be run with the use of mobile devices.

When asked for preferences of applications, students liked the ones with the recording option as they *could listen to what they said*, practising not only speaking but also listening at the same time. They mentioned that videos can be a bit intimidating and not everyone would like to do them, but could be beneficial.

To sum up, students discussed the success of the research project within the hosting organisation and stated that they *would like to use them (mobile phones) in the future in class* as it was something new and interesting.

7. Discussion

The research project dealt with intermediate students of English. At this level the students might feel the decrease in motivation and do not progress so fast, so they need to focus on all language competences and still practice as much as possible. The research showed these students are really enthusiastic about using technology in class, they have access to WIFI and already use their mobile devices to connect to one another. They already spend a lot of time online and this potential should be explored when implementing BYOD projects. The research also showed that the traditional pen and paper can be substituted by personalised mobile devices with no negative impact on the students. While the students were taught with the communicative method, the classroom enhancement did not impede the interactions and grammar practice.

As far as teachers are concerned, they would like to take part in future BYOD projects and felt as if they really involved the students in classes. The BYOD lesson plans were easy to

follow but the research project findings showed that all instructions should have a reference to specific websites and a generic reference to the activities (for more technology advanced teachers). This finding is not in line with Device Neutral Application approach (Campo, 2013) in which students choose their own applications, websites according to their own preferences, learning styles. The lesson plans in this project were based on the DNA theory, which was found to be not fully effective in the context of this research.

The project involved using technology that failed at times. Technical issues can always occur whenever we use devices so the teachers should anticipate the problems not only with connections but also with the capacity of the mobile devices students bring to school. This issue arose during the research project and resulted in time-consuming resolutions to the problem. Students had to check the compatibility of their mobile devices, then change pairs/ groups to successfully finish the activities assigned. Informing students of the prospects of using their devices prior to the class might have helped in classroom management, and in getting the best outcomes in a limited time.

While some of the problems can be eliminated, teachers should always try to prepare for the worst. One of the recommendations stemming from the study is that teachers involved in BYOD projects should be fully prepared and have a backup plan for their classes. The BYOD-enhanced course should have a solid structure and a secure connection for such projects to be successful.

The students' perspective was really of importance in the study, and they seemed to enjoy the BYOD-enhanced classes. They really liked social communicators and the idea of sharing things online and interacting with others.

8. Final conclusions and recommendations

The latest Horizon Report states that BYOD is a trend that will enter education in a very short term (Johnson et al., 2015) so the educators should be ready for it. This research indicated that that BYOD can have potential in TESL and the students feel more motivated in class when using technology. Therefore, it is advisable to introduce it to foster social learning among learners to increase the interest in classes. The introduction of BYOD classes and enhancing the syllabus might be a little time consuming from the planning perspective but adds extra value to teaching and studying. The research showed that BYOD can be suitable for medium-sized language colleges which would like to embark on internal changes and offer an interesting study plan for international students.

It must be noted that there is no one-size-fits-all model and all materials are recommended to be adjusted for individual groups or lessons. On the other hand, small adjustment in the way the lesson plans are designed might result in big improvements for the students and their engagement.

When implementing the changes, all staff members are to be ready and eager to be fully informed and prepared. All activities in lesson plans and syllabi should be device-specific to avoid technical issues and BYOD lessons might include some short activities in the classroom, one-off projects or ongoing reflective diaries. It is advisable to check the Internet connections within the organisation and review the devices accessible to the students before embarking on a BYOD project.

This research gives an insight into the changes that BYOD brought both for teachers and the students. Students felt really motivated while using technology in the class, it really personalised their learning experience as they were using their own devices with their own settings and preferences on them. Another extra value was the social aspect of the BYOD classes in which students had to share and collaborate.

It is recommended to introduce technology in a gradual way, starting off with just one small parts of individual classes e.g. just a warm-up or free practice, then moving to more sophisticated enhancements such as project work or keeping a diary. Only when these two work fine, it is suggested to move to the syllabus enhancement.

Teachers who do not feel confident using technology should not fear it with the BYOD classes, as there is no need for complicated and time consuming training or a complex school's infrastructure as students are using their own, fully configured devices. Even small changes made in class might have a huge impact on the perception of classes and the whole educational organisation/ school.

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