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# Universidad de Valladolid

Facultad de Educación

Grado en Educación Primaria. Mención de  
Lengua Extranjera (Inglés).

TRABAJO DE FIN DE GRADO:

## **DEVELOPMENT OF TASK BASED LEARNING METHOD IN PRIMARY ENGLISH CLASSES**

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# 1.INTRODUCTION

The history of foreign language teaching has been about searching the best and more effective ways of teaching. In the last few years language teaching has changed surprisingly due to digital tools such as interactive whiteboard, and beyond new learning methods like flipped classroom or task-based language learning, which is the one I will focus on this work. For this reason, the importance of the implementation of the new methods, approaches or tools in a foreign language classroom teaching is a topic of debate and discussion within the teaching profession which has been focusing on the role of grammar in the language curriculum, the role of vocabulary in language learning, learning theories and their application to teaching, teaching receptive and productive skills, tools for motivating learners, effective learning strategies, techniques for teaching the four skills, and so on.

Keeping in mind the importance of making innovative and motivating activities, I am going to work with Task-Based learning, which consists of using tasks as vehicle to carry out the objectives of the classes in a communicative way. The use of these tasks is going to be combined with Content and Learning Integrated Language context which is the foreign language in a non-linguistic content based learning lesson. So as to carry out this combination I have divided the work into two main parts:

Part I consists of a research based on information extracted from different sources which talks about what is task-based language learning. I will also give an explanation about what Content and Language Integrated Learning is (*CLIL* from now on).

Part II; Once the theoretical part has been exposed, I am going to make the practical part. For carrying out the practical part, I am going to focus on the topic of “Numancia”, that is because this year it has been the topic of “the culture week” in all schools of Soria. So as to make it, I will design task activities supported by the tools and methods I have exposed before in the theory part. Lastly, the third part of the work is going to consist of making a conclusion reflecting the results of the investigation and giving my opinion about that. This is going to permit me to analyse if the objectives have been attained. This conclusion is going to take into account the self-assessment students are going to do at the end of the activities.

## **1.1 OBJECTIVES**

- To apply task-based language teaching inside primary classroom in order to encourage students working in groups in a collaborative way, improving their motivation and interests for a subject like social science.
- To achieve a positive learning of students, with the goal of promoting participation, cooperation or healthy competition.
- To make learning relation between different areas eliminating the concept of subjects, supporting with Content and language Integrated Learning.

## **2. RATIONALE BEHIND THE STUDY**

To begin with, I would like to say that before coming up with the main topic of my dissertation, I was thinking about something which could help me or could be useful for my future as teacher of English language. For this reason, in first place, I decided to make the work in English, although it could be harder than to make it in my mother tongue.

Nowadays it is important to provide students an education based on a cross-curricular context because it is considered, by authors like Yus (1996), an opportunity of making a globalised education, for this reason is necessary to provide interesting topics which have relation with the development an autonomy way of thinking. So, with this work, I have searched a way to reflect cross-curricular topics like “the use of new technologies”. For carrying out it I have proposed some tasks like creating a comic with an app called “Comic Strip”, in which students have to take photos with a tablet or using the interactive board for doing activities. I have also included more cross-curricular topics, for example, “the responsible consumption”, this one is worked with the construction of costumes with recycle materials like PVC tubes, soft drinks cans or even though, eggcups, so as to students are aware of a responsible use. This topics and materials are involved in a CLIL context, where we can combine different areas of knowledge with the realization of tasks. This context has allowed me to implement the topic of “Numancia” in Old Ages joint with English activities, what I think it has been an important motivational item, because has relation with our history.

Finally, and in relation with the main topic of the practical part, “Numancia”, I have to mention that my period as a trainee teacher has helped me to come up with it, specially so as to choose what tasks were suitable to do or how to focus on the topic in order to contextualize it correctly because I have had the opportunity of making it in a real class.

# 3. PART 1: THEORETICAL FRAMEWORK

## 3.1 CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

### *BACKGROUND*

It is essential to explain what Content and Language Integrated Learning (apart from here CLIL) is about in order to proceed in the work. First I will make an explanation of CLIL understanding what are its origins so as to build a definition based on different authors going deeper into the topic explaining techniques, types of activities and competencies to be developed.

In 1965, it was created a programme which joint English and French language in order to promote bilingualism. This programme was called “Immersion” and it was built in Canada. It was created apart from the necessity of a group of English Speaking parents living in the French territory of Quebec, Canada, who desired an educational kindergarten programme for their children that would give them an equal opportunity “a) to become competent to speak, read and write in French; b) to reach normal achievement levels throughout the curriculum, including the English language; c) to appreciate the traditions and culture of French-speaking Canadians, as well as English-speaking Canadians” (Baker, 1993, p. 496). Then, it spread, first around United States and second, around Europe.

We can also appreciate the emergence of other programmes at the same time, such as; “LAC” (Learning Across Curriculum), which was born in London around 1966. It was born apart from a discussion between several secondary language teachers “We found ourselves discussing the relationship between language and thought, how language represented experience, the functions of language in society, different kinds of language and how they were acquired ... the nature of discussion and group dynamics...” (Parker, 1985, p. 173), this discussion got the idea of being a coherent, alternative view of learning through language. It is important to say that the idea of language across the curriculum was born too. It spread around England, Australia and Canada; In the United States it emerged a programme in which the development of writing skills was considered fundamental to a foreign language learning , this was called “WAC”. However, it was in Europe where, a bit later, CLIL was born because

“Immersion Programmes” weren’t suitable for European countries. They wanted to give a more important educational role to the mother tongue. In the last two decades CLIL has been used, not only in primary and secondary education, but also at university grades. Therefore, we can situate the emergence of CLIL in the early 90s, after the British programme “LAC” and the North American “WAC”. The acronym CLIL was coined by Marsh (1994), he built the concept of CLIL based on “LAC” and WAC” programmes.

### *WHAT IS CLIL?*

The acronym of CLIL has become a term which has had plenty of definitions by different authors. Currently, CLIL takes into account any experience or situation inside the classroom in which foreign language is used as an instrument of learning in whatever non-language subject. Coyle (2002) defined CLIL as a “powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself”. There are also other useful definitions like Maljers, Wolff, Genesee (2010) who believe CLIL as a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels. So, it is important to understand CLIL as a concept which embraces each education sector between primary and adult education. It could become to involve all areas, for example chemistry, science, mathematical investigations and so on. We can affirm CLIL is considered a flexible and dynamic method, where topics and subjects are well integrated in order to get benefits for learners. However, as Kees de Bot (2002) warns, it is really important to understand that foreign language teachers and subject teachers must work together so as to formulate the new didactic needs to get the real integration of teaching a subject in a foreign language.

## *PRINCIPLES OF CLIL*

In addition, Coyle (1999) said that in CLIL there were some principles used as guidelines for making and implementing CLIL methodology, they were called “The 4 C’s”;

- *Content*; The creation of the own learning knowledge, and the understanding and developing of the content.
- *Cognition*; Thinking and learning processes, which have to be analysed in terms of the linguistic demands.
- *Communication*; the language needs to be acquired in relation with the context. This language must be transparent and accessible.
- *Culture*; Intercultural relation between language and cultures. The knowledge of the different cultures is fundamental in CLIL situations (Coyle, 2006).

## *TECHNIQUES AND STRATEGIES*

We can also find a wide variety of techniques and strategies into CLIL methodology. In the next paragraphs I am going to expose some of the strategies I believe useful in order to carry them in the classroom.

### 1st Strategy: *Rich input*

Connecting with the daily life and the areas of interest of students is basic for making a successful learning, so teachers need to get motivation in order to make an effect on language learning.

Illustrative and visual materials can suppose meaningful experiences that help students in language learning. These materials could be video clips, smartphone apps, flash-cards, webs quests and so on. All this constitute a combination between visual and motivating sources. We have also to take into account the wide range of websites that let review items and learn new topics in a dynamic and rich way, being able to carry out the different tasks and activities in a collective or individual way making challenges.

Another key for making a rich input, apart from choosing a proper selection of materials, is to take into account the different ways of presenting the specific items of a subject. Providing visual information like maps, diagrams or images with the interactive



boar to clarify abstract and complex topics, could be an interesting option. That is called “Multi-modal Input” (Leisen, 2005), it provides visual literacy in order to let the understanding of complex matters presented in a foreign language. Besides, it is useful to keep in mind the individual needs of students while we are presenting some items. So, by dealing with “Multi-modal input”, teachers foster a variety of study abilities and skills which students have available.

The teacher needs to offer a successful learning to the students, for this, it is basic a clear communication between teacher and student. Especially in CLIL classrooms, teacher feedback, systematic and professional error treatment, which is one of the main dilemmas for teacher because of it is always difficult to know when the pupils are making it wrong, and detecting the error in order to make understand their mistakes, is crucial for successful learning (Meyer, 2010).

#### 2nd Strategy: *Scaffolding learning*

It is essential for students to receive a full support by the foreign language teacher in order to construct their own learning, acquiring the different skills and strategies successfully. For this, foreign language teachers have always used scaffolding activities, referring to activities in which the techniques that are used, give the students a progressive understanding and, finally greater independence in the learning process (Dodge 1998), and a CLIL teacher has to know how to build this strategy in an easy way in order to provide students the understanding of the foreign language.

So, scaffolding supports students to understand the content and language in any subject and with any material, giving to them structures and tasks in order to help them. It also helps to improve language production providing useful phrases, specific vocabulary, collocations and so on.

So as to implement in our learners their own learning it is essential to work with strategies that promote an efficient learning. For instance; working with maps, diagrams or pictures, should become an integral part of each CLIL classroom.

Following Dodge’s (2001) classification, there are three scaffolding types that teachers can provide depending on the moment when it happens:

- **Scaffolding reception.** It is what is used to ensure that students extract the information necessary and relevant when in contact with the resources in the acceptance stage in order to the students to better understand the process and content given. Examples: watching and listening guides, charts and organizational charts to complete, commented glossaries, etc.
  
- **Scaffolding transformation.** In this case it is to provide strategies for processing the information received. This type of scaffolding helps students in processes such as comparing, contrasting, finding patterns, assessing, deciding, etc. Examples: Venn diagrams, data tables or features, helps to generate ideas, graphics, etc.
  
- **Scaffolding production.** It's the support that students need to create or produce something new. It is best to provide scaffolding in relation to the structures of the products to be elaborate. Examples: presentation templates and diagrams, templates or script writing, etc.

### *3rd Strategy; Rich interaction and pushed output*

For many authors, oral expression is the key of language acquisition, which means the use of language is primarily in order to communicate and to express ourselves. Long believes that feedback is obtained during conversations promoting interlanguage development because interaction “connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Long 1996: 451-2).

Students must interact between them through activities and tasks that teachers have designed in order to develop communicative skills and competences. These tasks have to involve learners in comprehending, manipulating, producing and interacting in the target language while their attention is primarily focused on the meaning rather than form (Nunan, 1989).

The tasks I mentioned before have a close relation with Task-Based Language learning which is considered an integral part of CLIL. That is because this approach is focused on taking authentic communication into classroom.

Summing up, it is important that teachers can provide communicative situations designing tasks and activities that allow students to acquire the language.

Finally, it could also be said that CLIL, besides everything mentioned before, has some disadvantages and difficulties which are also important to detail. First of all, there is a risk of losing the use and the linguistic competences of the language we have been learning, which could be a regression in educational terms. In many cases, it could have students with difficulties in oral and written expression in this foreign language, and it could fall in a passive attitude. Another disadvantage I have to say, it is the difficulty that it has the learning of a subject in another language because students need to know and to understand specialised vocabulary, and this in the most of cases involves the waste of more time. Talking about CLIL is common to find lack of proper materials, which could be an important shortcoming teachers have to take into account before making the lesson. Last but not least, not every subject and item allow to implement CLIL in class, for this reason the teachers play a decisive role, keeping in mind when they can carry out on the class.

### **3.2 TASK-BASED LEARNING**

Task-Based learning consists, by many authors, of an approach which depends on using tasks as the central unit of planning and instruction in language learning. This approach was considered one of several principles that formed part of the communicative language teaching movement from the 80s.

#### *DEFINITION OF TASK*

Tasks are defined such as useful vehicles for applying the principles of the communicative language teaching which has the goal of helping students to carry out activities which has relation to some specific areas of knowledge like Social Science, English, and Maths and so on Authors like Long and Crookes (1993) were interested in the development of the role of tasks in pedagogical applications adding the second language skills acquisition.

I have also mentioned the key assumptions of Task-based learning that Feez (1998:17) summarized as:

- The focus is on the process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either:
  - o Those that learners might need to achieve in real life.
  - o Those that have pedagogical purpose specific to the classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Breen M. defines the work with tasks like this; “*Any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to refer a range of work plans which have the overall purpose of facilitating language learning from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making*” (1987; 23-46)

Another important author, Nunan, offers this definition: “*The communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning rather than form. The tasks should also have a sense of completeness, being able to stand alone as a communicative act in its own right*”. (1989:10)

#### *SOME CHARACTERISTICS*

- Language is primarily a means of making meaning.
- Lexical units are central in language use and language learning.

- Conversation is the central focus of language and the keystone of language acquisition.
- Tasks provide both the input and output processing necessary for language acquisition.
- Task activity and achievement are motivational.

### *TYPES OF TASKS*

Nunan (1989) suggests that it could be specify two types of tasks:

- Pedagogical Tasks, which have a psycholinguistic basis in SLA theory and research but do not necessarily, reflect real-world tasks. For example, using an information-gap.
- Real World Tasks, which are designed to practice or rehearse those tasks that are found to be important in a needs analysis and turn out to be important and useful in the real world. For example using the telephone.

According to the type of interaction that occurs in the task; Pika, Kanagy and Falodum (1993) give the following classification:

1. Jigsaw tasks: involving learners to combine different pieces of information to form a whole. For example; three individuals or teams may have three different parts of a story and have to piece the story together.
2. Information-gap tasks: one student or group of students has one set of information and the other student or students have a complementary set of information. They have to negotiate and discover what the other set of information is in order to complete the activity.
3. Problem-solving tasks: students are given a problem with some useful information about that. They have to solve the problem. There is always one unique solution for the outcome.
4. Decision-making tasks: students are given a problem they have to solve, however there are a number of possible outcomes. They have to choose one option debating and discussing what is better.

5. Opinion exchange tasks: students must discuss and share ideas, however they don't have to get an agreement.

### *LEARNER'S ROLE*

There are a whole variety of roles defined inside Communicative Language Teaching; some of them are shared with the general roles assumed for learners. However we can appreciate some which are created apart from the development of the tasks.

#### *Group participant*

Due to the fact that there are some tasks which are done in pair or in groups of four or five students, it will appear this role. Maybe, it will be difficult to the children who are accustomed to work individually.

#### *Monitor*

The different activities must be designed in order to provide students the chance of learning how to express themselves, noticing how language is used in communication, gathering and organizing information and presenting the result to the rest. Plenty of strategies and techniques that are using to teach with Communicative Teaching Methods, including language form.

#### *Risk-taker and innovator*

The ability of creating and interpreting structured messages is required in many tasks. They need to observe the different situations from a wide variety of perspectives, restating, paraphrasing or using paralinguistic signals.

## *TEACHER'S ROLE*

Teachers have also to assume roles, including:

### *Selector and sequencer of tasks*

This is considered a crucial role in Task-Based Learning; teacher must adapt, select or create tasks keeping in mind the interests and needs of students.

### *Preparing learners for tasks*

This role consists of introducing the topics before carrying out the task, helping and leading students while they are working or recalling some important words and phrases facilitating task accomplishment.

### *Motivator and guide*

In order to motivate and make students catch the dynamics of task-lessons, is important to focusing on the implementation of a whole variety of techniques, pre-task activities, and useful materials.

## *INSTRUCTIONAL MATERIALS*

The materials on Task-Based Learning are an indispensable element to carry out the different tasks. For this reason, they only rely on the imagination of the task designer, which needs to focus on activities that can be adapted for a variety of situations (Willis, 1996). Authentic materials can also be used as a useful resource for Task-Based Learning, that is because it shows to students real situations that could happen in their daily lives. The following tasks are examples of realia resources:

### *Magazines.*

- Students identify the different parts of magazines (headline, comic strip, cover story, weather section, sport section,...).
- Students create new headlines combining different ones.
- Students make a class-magazine.

### *Comics.*

- Students describe drawings and put the drawing in correct order.
- Students guess the final part of a story.
- Students tell a story based on a comic one (indirect speech.)
- Students find a title of a story.
- Students change the tenses of a story making a different one.
- Students invent the beginnings of a story.

### *Cartoons.*

- Students find out how cartoons are made of, what is the process of making them.
- Students identify, in a chapter of cartoons, what are the main characters.
- Students describe the main characters (physically and their behaviour).
- Students identify the characters they have liked more, saying the reasons why.

### *Menus.*

- Students make the pyramid of aliments.
- Students discuss what could be the best options to make a balance menu.
- Students discuss what could be the best options to make a junk food menu.
- Students make a list of healthy food.
- Students classify the pyramid foods (vegetables, meat, fish, fruit...).

## *METHODOLOGY AND SEQUENCE OF TASKS*

Willis (1996: 56-57) proposed a format to develop the methodology of the tasks which can be written or oral. This is divided into: Pre-task, the task cycle and the language focus.

### Pre-task.

This part consists of introducing the topic and the task we are going to do in the next lessons. The teacher needs to help the students to comprehend what they are going to make explaining the theme and objectives with, for example, brainstorming ideas, using pictures, or even though mime. It is also important to use content-words



and phrases that students already know. Finally, if it is necessary, they can spend time preparing how to do the task, for example, if it is a reading task, they will be able to.

### The task cycle.

The task can be done in pairs or in groups. So, children can use the vocabulary and structures they already know to develop the task. However if they make a mistake, the teacher cannot interrupt them.

Students plan the next stage making their drafts and rehearse what they want to represent. The teacher can suggest some structures, vocabulary and phrases to use, encouraging and helping students to polish and correct their language.

The public presentation has to emphasize on clarity, organization, and accuracy. The groups or pairs present their work to the whole class, while the rest comment and add extra points taking notes.

Finally, in a way of post-task, students listen to a recording of native speakers doing the same dialogues. Student have to pay attention to catch the pronunciation and the grammar structures they use.

### The language focus.

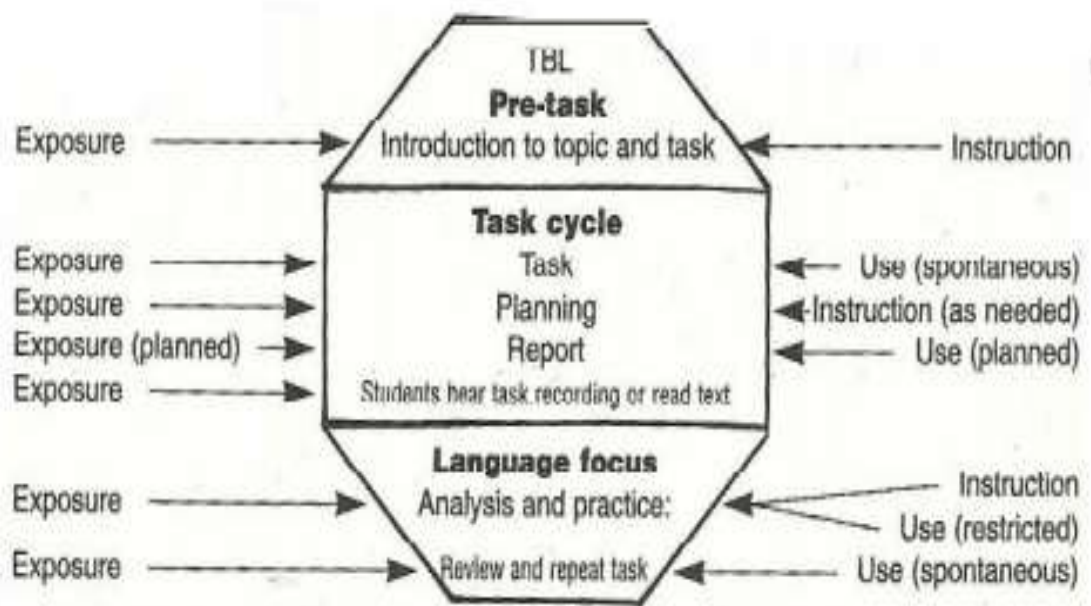
In order to analyse the language students have used, the teacher sets some vocabulary, phrases or structures based on the texts students have read or on the transcripts of the recordings they have heard. Some examples of activities could be:

- Find words and phrases related to the title of the topic or text.
- Read the transcript, and find the words ending in 's or s, and say what the s means.
- Find all the verbs in the simple past form.

Finally, once students have made it, the teacher reviews and analyses the relevant language making a list in board. Students can make notes.

The teacher can also propose practice activities:

- Choral repetition of phrases.
- Memory challenge games based on the example we have already used in the session.
- Matching the past-tense verbs with the subject or objects they had in the text or in the transcript.



J. Willis framework (1996).

### *ASSESSMENT*

Task-Based Learning fosters the oral interaction between students, for this reason the assessment is based principally on the feedback that exists in the second language. This has been supported by many authors like Ellis, Tanaka and Yamazaki (1994) who have done studies finding positive effects and results for a learning based on the interaction in second language. So, apart from that, it has to be a conversational interaction eased by second language learning because students receive an important input and an interactional feedback from their group partners. So, this feedback refers to

the interaction that emerges between students or even though students with the teacher, it could be said that the feedback has to pass for three checks that teacher has to take into account in order to carry out the continuous assessment:

- Confirmation checks: if the information has been correctly understood at the moment that it has been pronounced.
- Clarification requests: the information that the speaker has not been understood may be clarified.
- Comprehensive checks: So as to try that a wrong understanding can happen in the communicative process.

By making the assessment it is important to keep in mind the use of second language while students are doing the different tasks. However, the result of the tasks has also to be assessed, for these students can use a self-assessment or a standard assessment.

- Self-assessment: Students are in an active and constructive process in which they can monitor and control their own learning. So this type of assessment provides to students the control of their learning tasks. This must be supported by a grid of items which lead the evaluation that they are doing.
- Standard assessment: teachers can use a traditional test to assess if students have reached the objectives and if they have acquired the contents of the different tasks.

It could also be employed in order to follow the progress of students a register of participation in which it appears the interest and grade of involvement of each student. It could be daily or weekly. The teacher has to observe what student has more participation and attitude.

Finally, it can also use an evaluation of a performance task, in which teacher has to measure how students have exposed in public.

Summing up, the design of the assessment in Task-Based learning must be according to the following questions:

- What does a given performance task measure?
- How do you score tasks?

- What features of tasks determine their difficulty?
- What features of TBLAs determine their reliability?
- What factors affect the validity of Task-Based Learning?

Finally to carry out the assessment criteria, apart from what I have said before, it is important to take into account the different contents and objectives we want to evaluate. In this case, I am going to mention the common blocks of contents of second language subject, that is because it is the one which I going to refer in the practical part.

#### *BLOCK 1: ORAL COMPREHENSION*

- Knowing and applying the basic strategies to support comprehension: active listening, nonverbal language, image reading identifying expressions.
- Identifying the general meaning, essential information and key points in oral texts.
- Assessing the foreign language as a communication tool.
- Recognizing the most common meanings associated with basic syntactic structures typical of communication.
- Recognizing aspects of rhythm, stress and intonation for comprehension of oral texts.

#### *BLOCK 2: ORAL EXPRESSION*

- Clear expression of the message, consistent, properly structured and adjusted, if necessary, to models for each type of text
- Participating in a understandable way conversations require a direct exchange of information.
- Interacting, using the target language, or non-verbal language to initiate, maintain, or end a short conversation techniques.
- Knowing how to express with the appropriate vocabulary and tenses.

#### *BLOCK 3: WRITTEN COMPREHENSION*

- Knowing and applying the most appropriate text for understanding the basic strategies.
- Identifying the subject, the general sense, main ideas and specific information in texts.

- Recognizing basic punctuation marks (for example, period, comma), and identify the meanings and general communicative intentions related thereto and to establish the analytical relationship between spelling and sound.

*BLOCK 4: WRITTEN EXPRESSION*

- Knowing and applying strategies to produce sentences building on paper or electronically.
- Knowing how to use the tenses and how to write the specific vocabulary.

## 4. PART 2: PROPOSAL OF TASKS

### 4.1 CONTEXT

These tasks are going to be developed in the school Fuente Del Rey in Soria. This school is well-organized in order to develop the different sessions successfully.

I am going to develop these with the 5<sup>th</sup> year of primary level. This class is made up of 24 students, 10 of them are boys and 14 girls.

In these lessons we will relate several areas of knowledge like English, Social Science, ICTs or Arts in order to make a relation with different contents.

As this year it has been the culture week, in which we have been working with the topic of the war between Roma and Numancia, I have been thinking that we can take advantage of this in order to implement interesting activities, continuing the work we have been doing in our centre.

I also have to say that in Social Science we are inside the topic of “Peninsular Kingdoms in the Old Ages” in the Unit 9 called “History of Spain”, and following this topic, I have been able to work with “Numancia and Rome”.

### 4.2 METHODOLOGY

By combining task-based learning with the implementation of CLIL classroom, I have thought in a variety of activities, in which students are going to work in small groups. So, first of all, I should make balanced groups.

In order to design Task activities, I am going to take into account a set of role-play activities focusing on situations which have relation with the topic worked “Numancia and Rome”. For this reason, I will follow the next format from Richards (1985):

- *Pretask activities*

Preliminary activity; introducing the topic, reminding the children what have been doing before, and what we are going to do.

Here I will present the specific vocabulary of the topic we are going to work “Peninsular kingdoms in Old Ages”. For this, I will give them templates of vocabulary as example.

- *Task work*

After presenting what we are going to do, they have to make their own dialogue working in groups performing a role play. They have to negotiate, divide the different characters and put ideas in common, in order to carry out the performance.

- *Post task activities*

Finally, they are going to perform their role-play for the class. Once they have done the performance, we will make a ranking, in groups they have to rank what groups have made better, in a self-assessment way.

Apart from the development of task activities, I will implement the item of Content and Language Integrated Learning. For this, I will work with different areas of knowledge; Social Science (Numancia and Rome), English, ICTs and Arts. So, in order to build the different sessions I have eliminated the conception of subjects, and I have made the activities in which students are going to work.

And finally, helping with “Comic Strip” I have added the idea of making a comic. This comic is going to be another type of task, apart from the role-play.

So, the method and approaches I have explained in the theory part are going to be joined with the topic of “the war between Numancia and Roma”. I have divided and ordered the tasks into three parts:

- First: “THE DEVELOPMENT OF COMIC”
- Second: “ THE ROLE PLAY”
- Third: “RANKING”

It is important to mention the role of ICTs. Students will use Tablets as a tool of taking photos, these photos will take part in the comic, supporting with the app, they

will be able to modify and edit, adding text or ordering whatever they want. In this way they will have to make a comic story

I will go deeper in the next paragraphs exposing the context in which I will explain what we have done before and after the tasks, the different objectives I want to reach, the competences and skills that are going to be develop and also the development of the lessons exposing what we have done in each one.

### **4.3 CONTENTS**

As I have said before, I am going to work with different areas, CLIL context, in English language. So, because of this, these are the contents;

#### *SOCIAL SCIENCE CONTENTS*

- Peninsular kingdoms in the end of Old Ages. The conquest of Numancia.
- Rome. Way of living, economic and cultural issues in Old Age. The Romanization.

#### *ARTS AND ICTS CONTENTS*

- Using Information and Communication Technologies like tablets or the interactive board in order to make images, edit and design and their use in elaborated works.
- Knowledge and analysis in the process of creating, assembly and dissemination of a story.
- The use of basic digital programmes processing images, videos and texts.



## ENGLISH CONTENTS

- Social conventions; Greetings and goodbyes. For example; “Have a wonderful day/ Enjoy your weekend...”. Courtesy rules. For example; “How are you?”, “You are welcome”.
- Setting and keeping the communication – presentations, apologies, asking for clarification-
- Description of people, objects, places, habits, plans.
- Request and offer of help, information, instructions.
- Expression of opinion; agree or disagree. Expression of feelings.
- Narration of recent and past events.
- Use of affirmative sentences. (Yes + tag).
- Use of exclamatory sentences. (What + noun, for example, What fun!; How + Adj, for example, How nice!; or exclamatory sentences, for example, I love salad!).
- Use of negative sentences (*with not, never, no (Adj.), nobody, nothing; No (+ negative tag)*).
- Use of questions (Wh-questions: aux questions).
- Text comprehension, distinguishing their own ideas or the main ones, and the basic structure.
- Text adequacy; context, canal, applying the speech structure in each specific case.

### 4.4. AIMS

In order to expose the aims, I have joint the specific aims of the different areas I am going to work with the general aims of the each activity.

1. Listening and understanding verbal messages in various interactions, using the specific vocabulary of Social Science in the unit of “Peninsular history”.
2. Recognizing and using basic communication strategies (verbal and nonverbal) and social rules governing participation in tasks requiring oral exchanges.

3. Following the script of appropriate intervention speeches and using verbal and non-verbal procedures, appropriate to the concrete situation, and adopting a propitious attitude for cooperation.
4. Recognizing and using Present Simple and Present continuous tenses in the different dialogues of the role-play tasks.
5. Learning how to use Present Simple and Present Continuous in basic communication strategies in order to get information and to communicate in the target language.
6. Showing a receptive attitude and confidence in one's ability to learn and use a foreign language reflecting and evaluating progress in their communication skills through self-evaluation “the ranking” and contrast of their conclusions with the rest of the class.
7. Recognizing and knowing how was the roman conquest of the Iberian Peninsula, especially in the conquest of Numancia.
8. Distinguishing the different aspects of how was the life in “The Old Ages”; how were their clothes.
9. Using of ICTs editing images, taking photos, designing their works.
10. Achieving a positive learning of students, with the goal of promoting participation, cooperation or healthy competition.
11. Understanding how to work in groups and collaborate together in order to improve.

#### **4.5 SKILLS**

Oral comprehension: In order to interact with the others, keeping in mind what the rest is saying. For this reason, I want that students improve their oral comprehension skill because it is a basic characteristic to communicate and to discuss an idea when they are working in groups.

Written comprehension: Students have to be able to understand the meaning of words; I feel that it is necessary and useful to be prepared for speaking. They need to know how the structure or the spelling is, in order to write words accurately. They need it to write the dialogues in the comic, before acting out the performance.

Oral expression: I have introduced it because I want that students can produce and formulate words and sentences with appropriate vocabulary and conversational rules, expressing their ideas, comparing and contrasting with other students.

Written expression: It is going to be important to make progress from writing phrases to short paragraphs, for example when they need to put the dialogues in the comic.

#### **4.6 BASIC COMPETENCES**

1. Learning to learn. Starting them in autonomy learning, making an agreement with their needs and their previous knowledge. Children need to take into account what they already know, and what they need to learn. For this, at the end of the tasks they have to auto assess their knowledge.
2. Autonomy and personal initiative. Including personal and interpersonal competencies and preparing children to participate successfully in their future daily and social lives.
3. Competence in linguistic communication. Using the foreign language as a written and oral communicative instrument. Students need to know how to express their feelings and thoughts comprehending the reality.
4. Data processing and digital competence. Students need to learn how to use ICT in order to apply their knowledge in their daily lives. For this, I have implemented the use of ICT in the practical part of the work with the objective of make a sure and critic use of them.
5. Cultural and artistic competence. Knowing the importance of creative expression of their ideas or experiences across different activities like literature or arts. Promoting also, students imagination and creativity, making it in a cooperative and collaborative way.

## 4.7 DEVELOPMENT

### 4.7.1 “NUMANCIA AND ROMA COMIC”

#### LESSON 1

Topic/Themes: Main vocabulary presentation and practice.

Materials:

- Interactive board: “Stormboard” and online flashcards.

First of all, in order to introduce the topic of “Numancia and Roma”, as a pre-communicative task, I have prepared a “Brainstorm” in order to know what children know before making the following tasks. In order to carry out this task, I will encourage students to participate asking questions in relation with the topic:

<p>What do you know about Numancia? What happened between Rome and Numancia? Was there a war? What wanted to get Rome with the war? Who had bigger army? What happened at the end?</p>
--

This activity is going to be developed with the interactive board, in which we will use a platform called “Stormboard”. The ideas that students are saying are going to be written in the “Stormboard”. At the end we make a conclusion of what happened between Numancia and Rome.

Then, so as to introduce the vocabulary I will use an online flashcards (Annex 1). These flashcards have two parts: The name and the definition. For this, I will make a game in which they have to be in groups of four or five students. The first part of the game will consist of having to define the words that will appear in the interactive board, and the other part will be the other way around, they will have the definition and they have to find out what is the word defined. At the end, we will make a pooling of ideas choosing which groups have made it better. The group will have to write in a piece of

paper, so they will see the the names or the definitions in the screen and then they will write their paper.

These interactive flashcards have also a listening part for the students to catch the pronunciation. We will listen to the pronunciation once or more, I will say to students that it is important for the next tasks.

In case that the words are so difficult to understand, I will add pictures to help infer meanings.

### *GROUP ROLES*

In this activity we can find different roles that students can adapt. There will be a writer who will have to write the word or the definition the group have thought. There will also be a student who has the role of moderating the discussions assigning turns of speech. And of course, all together will have to think what is the better option giving reasons why.

### LESSON 2

Topic/Themes: Presentation; typical clothes of Rome and Numancia and making them.

Materials:

- Interactive board: Internet.
- Garbage bags, scissors, cardboards, paper clips and recycle materials.

Once the topic has been introduced, I will show to students what romans and numantinos used to wear. But in the first place, I will ask them some questions to know what they know about the different clothes.

Do you know how were the clothes they used in Old Ages?

What were the clothes made of?

Were they heavy or soft?

Do you think men and women used the same clothes?

Were the clothes for war different?

Can you imagine how were the clothes?

Later, I will use internet and I will show them some typical clothes (Annex 2).

Then, the second part of the lesson will be to make a traditional Old Ages costumes of Numancia and Rome, representing what people of that time wear, for each member of the group. However, they have to decide who is going to be a roman and who a numantino. That's because each group need to have two romans and two numantinos (I will explain them that it is because it is necessary for the following class).

The clothes are going to be made of garbage bag and cardboard. For this, they are going to use scissors, glue and paper clips. They will also have to use recycled materials like PVC tubes, soft drinks cans, eggcups, buttons of a shirt, capsules of coffee or cloth pegs. In the previous class I will make a list of these materials in order to know that they have to take them for the class.

### *GROUP ROLES*

By making the traditional costumes they will have to share ideas and to decide how are going to be dressed up.

### LESSON 3

Topic/Themes: Comic presentation; Vocabulary and useful structures.

Materials:

- Interactive board: Internet.
- Online comic of "Asterix and Obelix".
- Fragments of a story of "Asterix and Obelix".
- Digital platform "Issuu".

For this lesson I will show to the children a "comic of Asterix and Obelix" (Annexe 3), I have chosen Asterix and Obelix because they have relation with "The Old Ages". The comic is called "Asterix the Legionary", in this comic Asterix needs to enrol in the Legion to save Caesar, he is helped by his close friend Obelix.

For showing them the comic, I have chosen an online platform called “Issuu” in which we can read the comic in a digital way. So, I will give a tablet in pairs, and then, I will give to the children the link to this platform and the comic.

Before making the lesson I have prepared the comic in the platform I have said before, and I have prepared worksheets in order to work on the vocabulary and grammar (Present simple tense), which has relation with how to make a comic (Annexe 6). Students will work the grammatical structures of present simple (exclamatory sentences, interrogative sentences, affirmative and negative sentences) in this way I will present them the grammar rules I want that they use in the comic they are going to make in the next classes.

What is more, I will show to students the different parts of the comic; the drawings, the speech bubbles and so on.

EXCLAMATORY SENTENCES: SILENCE! GET INTO LINE! JUMP IT!  
INTERROGATORY: WHAT IS HE SAYING? DO YOU WANT ME TO  
BE POLITE TO HIM?

This lesson is going to be divided in three parts: Pre-reading, while-reading and post-reading. As I have said before the activities are going to be about a comic of Asterix and Obelix.

#### *PRE-READING*

First of all, students will work the worksheets (Annexe 7) individually. These worksheet will prepare them to know how the comic is about and also they will practise the grammar rules.

Then, I will ask them to put in groups. I will say the title of the comic “Asterix the legionary”, they are going to read later. They should work together to guess what the comic is about, and it is going to happened in it. Once they have finished, they will share ideas with the other groups.

### *WHILE-READING*

Students will read the comic in groups with the tablets supporting by the digital platform “Issuu”.

Each member of the group will be a character of the comic. So, when their character appears, it will be their turn.

### *POST READING TASK*

After reading the comic, I will make a game in which they have to work in the groups. For this part I will give to the children one part to the story of “Asterix and Obelix”, and then, they will have to order the story together. They have to collaborate to carry out the task.

Finally, when each group have finished, they will have to order the story of all the groups seeing that it forms part of the same story. For this last task they have to discuss between all groups, so, it is important to assign turns of speaking.

At the end, in a way of practising the grammar rules, I will ask to the groups to find the present simple verbs which appear in the piece I have given to make the activity we have made before. Once they have found all the verbs, we will put in common, between every groups, the results .

### *GROUP ROLES*

Once I have given them the pieces, students have to divide the work in order to put the ideas in common. For this, it will also appear the role of moderator who organises the group to resolve the story. At the end each group need to choose member who will be the speaker. The speaker will have to explain what happen in his or her part of the story to the rest of the class so as to join the story with the stories of the rest.

### LESSON 4

Topic/Themes: Decision-making task; Comic story construction and taking photos.

Materials:

- Tablets.
- Interactive board.



- Comic with photos, as example.

In this lesson students are going to spend their time discussing in their groups how their story is going to be. Before starting to do the comic I will show them examples that appear in the website of the app “Comic Strip” that will be the one they will use in the next class.

Once they have thought what they are going to do, I will give them one tablet to each group, in order to take photos. I will let them to go to the playground in order to make the photos, which are going to be the visual part of their stories. Before taking the photos they have to be dressed up with their clothes of Romans or Numantinos, they have made in the previous class.

## LESSON 5

Topic/Themes: Comic edit.

Materials:

- Tablets. App “Comic Strip”.
- Interactive board: Template of sentences.

Once the photos are taken, it is the time to order, edit, modify and put text with bubbles. For this, they are going to use the tablets in which they will enter in the app called “Comic Strip”. I will show them a video in which children can learn how to use deeper the app, I will stop in the parts that are more important to them to understand.

For making the text of the story, I will remind them the structures we had seen in the “Aterix and Obelix class”. For this I have prepared a template (annex 5) in which they have the different structures. In order to show the template, I will give them a template per group in order to have a model. It is important to say that they have one tablet per group, so they have to organise to work.

So, they are going to put and join the photos into the story board of the app. For this, they have to agree between all the members of the group, discussing and debating

what they have to put into the bubbles or what order is better. The storyboard will consist of a sequence of their own photos; they have already taken, making a story. The app allows me to preview what students are making, so I will be able to see the results of each group.

The use of the app storyboard is considered a useful technique because it has pedagogical goals like promoting creativity, encouraging reading, organizing ideas or using new technologies for making in this case, a comic. It also allows students to work with different areas: Social Science, English and Arts.

#### 4.7.2 ROLE-PLAY

##### LESSON 6

Topic/Themes: Role-Play of Comic.

##### *INSTRUCTORS*

In order to understand what we are going to do, I will say to them that we are going to act out the comic they have done. For this, each member of the group will be a character of the comic.

However, it is important to say that I will tell them that while a group is acting out, the rest of the groups will have to take notes because at the end of the performance we will comment what they have done, putting our ideas in common. That will be like a continuous assessment in which children, in groups after the performance, have to say what has been good and what hasn't.

I will have different items to make the continuous assessment. These items are going to be taken into account because I will have a grid with items in the form of a rubric (Annexe 4). This grid will be filled one per group. Also, the assessment is supposed to be done in the ranking.

## *ITEMS*

1. Presentation of the story. They have to take into account the voice tone, and if they have made the performance in a clear way.
2. Pronunciation. How to pronounce different words, if they haven't had mistakes in the pronunciation while they have been acting.
3. Use of specific vocabulary. If they have used a rich vocabulary.
4. Use Present simple and present continuous correctly. If they have understood how to use the tenses.
5. Costumes. If the costumes they have used are in relation with the characters.
6. Originality of the topic.

I will explain them items before performing the topics. In this part of the assessment they have only to comment the ideas with their groups and then, with the rest of the class.

### *PRETASK*

For the first task, I will say to them to remember the “Asterix and Obelix task”. Then I will record an example of performance with the support of the interactive board and internet. After watching the role-play example, I will say to them that they are going to act out their own stories, for this they have, in first place, to assign the roles and to read carefully their part.

### *TASK ACTIVITY*

Students will perform their own role-play in the front class. The rest of the groups have to take notes about what they like and what not. At the end of the performance we will put in common in class-group how it has been.

#### 4.7.3 “RANKING”

The last part is going to be an assessment students have to do in a “Ranking”. Once every group have performed their stories, they will have to rank, including their own story, from number one “the best one”, until number 6. That will be according to

the items I have explained before, but in this case apart from commenting they have to assess putting in the rank.

This part is going to be divided into three parts:

1. Individual assessment. Children have to elaborate the ranking individually.
2. Group's assessment. They have to put their ideas in common with their groups and get an agreement, debating and discussing, giving reasons and so on.
3. Class assessment. At the end we will make a pooling of ideas talking one by one in an orderly way and getting a final conclusion all together.

This last task is going to be the assessment I have proposed for all the tasks. In this way students will learn to make a self-assessment. I believe it is going to be really interesting how students assess to the rest of the students while they assess themselves.

#### *ALTERNATIVE TASK*

Once they have acted out their own stories, I could say to them that they have to perform the stories of the other groups.

In this way, every group will change their story and they will put themselves in the story of the other group.

## 5. CONCLUSIONS

In first place I would like to mention the importance of working oral interaction in primary classroom. I really believe so, because oral expression and oral comprehension are the foundation for communicative process and, for this reason, we have to promote oral interaction in our classes providing students an improvement in their fluency inside the target language. In this way, this work has been based on carrying out different tasks, like the role-play, in which children have to express themselves in order to communicate with the rest completing the tasks successfully.

The implementation of Task-based learning making different tasks has been supported by numerous studies, as I said in the theoretical part. So, I have focused my work on a communicative context, understanding the learning of the foreign language like a process of development of tasks, making an interaction between students and reaching the goals I have proposed at the beginning.

CLIL has been another important component inside the work because this lets student to learn the knowledge they have acquired in English subject, while they are learning other contents of others subjects like History, ICT or Arts.

During the process of making this work, I have put into practice the use of ICT, making use of Tablets, interactive board, online games and so on. As far as I have seen in my trainee teacher period I believe ICT as a really important aspect in the learning process because it gives to the children an increment of motivation and engagement facilitating the acquisition skills and competencies.

Another important aspect that I have to mention in the conclusions, is the topic of “Numancia” and the use of “Comic” to make the lessons, The topic is really interesting for students and, because of the “culture week” is the proper topic to develop the lesson.

Summing up, what I have been looking for with this work, is to know if I could combine the doing of tasks with the implementation of CLIL context, and what is more, working with ICTs and in heterogeneous groups.

Finally I believe that I have been able to do it. What is more, I have been able to make it in a foreign language what I really think it will be useful for my future as a teacher.

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# 7. ANNEXES

## 7.1 ANNEX 1

### “ONLINE VOCABULARY FLASHCARDS”

A)

Vassals	lesser lords who pledged their service and loyalty to a greater lord -- in a military capacity	☆ 🔊
Fief	an estate; from a few acres to hundreds of square miles; also included the peasants that worked the land	☆ 🔊
Knight	a mounted warrior who had great prestige in the Middle Ages; they dominated warfare in Europe	☆ 🔊
Chivalry	a code that knights adopted in the late Middle Ages; requiring them to be brave, loyal and true to their word; they had to fight fairly in battle	☆ 🔊
Troubadours	wandering poets; their love songs focused on cherishing and protecting women	☆ 🔊



## B)

manor	lord's estate	☆ 🔊
serf	peasants on a manor; they were bound to the land; they were not slaves who could be bought and sold—still they were not free	☆ 🔊
secular	worldly; associated with the world	☆ 🔊
sacraments	the sacred rituals of the Church	☆ 🔊
Canon Law	the Church's own body of laws; this law applied to religious teachings, the behavior of the clergy, and even marriages and morals	☆ 🔊

## C)

Feudalism	a political system and a social system where by a powerful lord would offer "protection" in return for "service"	☆ 🔊
Feudal contract	an unwritten set of rules that determined the relationship between a lord and his vassal - the major obligation was to perform military service (40 days a year)	☆ 🔊
Tournaments	contest where knights could fight; useful in helping knights train for war	☆ 🔊
Common Law	laws that were common to the whole kingdom --- this began to replace law codes that varied from place to place.	☆ 🔊
Magna Carta	a written document that gave recognition to the relationship between king and vassals	☆ 🔊
Estates	another term for 'classes' of people [the clergy (first estate), nobles (second estate), townspeople & peasants (third estate)]	☆ 🔊

## 7.2 ANNEX 2

### “CLOTHES IMAGES”



7.3 ANNEXE 3

“ASTERIX AND OBELIX COMIC”

[https://issuu.com/asterixobelixcomics/docs/10-\\_asterix\\_the\\_legendary](https://issuu.com/asterixobelixcomics/docs/10-_asterix_the_legendary)



#### 7.4 ANNEXE 4

#### GRID OF ASSESSMENT

<b>CATEGORIES</b>	<b>EXCELLENT 100-90</b>	<b>VERY GOOD 89-70</b>	<b>GOOD 69-50</b>	<b>IT COULD BE BETTER 49-0</b>
<b>PRESENTATION</b>				
<b>PRONUNCIATION</b>				
<b>USE OF SPECIFIC VOCABULARY</b>				
<b>USE PRESENT SIMPLE AND PRESENT CONTINUOUS</b>				
<b>COSTUMES</b>				
<b>ORIGINALITY OF THE TOPIC</b>				

SENTENCES TEMPLATE

TEMPLATE OF SENTENCES

PRESENT SIMPLE

INTERROGATIVE:

Do + I/you/we/they + infinitive... ? Does + he/she/it + infinitive ... ?

- Do they eat meat?
- Does he work at the weekend?
- Yes, I/you/we/they do. Yes, he/she/it does.
- No, I/you/we/they don't. No, he/she/it doesn't.

NEGATIVE:

I/you/we/they + don't (do not) + infinitive he/she/it + doesn't (does not) + infinitive

- We don't play rugby.
- He doesn't go to school.

AFFIRMATIVE:

I/you/we/they + infinitive he/she/it + infinitive + -s/-es

- I speak English
- She speaks English

## TEMPLATE OF SENTENCES

### PRESENT CONTINUOUS

#### INTERROGATIVE:

To be + Subjet + verb +ing... ?

- Am I playing?
- Are you eating?
- Is he reading?

#### NEGATIVE:

Subjet + to be not + verb +ing

- I am not playing.
- You are not (you aren't) eating
- He is not (He isn't) reading.

#### AFFIRMATIVE:

I/you/we/they + VERB TO BE + VERB -ING he/she/it + VERB TO BE+ VERB ING

- I am (I'm) playing.
- You are (you're) eating
- He is (He's) reading

## 7.7 ANNEXE 6

### WORKSHEETS COMIC PRETASK ACTIVITIES

Invent a dialogue using present simple tense in the bubble of the drawings.



Make a comic with a routine activity in your life.

- MORNING ROUTINE
- WEEKEND
- SCHOOL
- HOLIDAY
- SUMMER
