



**FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID**

USING ICT TO REINFORCE MOTIVATION WORKING IN ENGLISH IN NATURAL SCIENCE

**TRABAJO DE FIN DE GRADO EN EDUCACIÓN PRIMARIA
Mención en Lengua Inglesa**

AUTORA: Ana Pastor Rodríguez

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'Education is the most powerful weapon which you can use to change the world.'

Nelson Mandela

*'Technology will not replace great teachers but technology in the hands of great
teachers can be transformational.'*

George Couros

'All students can learn and succeed, but not in the same way and not in the same day.'

William G. Spady

ABSTRACT

The development of the present work is based on the use of new technologies with the main objective to enhance the learning of foreign languages and as an important resource for students and teachers to use in classrooms. In addition, the target of this report is to promote the acquisition and development of a second language, in this case the English Language, with students of the second cycle of Primary Education. This purpose will be reflected in an implement proposal linked to the subject of Natural Science, making use of technology and working with cooperative groups.

Key Words:

ICT, language acquisition, Primary Education, foreign language

RESUMEN

El desarrollo del presente trabajo se basa en el uso de las nuevas tecnologías con el objetivo de mejorar el aprendizaje de las lenguas extranjeras y como una importante fuente para que los estudiantes y los profesores las usen en las aulas. Asimismo, la intención de este informe es promover la adquisición y el desarrollo de una segunda lengua, en este caso la del inglés, con estudiantes del segundo ciclo de Educación Primaria. Este propósito será reflejado con una implementación de una propuesta, llevada a cabo en la asignatura de Ciencias Naturales y haciendo uso de la tecnología y trabajando con grupos cooperativos.

Palabras clave:

TICs, adquisición del lenguaje, Educación Primaria, lengua extranjera

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1. INTRODUCTION

Currently, our society is moving by leaps and bounds to the future. Everyday there are new discoveries such as scientific inventions, new technological devices, great developments in medicine, etc. Nonetheless, is the education moving forward at the same time that this prompt evolution of the world?

Spanish schools are very aware of this constant progress and this is the reason why, in the Official Curriculums of all stages, there are so many sections dedicated specially to these advances in which students are encouraged to recognize, to identify and to value all kind of inventions in a contextualize way. In addition, the Spanish law also highlights the entrepreneurial attitude and the development of creativity.

The present document is focused on the phase of Primary Education, in particular with students of 4th grade. At these stages, children start being more conscious about the world that surrounds them, they are more independent, their language is more mature and their critical thinking development is more evolved than in previous stages. Consequently, educators can work easily with this level of students in a more grown-up stage.

On the other hand, children of these ages are completely connected with new technologies and all kind of technological devices. Some of them already have a mobile phone and most of them know how to use them, according to the 'Instituto Nacional de Estadística' (INE). At the same time, they are really familiarized with video games, cameras, computers, tablets, consoles, etc. As a result of this situation, schools and teachers are starting to introduce every year more technology in classrooms because even though, the society is moving in this direction, children feel also more engaged with contents and they are more empathized to learn.

Eventually, the other key point of this work is regarding to the learning of a second language and more specifically, the English language in schools. Nowadays, learning new languages is very important for many areas in life, it is a good tool for communication, it helps us to develop our knowledge, it also gives information from other cultures and above all, it is an essential fact to get a job.

In conclusion, this present work is going to show all aspects discussed above about teaching, Primary Education, ICT and the English language. There will be theoretical research concerning these topics, a proposal that includes it all with its methodology, a survey that supports positively the main idea of using technology in class and a conclusion that collects all the information and results that the author has reached through this work.

2. OBJECTIVES

This report has as main objective, the use of new technologies in the different subjects of Primary Education as a resource to improve the English skills of the students. At the same time, it is expected to achieve the following specific objectives:

- To encourage students the interest for the subject of Natural Science in the English language.
- To use the new technologies in a responsible way, using devices just for the development of their learning.
- To introduce students in the new technologies making connections with the subjects and working a cooperative approach.
- To propose cooperative tasks in which students have to make use of the language to accomplish each activity successfully.
- To create a product through the new technologies being the students the main producer of their creation.
- To improve their knowledge in the English language, specially to enhance their capacity of speaking in a natural situation.
- To generate an atmosphere in which the English language is not seen as a difficulty for their learning.

3. JUSTIFICATION

For the realization of this work the author's experience has been taken as a starting point. The background of this occurred in a catholic school of the city of Palencia, during her internship. To be more precise, the author was involved in the second cycle of Primary Education, specifically in the class of 4th grade with the subject of Natural Science in English.

In the context described above, a necessity to implement the teaching and learning process was found because there was a certain lack of interest and the students and teachers were worried for not catching their pupils' attention. Natural Science can be a very particular subject in which students need to connect in some way with the content to understand it clearly. Furthermore, this also had a strong impact in families who doubted if the bilingual teaching of this subject, was really effective for their children. On the other hand, it is sometimes complicated for families to help their children with this subject because it has specific terminology that parents do not understand. Consequently, based on this data, the intervention was carried out to try to enhance these issues.

Memorizing contents in other language can be very hard and frustrated for students and what's more, they can feel it is not worth it for their learning because sooner or later they are going to forget everything. For this reason, it is necessary that the knowledge is contextualized and meaningful for them. If you have a reason to learn something, it will be much easier for you to feel interested, to investigate and to learn.

In this situation, the fact of introducing the technological approach can be determining. These days, children are surrounded by many types of devices and they know how to use them for their entertainment. Therefore, why do we not use technology for children to enjoy but at the same time looking for their learning? Teachers are one of the fundamental pieces in this environment because they have to provide students with educational and quality tools and be their guides to avoid students use technology in an irresponsible way. However, to achieve this target, it is indispensable to be competent in this gigantic field, because as the Centre for Educational Research and Innovation (CERI, 2001)) says 'it often happens that those who are taught are more comfortable with the

new developments than their teacher'. Thus, teachers should have formation of the subject to be able to teach using ICT in the best possible way.

Along these lines, it has been decided to make a proposal that combines the promotion of interest for Natural Science, the use of new technologies and the development of their language skills in English.

Next, the competences of the degree in Primary Education with mention in English Language related with this proposal will be exposed in the following pages. These competences are divided into three sections¹:

General Competences:

- The subjects or activities inclusion in the different degrees that can reach a minimum command of a foreign language, specifically English. This language proficiency will be accredited through the means and mechanisms established by the UVA.
- The basic domain of ICT by students.

Specific Competences:

A. Basic Training:

- To know and to understand the characteristics of primary school students, their learning processes and their personality development, in social and school family contexts. The proposal is based on a specific year of Primary Education wherewith it has been necessary to recognize which are the basic development for this age and what are the aims that they should achieve.
- To know in depth the foundations and general principles of the elementary stage, as well as design and evaluate different projects and innovations, mastering active methodological strategies and using diversity of resources. The Project that has been carried out in this proposal, uses different active strategies such as 'Jigsaw' and it also a technological line.
- To select and use information and communication technologies in classrooms that contribute to student learning, achieving communication

¹ The competences have been translated into English from the original document.

skills through the Internet and collaborative work through virtual spaces. One of the main objectives of this proposal is to improve the English language skills using the ICT. For this reason, the Final Task of the proposal is to create a video with I-Pads.

- To know and understand the role of education in today's society, taking into account the evolution of the education system, the evolution of the family, critically analyzing the most relevant issues of society, looking for collaboration mechanisms between school and family. The fact that this proposal was carried out was taking into account the concern that parents had about Natural Science in English being really efficient for their children or not. Moreover, the use of technologies is also related with the actual society.

B. Disciplinary Teaching Module

- To use scientific knowledge to understand the physical world, while developing skills and attitudes that facilitate the exploration of natural events and phenomena, as well as their subsequent analysis to interact in an ethical and responsible manner in the face of different problems arising in the field of science experimental. The proposal is based on the Natural Science subject in relation with the animal kingdoms and their main characteristics.

C. Internship and Final Work Degree module

- To know, participate and reflect on the practical life of the classroom, learning to collaborate with the different sectors of the educational community, relating theory and practice. The Project was accomplished in a real school of Palencia in which the author of this report had to put in practice a complete unit development in the classroom.

D. Optional Module (Foreign Language)

- To plan what will be taught and evaluated in relation to the corresponding foreign language, as well as select, conceive and develop teaching strategies, types of activities and teaching resources. The proposal was made in English as the second language of the students in a bilingual school.

4. THEORETICAL FOUNDATIONS

In the following pages, there are several points explained in relation with the proposal design and based on the main objectives of this work. For this reason, the content of this section is going to show some definitions and theories from different authors that are essential to take into the account to understand the development of this report.

4.1 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Have you ever seen someone working at home with his computer? Have you ever gone to somewhere following the directions from your GPS? Have you ever talked with your cousins that are living on the other side of the world? Or perhaps, have you ever created a video game to play on your laptop? There would be still a long list of situations or contexts where the use of technology is used for the completion of a great variety of tasks. The next image shows some of these characteristics that ICT offer to our society.

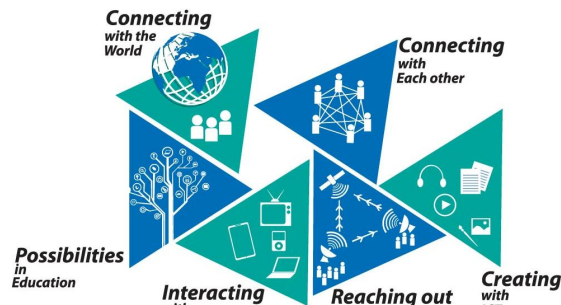


Figure 1: License: unknown Contributors: Ranjani

To understand the terminology of ICT, first of all, we have to identify the different terms which forms these letters. Hence, IT means Information Technology and according to Celebic, G. and Rendulic, D. (2011), IT ‘encompasses all of the technology that we use to collect, process, protect and store information. It refers to hardware, software (computer programs), and computer networks’. On the other hand, we have to add to these letters the ‘C’ for communication. In this way, ICT (Information and Communication Technology) refers to a powerful collection of elements which include computer hardware, software, telecommunication networks, workstations, robotics and

smart chips, (Nureni, Y. and Olawale, L., 2012). In consequence, from these statements we could say that ICT encompass no just machines and technological devices, but it is a set of technological materials and a gigantic network of different types of communications that allows the world to connect and keep in contact.

On the other hand, following the main lines of this work, it is compulsory to make some references to ICT in the educational field.

Within the European Framework, there is a document called 'DigComp' which collects specifically information about the Digital Competence. Living in a digital society is a fact that involve everybody of this world, for that reason, this document assures it is indispensable to be competent with the new technologies to work, to be creative, to communicate and to develop our knowledge. Perhaps, it is not focused on being an expert of software and hardware but in seeking to be 'confident, critical and responsible of digital technology' (DigComp, 2018).

The Digital Competence document also clarifies that there are several different ways to make use of technology, thus it highlights five key areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem solving. At the same time, those areas are divided in a total of 21 competences that make up the digital competence. In short, the 'DigCom' shows different categories so that everyone can feel integrated into this digital society, depending on which goals and needs are being looked for.

Last but not least, should be mentioned as well, the Spanish Curriculum in regard to the ICT. On the first pages of this document, there is an article that promotes the new technologies as an efficient methodological resource to carry out teaching and learning tasks (Decree 26/2016, article 12). In consequence, it is not only Europe but also the education in Spain who supports that, ICT are rewarding for both, students and teachers and should be present in classrooms.

To sum up, collecting all the information above, it could be said that ICT take a very important role in our society. They are an indispensable tool of information and communication in the world. Certainly, we should act in a safety way and teach our children how to use them so they can get the best out any type of technology.

4.1.1 ICT to learn foreign languages

The language acquisition is a long process that needs a lot of practice and training in all the different skills such as speaking, listening, reading and writing. To accomplish an excellent level of knowledge on these areas, it is necessary a good teaching methodology that immerge the individual in the most authentic and real possible way.

Technology could be a great resource to learn new languages, because nowadays, there are countless variety of webs, apps, social networks, devices, etc., that help children to write, read, speak and listen. Then, teachers play a very important role to guide and help their students in the process of learning foreign languages because as Negoescu, A. (2015) says, in the end, 'it is the teacher, not the technology who determines the quality of the learning and teaching'. In the same direction, the Centre For Educational Research and Innovation (2000) stands by 'the machines and sophisticated ICT equipment are useless without the competence to exploit them'.

Therefore, it is essential that teachers have training in the technological field, to teach their students choosing the best resources and tools depending on which content are learning or which skills are practicing in that moment because the feedback, the instructions and the explanations that teacher provide, can be very significant on the acquisition of the target language, (Nunan, D., 1991). It is also vitally important that ICT are not seen as the main methodology of learning, but they are a means of teachers to educate their pupils.

4.2 TASK BASED LEARNING

To start this part of the theoretical foundations, Task Based Learning is a theory that is related with the acquisition of the language through a communicative approach rather than for it (Larsen D., 2000). Hence, it does not have a grammatically approach, but it is implicitly communicative which, it refers to how to use language for a range of different purposes, to adapt our language depending of the situation and the participants, to know how to understand different texts and to use different communication strategies, according to Richards J. (2006).

In this case, trying to understand TBL then, we should analyze and comprehend what is a task. Following the approach of Long M. (1985), by task 'is meant the hundred

and one things people do in everyday life, at work, at play and in between'. As a consequence, this means that there is no a specific target in linguistic or in something technique, but the outcomes are highlighted in the most common day-to-da activities, each problem-situation of the world is carried out into the life of the classroom (Nunan, D., 2004, p. 19). Moreover, Richard and Rogers (1986) declare that using 'tasks in language teaching is said to make language teaching more communicative..., since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake'. In these lines, we can also make reference to Willis J. (1996), who says that 'the emphasis is on meaning and communication, not on producing language forms correctly'. Finally, Larsen D., (2000, p. 144) also stands up for that 'tasks provide learners with a natural context for language use. As learners work to complete a task, they have abundant opportunity to interact'.

At this point, we can have a clear idea of what tasks mean in this context and what their goals are. Analyzing all the author's statements and ideas it can be concluded that tasks are a means for students to learn, to talk to each other, to communicate, to interact, etc. Tasks are also a huge variety of situations that are related with the daily life, from going to take money of the bank to how to catch a plane. Language technicalities are not sought, but the important thing is that students communicate to solve a random situation of the real life.

In the framework of Task Based Learning, Willis J. (1996) differentiates three phases to scheme this theory. Firstly, there should be an introduction of the topic in which teachers highlight useful words and phrases, and students see others doing a similar task or listen a recording. Then, starts the task cycle which consists in students doing the task while teachers supervise, students planning the reports and students comparing their results with the rest of the class. Finally, there is an analysis and discussion by teacher and students about their reports. Therefore, teachers have a role as a facilitator, as a participant and as an observer (Breen, M., and Candlin, C., 1980), while students are the most important character of the learning process who will have to build their knowledge step by step and making connections with their background experiences.

I would like to conclude this section with an utterance of Krashen, S., and Terrell, T., (1988), 'language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning'.

4.3 COOPERATIVE LEARNING

Living in a globalize society where people share values, life styles, cultures, economic models, etc., it is coherent to think that children in schools work together in small groups, in which they feel identified and everyone can share their different skills to enrich each member of the group or community. In these circumstances, there is a positive interdependence in which all members of a group are important to accomplish a successful task.

Talking about the terms, cooperative learning, Jolliffe, W. (2007) believes that it involves pupils to work together in small groups to support each other to improve their own learning and that of others. The same author considers that there are three basic elements in cooperative learning: positive interdependence that requires each member of the group contributes to the learning of the group, individual accountability where all members of the group have to be responsible of his/her and, finally, the development of academic skills such as follow instructions and interpersonal skills such as listening to others. In addition, Sharan Y. (2014) assures that ‘groups of students in a cooperative classroom achieve learning outcomes, based on a common learning goal, that reflect each group member's unique contribution’. Brody, C. and Davidson, N. (1998) gives us a more complete definition that can help to understand more clearly what cooperative learning means:

To work in groups toward a common goal or outcome, or share a common problem or task, in such a way that they can only succeed in completing the work through behavior that demonstrates interdependence, while holding individual contributions and efforts accountable. (p. 8)

All these definitions make clear the concept of cooperative learning. The authors agree and highlights some elements such as, students have outcomes as a group, all members of the group contribute to the process of learning and they have to work together to get a successful result.

On the other hand, Souvignier, E. (1999) states that teachers should ‘organize learning at school in a way that students support each other in the acquisition of knowledge’. In consequence, teachers need to prepare and design their lessons to make their students work cooperatively and develop their cooperative skills (Sharan, Y., 2014).

Moreover, as we talked in Task Based Learning, teachers should act more like guides and facilitators of the students.

In these same lines, as Baloche, L. (1998) emphasizes: “There is a reciprocal relationship between the skills students need to learn to work successfully in groups, and the kinds of learning experiences teachers design so that students have the opportunities to practice the skills they need to learn”.

Finally, Ferreiro, R. (2012) make a distinction with two different terms that can be confusing. This author claims that there is a difference between cooperative learning and collaborative learning and he stands by ‘collaborating is contributing something, helping others to reach a goal, while cooperating is working together with another towards the same goal’. For this reason, in our schools we want to work in cooperative to develop ‘positive values and skills that promote democracy, equity, and productive interdependence through active involvement in small peer group activities’ (Brody, C. and Davidson, N., 1998).

5. METHODOLOGY

In this section, there are three methodologies that have been essential to develop the proposal. First of all, the CLIL methodology as the proposal was made in English, then the cooperative methodology and finally, ICT because of the technological approach that is so relevant in this work.

5.1 CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)

One of the main objectives of this methodology is to encourage students to learn the language and the content. The subjects are taught through communication in the foreign language creating a significant context for learning. As Coyle, D., Hood, P. and Marsh, D. propose, ‘if dialogic learning takes place in a context where learners are encouraged to construct their own meanings from activities requiring interaction with peers and the teacher in the vehicular language, then learners will need to be able to access language relating to the learning context’.

For this methodological approach, communication, content, cognition and context are interconnected. These four elements are what Coyle, D. calls the 4Cs.

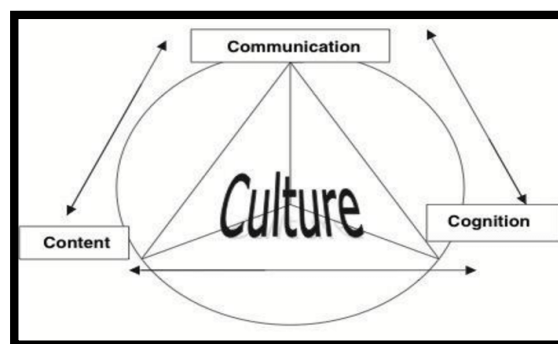


Figure 2: The 4Cs framework for CLIL (Coyle, 2005).

There are no doubts that this methodology will be indispensable for this project because the proposal is based on a bilingual context in which students have to develop their knowledge and, at the same, students learn other language.

5.2 COOPERATIVE LEARNING

To understand what cooperative learning means, first cooperation must be described. According to the Royal Spanish Academy (RSA) cooperation consists in working with others to achieve a common goal.

In this methodology, students work together in small groups, helping each other through dialogue to accomplish different outcomes. There is no just one important individual person, all members of the group are required and they have to contribute in the group task (Cohen, 1994). On the other hand, cooperative learning implies that students reach their learning goals if the group reach their goals, in order to achieve a learning and a benefit for both (Johnson, Johnson, & Holubec, 2013).

Cooperative learning has been one of the fundamental methodological bases for this project. Students are divided in groups of 4 and they try to achieve academic objectives together but also, they try to improve in other fields such as responsibility, caring for others, honesty, etc. For this reason, in all groups each student has a role with certain tasks that must be accomplished:

COORDINATOR	SUPERVISOR
<ul style="list-style-type: none"> • Manages project work. • Encourages the group to stay on task. • Makes sure everyone is working. • Ensures all group members participate. 	Supervise: <ul style="list-style-type: none"> • Agendas. • Material that we need to bring home. • Checks everyone homework. • Weather.
SPEAKER	RESPONSIBLE
<ul style="list-style-type: none"> • Presents what the group has done to the class • Talks with the teacher. Asks doubts. • Exhibits or directs the oral presentations of his/her team to the group-class 	<ul style="list-style-type: none"> • Order. • Cleanliness. • Group material.

Finally, in the proposal it is shown a very cooperative strategy calls ‘Jigsaw’ in which members of ‘expert teams’, who represent their ‘home teams’, work on academic material that has been divided into sections. Each ‘expert team’ studies their section and

then they report to their 'home teams' to put all together the parts of the jigsaw, (Sharan, Y., 2014).

5.3 INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

Throughout this project, the new technologies are used for most of the tasks, students have to create a video filming images and recording their voices. The knowledge in editing programs will be essential. For this reason, the project will be carried out at the same time that students are working with video edition in the English subject. In this way, students can make connections and the work is so much easier for them.

According to the Spanish Curriculum of Castilla y León, one of the methodological principles is to promote the integrity and use of new technologies in the classroom, as a methodological resource to carry out teaching and learning tasks, (Decree 26/2016, Primary Education Curriculum, article 12).

This methodology is very attractive for students which helps them to be more interesting in the contents and at the same time, they are learning how to use ICT and other language.

6. PROPOSAL CONTEXT

6.1 PROPOSAL INTRODUCTION

Nowadays, it is certainly true that most of the Spanish schools are bilingual. They can choose between so many alternatives to teach the other language such as text books, Power Points, Tablets, etc. However, are the methods and strategies that teachers use attractive and worth it for students?

This proposal has been made to improve and implement the Natural Science subject through the new technologies. It is based on a particular private school of the city of Palencia which has been teaching Natural Science in English for 10 years. This project is also accomplished in the second cycle of Primary Education in 4th grade which means, it is very important for students in this stage to integrate and assimilate the knowledge to be prepare for Secondary School.

Sometimes, it is extremely complicated to catch students' attention and even more if teachers must use very specific language as it can be in Natural Science. This subject has terminology that we do not use often in our daily lives and it can be difficult for students to hold all the information in a language different from their mother tongue. This is the reason why, Natural Science needs to be prepared and programed very carefully for teachers.

As I said before, the school where this proposal is outlined is a private school with two lines from Infant Education to Secondary Education and it has an English bilingual program from the first year of Primary Education to Secondary Education. Nearly all students of the school have Arts and Natural Science in English. There are students that do not follow this program because they present specific characteristics or have a disease that made the school and the family decide that they will not follow a class in another language.

On the other hand, all classrooms of this school have a Smartboard and a computer, the classes are spacious, they have two gyms and two big playgrounds for all students. However, the physical scientific materials that can contribute to the Natural Science class are not many.

This is the reason why I would like to set out a proposal to develop a unit in 4th Grade regarding to vertebrate animals. To carry out this and to make it eye-catching for students I am going to make use of technology. Using ICT makes this project more interesting for students and it will help to a large extent in developing the scientific knowledge.

6.2 4TH GRADE STUDENTS

The group in which this proposal was carried out has 25 students, however, four of them do not attend the class of Natural Science in English because they present some difficulties on reading and writing in their mother tongue, so parents and teachers decided to not to follow the Bilingual program in previous years. They go with other teachers during this classes to complete the same subject but in Spanish. Thus, this project was carried out with 21 students and as they are usually organized in groups this means that in this subject, there is one less group in class which fits perfectly to create just five groups for the five animal kingdoms that are explained on the proposal.

Generally speaking, it is a good group with good behavior, their understanding in most academic fields is normal, they show interest in Natural Science and they have good knowledge of the subject from previous years. On the other hand, particular students have some difficulties to work together in small groups. There are two types of students, some of them prefer to copy or just talk with his/her partners and the others try to tell their classmates all the time what they have to do or what they have to write during the task without letting them to think. Nevertheless, this is a common task that teachers usually have to deal with in their classrooms and this is where creativity and originality can be crucial for students.

Another point to take into account, it is how the space of the classroom is organized, which are the rules they proposed to have a good atmosphere, the methodology the teacher uses, etc. In some occasions, tutors spend with their students at most only two hours a day which can be more challenging for teaching and learning. Nevertheless, this implement proposal relies on teachers planning together, developing a common methodology and tutors will spend most of the time with their class group.

As a teacher, you have to deal with all kinds of circumstances because each school is different and each student is different, so it is important to try to do your best and have as a priority your students learning and development.

6.3 ENGLISH SKILLS

The use and level of English of the students must be referred to here as well. The only contexts this language is used is during the English class, teachers just teach in English when the subject requires it, there are no other moments with their students to talk in English as a real conversation. Apart from that, not all the teachers consider themselves having the best command of the language. In addition, as other schools do as well, they follow the SM subject book which is a good resource as a guide of the subject contents and teachers use it as the principal tool to teach all contents, making students complete tasks in a book.

Most of the students have an understanding of the English subjects because they work a lot copying and memorizing the contents. For students of 4th grade, it can be easier because they have been in the program for 4 years now and most of the contents that they are working on are a review of 3rd grade.

On the other hand, the students in this group show more difficulties with speaking and writing in English while they are good at understanding and reading. They know how to describe the photosynthesis of a plant in English, but they do not know how to explain to the teacher a problem of their group or have a conversation with their partners in English. Moreover, most of the teachers talk in English but they allow their students to talk in Spanish always or even to ask the teacher in their mother tongue. What's more, they never write in English unless it is to copy some information from the book or the blackboard, so in this case, they have difficulties on these aspects because they are not put into practice in other contexts.

Something similar happens with reading, most of the classes do not have English books and if they do, most of the books are very old or not attractive to students. There are no magazines or books in relation with Natural Science either. Their skills in this field are low but essentially because they do not have enough resources.

Eventually, regarding to listening is the skill that these students have more practiced on because the SM material has a lot of audios and exercises that work with this feature. They listen to conversations in relation with the topic and they have to be able to understand. Nonetheless, this is still very abstract for them because it is not a real situation that they could be living and it is passive because they cannot interact in the situation.

6.4 TOPIC PROPOSAL

The units structure of the year is usually prepared by tutors before school starts. Without doubt, teachers have always to keep in mind the official curriculum to be able to get a successful educational program. A teacher with a good knowledge of the curriculum will be more competent in the classroom because ‘better teachers support better learning’ (Ayesh, 2016).

The curriculum provides schools with the main guidelines that they have to follow during the school year. On the basis of that, teachers should organize in the best way all contents for each year to achieve the objectives that are determined in the official documents such as the Spanish Curriculum of Castilla y León (DECREE 26/2016, of July 21st), the Spanish/English integrated curriculum or the Common European Framework of Reference for Languages. Having a good structure affords students to make a lot of connections between contents which make the learning very easy going for them.

As I said before this school follows the SM books for the Natural Science subject, this means that the content organization relays on the material of this method. In this way, you can see in the following template how units are organized in both cycles of Primary Education:

FIRST CYCLE			SECOND CYCLE		
1 Primary	2 Primary	3 Primary	4 Primary	5 Primary	6 Primary
1. I know my body	1. So many living things!	1. Living things	1. Invertebrates	1. The organization of living things	1. The human body and interaction
2. I eat well	2. The nature of life	2. The vital functions of human beings	2. Vertebrates	2. The variety of life	2. The human body and nutrition
3. A walk through the nature	3. A trip around the human body	3. Life and health	3. Plants	3. Plants	3. The human body and reproduction
4. An animal world	4. Health comes first!	4. Our senses	4. The human body health	4. Ecosystems	4. Health, it's good for all
5. So many materials!	5. We investigate matter	5. Matter and materials	5. Interaction and health	5. Energy	5. Matter and materials
6. Machines help us	6. Technology helps us progress	6. Energy	6. Matter and forces	6. Heat, light and electricity	6. Matter and changes
		7. Machines	7. Energy	7. Structures and machines	7. Magnetism and electromagnetism
			8. Machines		

Having this template, we can see how the contents are taught in both cycles gradually, allowing students to make connections between years which is so important to develop a meaningful learning.

This proposal was carried out during the first term in one of the classes of 4th grade. Students were working in the previous unit with invertebrate animals, so apart from the book, it was common sense to start this project with vertebrate animals.

6.5 ICT APPROACH

The currently society has changed radically since the arrival of new technologies in our daily lives. Some people will think that technology is something positive while others disagree, but the truth is that technology has transformed our world.

Consequently, education has also made a change when all of these technological advances were introduced in classrooms. Nowadays, most of the schools have virtual platforms, computers, blogs, digital books, tablets, etc., and there are already some schools in which you can find robotics, drones, advanced technology, etc. Inevitably surrounded by all of this kind of devices and equipment, we should take a positive attitude and make the best and responsible use of it.

On the other hand, it is certainly true that children feel an intense attraction to technological devices, even when they are just babies. All the lights and movements that they can find in a screen are extremely appealing for their eyes. Perhaps, infants are too little to work with technology and it can be scary that a two-year-old is playing all the

time with a tablet. For that reason, I strongly believe that being aware of the technological world in which we live, education has a huge role to teach students in a secure and reliable way, but at the same time, teachers should get the best out of this field and build and create learning through all of these advances that we have in these times.

The school in which this proposal was carried through is not in possession of many technology devices but actually, just having internet provides you enough to make a great variety of things in your classroom. For this project, I used just one computer and a video camera to create five videos. However, in this implement proposal I am also going to make use of tablets and programs of video edition, so that students will be more protagonist of their learning as they will create a final product with the aid of this technology. The teacher will be their guide on this process.

7. NATURAL SCIENCE PROPOSAL

The implemented proposal about vertebrate animals in 4th grade is shown in the following pages. There is a complete description of the project process in the objectives will be stated, the schedule of the class, how and when the tasks were developed and the kind of assessment that was used. Moreover, you can find a more detailed description in Appendix 1 with ten lessons of Natural Science and two lessons of English. The latter, even though were carried out before this proposal, are extremely connected.

7.1 OBJECTIVES

In this section, it is necessary to mention that the objectives suggested are related with this specific project for this particular year. In this case, the Spanish National Curriculum for Natural Science and Foreign Language (English) aims to ensure that all pupils will be able to:

- Value the foreign language as an instrument to communicate.
- Use non-verbal language.
- Express opinions, feelings, etc.
- Describe and narrate events.
- Use ICT to search and select information, simulate processes and present conclusions in a responsible way.
- Work in groups cooperatively and individually.
- Present projects and reports.
- Know the five kingdoms and their features.
- Identify the vital functions of living things.

7.2 SCHEDULE

The next template shows how the Natural Science subject hours were distributed for this course. In addition, the official document for the Community of Castilla y León (*Decreto 26/2016, de 21 de julio. Boletín Oficial de Castilla y León, no 142, 2016, 25 de julio.*), determine that the number of hours destined for this subject in 4th grade is two and a half per week.

HOURS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-10:00					
10:00-11:00					
11:00-11:45			Natural Science		
11:45-12:15					
12:15-13:15	Natural Science				
13:15-14:00				Natural Science	

7.3 TASKS PROPOSAL

Vertebrate animals are divided in five kingdoms which fits flawlessly for the classroom groups organization (Appendix 2). Each group will focus in one of the kingdoms, although, at the same time, students will work with the main features of all kind of vertebrate animals through a lap book. An active video will be used as a routine to work with the language of the unit. The Final Task consists in creating a video per group of one of the animal kingdom using the I-Pads of the class and following the instructional text. Moreover, it is important to say that this proposal is linked with the English subject in which students worked with ICT as well. For that reason, in the previous unit, students had been worked making similar videos to the final task of this proposal. As they were working with the unit called 'A day in the life', they created a video with their routines.

As it is mentioned in the methodology section, students are working in groups in a cooperative way. They are organized from the beginning of the course, in groups of four students in which each member of the group has a responsibility, these roles change every two months and the groups also change each trimester. This organization has helped students to develop the tasks because they already know each other in the groups and they know how to work together.

In the following pages are shown the tasks for Natural Science and the ones for English, that were carried out at the same time.

TASK 1 – ‘Q&A Vertebrate animals’

1. Objectives

- To familiarize with vertebrate animals
- To identify the main features of vertebrate animals

2. Materials

- Smartboard
- Blackboard

3. Outline of the leading activities

- A brainstorming about vertebrate animals will be shown on the smartboard in which students have to remember some contents that they have studied in previous years.
- They will play a game in which the teacher will ask questions about vertebrate animals and they will get points as a group.
- The five kingdoms names will be displayed on the blackboard and the groups will pick one, writing down the number of the group below the name of the animal kingdom. The first group who wins the competition will choose first and the others groups will do the same depending on how many points they got.

4. How did my proposal work?

- Students were able to remember many details about vertebrate animals because they had a good background from previous years. The game was played by the teacher with questions that she had on a paper. It was very enjoyable for students.

5. How would I implement it?

- If you have available some I-Pads/Tablets in your classroom, I would rather use them to play the question game. It would be great to create a Kahoot with the questions because it makes each group to pay attention all the time and try not to lose any time to answer the questions.

TASK 2 – ‘Animal kingdom research’

1. Objectives

- To search specific information about one of the animal kingdoms

- To discriminate which is the important information

2. Materials

- Smartboard
- Plickers app
- Lap book
- I-Pads

3. Outline of the leading activities

- The beginning of the class will be using the Plickers App on the smartboard with five questions to know what knowledge students individually have about vertebrate animals.
- There will be a presentation of the lap book for the unit and students will take the materials to create it. This is the moment for the teacher to explain the information that will be worked in the lap book in order for students to be able to identify which are the contents that they are going to work with.
- Students have to take their own I-Pads to make a research about the animal kingdom they chose the previous day.
- Teacher will show an example of the video 'Draw my kingdom' that will be the final task.

4. How did my proposal work?

- Making questions with Plickers is a good tool to check and assess the level of the contents of each student. Then, the lap book is what it helped students to have all the important features and language of all animals and not just focus on their animal kingdom. This also helps students to study the contents for a final exam that is compulsory in that school.

5. How would I implement it?

- The video was shown to students, but it would be better if teacher also shows students the script that is necessary to have to create the video. It is also important that the video creation and the knowledge to create it, is taught in the English subject because it helps students to make connections and work with the language more easily.

TASK 3 – ‘Jigsaw’

1. Objectives

- To analyze the information they wrote down
- To share with their partners
- To make agreements in the selection of the information

2. Materials

- Smartboard / Blackboard
- Lap book
- I-Pads

3. Outline of the leading activities

- This class will start completing the lap book with the first animal kingdom, ‘Fish’.
- They will have to work in pairs, search through the information on the Internet.
- They will have to talk as a group and take notes of all the information they got.
- ‘Exit Ticket’ self-assessment (Appendix 3)

4. How did my proposal work?

- It is important to point out that before the members of group searched the information on the Internet, they talked about what was the main information they needed and the one that teacher has suggested to them: vital functions, external characteristics, exceptions, examples, etc. After that, they decided in pairs which parts they were going to investigate for.

5. How would I implement it?

- This strategy worked very well because they were forced to talk in English all the time to make agreements and to classify the information. To search information, it would be great to have two I-Pads/Tablets per group, because two can be searching the information and the others can be writing the information down.

TASK 4 – ‘Making decisions’

1. Objectives

- To work in groups cooperative groups
- To select the main information and come to an agreement with their groups
- To organize the relevant information

2. Materials

- Smartboard
- Plickers app
- Lap book
- I-Pads
- Whiteboards

3. Outline of the leading activities

- Students will complete the next animal kingdom on their lap book, ‘Reptiles’, they will answer some questions about the unit with the Plickers App.
- Students will talk together and choose who is going to write and draw each part. As cooperative groups, the coordinators will take the most responsibility to make the decisions and will encourage the members of the group to stay focus and work on their tasks.
- Students will start working on their text and drawing.

4. How did my proposal work?

- Again, Plickers app can help teachers in many aspects because when you have the results, you can see which contents are generally harder for them or which students are behind in the topic. It is easier to modify the teaching during the unit rather than after the unit is completed. On the other hand, having roles on their groups and having made the strategy ‘Jigsaw’ the day before, was easy for students to organize in parts their contents.

5. How would I implement it?

- The discussion on the groups went really well, but I would suggest that each group take notes of the discussion and make clear who is going to do each part to avoid misunderstandings in the future.

TASK 5 – ‘Display creation’

1. Objectives

- To organized the main information in a mind map (Appendix 4)
- To create a display

2. Materials

- Smartboard
- Lap book
- I-Pads
- Whiteboards
- A3 Paper

3. Outline of the leading activities

- The ‘Amphibians’ section will be completed on the lap books.
- Students will talk together to create a display with a mind map about their animal kingdom.
- Each student will have to draw and write the information they are working with.

4. How did my proposal work?

- The lap book is still being completed and students can use the materials teacher provides them or they can make drawings, use magazines’ clipping, etc. In addition, regarding to the mind maps, using whiteboards before creating it, is a good idea because students can organize their ideas better and they erase everything they want.

5. How would I implement it?

- There are many different ways to create a mind map and it would have been interesting to show students some examples on the whiteboard, because all groups made the same mind maps.

TASK 6 – ‘Display performance’

1. Objectives

- To describe the five animal kingdoms
- To identify the main characteristic of the vertebrate animals

2. Materials

- Smartboard
- Plickers app
- Lap book
- I-Pads
- A3 Paper

3. Outline of the leading activities

- Students will answer some question with the Plickers App and then, they will complete the 'Birds' on their lap book.
- The groups of students will present their displays one by one to the rest of the class.
- 'Exit Ticket' self-assessment

4. How did my proposal work?

- There was time before the presentation to prepare the text and organize it. Each group presented their works and at the end of each presentation the rest of the class were clapping and cheering to their classmates encouraging fellowship.

5. How would I implement it?

- Students are not used to make presentations and it is hard for them to talk in front of people, they talk very fast or they do not know how to make eye contact with the audience. For this reason, I think it would be also important not just prepare the content of the presentation, but to work on their skills to talk in public that are equally important.

TASK 7 – 'Lights, camera...action!'

1. Objectives

- To work with new technology
- To represent the animal kingdom through drawing

2. Materials

- Smartboard / Blackboard
- Lap book
- I-Pads
- Whiteboards

3. Outline of the leading activities

- Students will complete the last kingdom of the lap book, 'Mammals'.
- Using the cameras of their I-Pads they will record the drawings one by one.

4. How did my proposal work?

- As students have prepared the mind maps and they have organized all of the information to make a presentation, they were ready to start making the drawings according to what they were going to talk about. It could be said, that through the work they made with the presentations they also created the script for the video.

5. How would I implement it?

- For drawing, using whiteboards is the best idea because they can practice a lot and it is very easy to erase it. At this point, it is necessary to encourage students that the drawing does not have to be perfect and complicated, but it is really important to make it clear, big and in the case they need to write some words, they should write with big capital letters.

TASK 8 – 'Voice recording'

1. Objectives

- To work with new technology
- To represent the animal kingdom through drawing

2. Materials

- Smartboard / Blackboard
- I-Pads
- Garage Band App

3. Outline of the leading activities

- Students will use the Garage Band App to record their voices.
- Students will start creating their video.

4. How did my proposal work?

- Students were really nervous with this task and we started recording their voices on the corridor group by group, however, that place was always with other students walking. It was hard for the group to concentrate and sometimes the recordings were full of noises. Next day, we ask for a class to make the recordings and everything went smoothly.

5. **How would I implement it?**

- Working with this technology and programs require some practice and knowledge, for that reason, it would be essential to work with the same apps in other subjects. In this case, I suggest to work during the English subject because students can familiarize with the language and the operation of each program. Moreover, to record voices is hard to do in a place with lots of people and I would suggest to work in an empty class or in somewhere without noises.

FINAL TASK 9 – ‘Movie Makers’

1. **Objectives**

- To work with different types of programs
- To create a complete video

2. **Materials**

- Smartboard / Blackboard
- I-Pads
- I-Movie App

3. **Outline of the leading activities**

- Students will organize all the recordings.
- Students will make the edition and they will put the videos and the voices together using the I-Movie App.

4. **How did my proposal work?**

- Students had the voice recording in one I-Pad and the drawing recording in the other one, so they could work in pairs on the different programs. They edit the images and the voices, cutting them and trying to match the text with the picture.

5. **How would I implement it?**

- It is really important that they have the files very organized to put everything in order. I would recommend to put a title to each file and have a very clear sequence. It is so much easier to work with tablets or I-Pads because they already have the files on the device and they do not need to transfer them from an external camera. At the same time, having at least two tablets or I-

Pads per group is perfect because they can work on the tasks at the same time.

FINAL TASK 10 – ‘Drawing My Kingdom’

1. Objectives

- To show others their final product
- To collect all the information in a video

2. Materials

- Smartboard

3. Outline of the leading activities

- Students will show their videos to the rest of the class.
- Students will have to complete the ‘Exit Ticket’ self-assessment and they also will have to make a peer assessment with the members of their group. For this assessment, will also use the Plickers App to make it more confidential.

4. How did my proposal work?

- They show each video and they were very supporting and excited to see their own work and the others. They complete the assessments that help them to reflect on how they worked and how their classmates work too.

5. How would I implement it?

- I would suggest to create a short debate about what they liked of their classmates’ videos and why they liked it, using peer assessment elements.

7.4 ASSESSMENT

Assessment is an integral part of language teaching and learning, not merely a final step in the process or just a judgment about an activity accomplished. The assessment is one of the best tools for learning and it helps ‘learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there’ (Spanish/English primary integrated curriculum). In addition, following the CEFRL (Common European Framework of Reference for Languages) I consider the continuous assessment as the most valuable criteria:

- **Students self-assessment:** Every week, students will complete in the ‘Exit ticket’ what they have learnt, in what they need more practice and what they don’t understand. This self-assessment is a good way to let students think about all aspects that they have learnt during each week. At the same time, the Class Dojo App will be used every day to control their behavior and how well they work in class.
- **Peer assessment:** At the of the end of the unit, students will make this assessment using the Plickers App (Appendix 5). Knowing that this App has the opportunity to create questions without a correct answer, students will have to choose a punctuation for their members of the group from 1 to 4.
- **Group assessment:** In the final task, after watching each video, the groups will give a grade to their classmates.
- **Teacher assessment:** Every day, teacher will have to observe students how they were doing each task, trying to focus on the students that had more difficulties, encouraged them to talk in English and taking some notes about their attitude in class. Therefore, every week a test is designed on the Pickers app to check if they are understanding the main concepts of the unit.
- **Final evaluation:** Students will have to show their final product, in this case the video, to the rest of the class. Teacher will evaluate this through a rubric (Appendix 6). Moreover, teacher will assess the lap book to see if they have completed all the contents of the unit.

8. SURVEY

After my initial observation at school about the use of English and ICT's, and also through the informal conversation I had both with teachers and students through the development of my initial proposal, and having realized about their positive feelings towards the work done, I wanted to get information on a more 'scientific' format, through a simple survey.

There were two different surveys in the school where the proposal was carried out. One of the surveys was for the two 4th grade classes and the other one was for the bilingual teacher.

In the students' survey (Appendix 7) there was a total of 44 students who participated. The vast majority, recognized that they like technology and they use it frequently at home. Moreover, most of them, more than the 90% of the sample, feel that it is easier for them to understand contents and foreign languages when they use technology in class. Therefore, a lot of students highlighted that learning is more enjoyable for them, they could pronounce better and they could be in touch with other students of the world.

On the other hand, the survey for teachers (Appendix 8) has less participants because there are around 15 bilingual teachers in the whole school. Despite this fact, the results were very similar to those of the students. Most of the teachers would like to use more technology in their classes but they agree that they do not have enough ICT training. They also believe that using technological devices in class could help to enhance the students' learning.

9. CONCLUSIONS

After the study and implementation of this work, some conclusions and reflections have been obtained. English as a second language acquisition through the ICT has been the most important theme throughout these pages.

Setting the main objectives was the first step that I took to develop this report. From there, I continued creating an implement proposal for Natural Science in which the topic was about vertebrate animals but my goals, behind this, were to use technology. In most of the cases, using technology, you are guarantee that students are more motivated and, in consequence, they are going to try to use more easily the English language. I strongly believe that when students are stimulated by something, they have a very positive attitude to learn. Moreover, as it is analyzed in the theoretical foundations, using technology in classrooms it will be very beneficial for students in the future because it will help them entering the labor market, to communicate with the world, to solve problems and to create digital contents. In the case of teachers, they will have a good responsibility to educate them in the use of new technologies always in a safety way.

Another important point of this work has been the cooperative learning, through which students have to work in groups and create a positive interdependence between the members of the group to accomplish the expected results. Therefore, working in cooperative groups, is as well another tool to help students to use the English language, because it will be compulsory for them to talk, read, discuss, listen and write to complete the tasks, so they need each other.

On the other hand, the surveys that were made for teachers and students have given me evidence of how important technologies in classrooms are. Both, teachers and students agree that they like technology and that it is a very good resource for teaching and learning, emphasizing the idea that they feel more motivated. Most of them, also believe that it would be easier for them to learn a new language using technology which has been one of the most important objective of this document. In addition, after this proposal was carried out, some teachers of the school have decided to continue using ICT in their classes, which supports and reinforces positively the main lines of this work.

To conclude, acquiring a new language could be very frustrating if there are not enough reasons and incentives to help you to learn. Further to this, I think it would be a great work to investigate specific projects that are being carried out in schools to motivate students through technology.

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11. APPENDIX

APPENDIX 1

About the unit/ Where this unit fits		
<p>This unit is carried out at the middle of the first term, during 10 sessions and after having studied the unit of invertebrate animals. We are going to talk about the five animal kingdoms, all the external characteristics that vertebrate animals have, the classification of animal in carnivores, herbivores and omnivores and the three vital functions for each kingdom. In addition, we are going to study these contents building a lap book little by little every day.</p> <p>All the steps followed in this unit lead us to a final task in which each group of the class is going to create a video of one of the animal kingdoms using ICT. The I-Pads will be essential to search information and to record and create the final product.</p>		
Prior Learning	Language used in the unit	Important Resources
<p>According to the Spanish Curriculum of Castilla y León (DECREE 26/2016, of July 21st), students have learnt in previous years about the main features of vertebrate animals, their functions (they are born, take in nourishment, have young and die), the distinction between viviparous and oviparous animals, they can recognize if they are carnivores, omnivores and herbivores and they can difference between domestic and wild animals. The unit is linked with the English subject because they have been working in previous lesson with technology as well.</p>	<ul style="list-style-type: none"> • Kingdom • Fish, reptiles, amphibians, birds and mammals • Body covering • Breathing • How are they born? • Vital functions: nutrition, reproduction and interaction • Video edition language (cut, copy, fast motion...) 	<ul style="list-style-type: none"> • Smartboard • Blackboard • Computer • Voice Level display • Plickers app • Class Dojo App • Blackboard • Exit Ticket • I-Pads • Whiteboards • I-Movie App • Garage Band App

Expectations

At the end of this unit all the children must	<ul style="list-style-type: none">• Enjoy the lesson• Be respectful• Observe, identify and recognize basic characteristics and classify vertebrate animals• Use ICT in a responsible way• Demonstrate the habit of caring for and respecting animals
At the end of this unit most of the children should	<ul style="list-style-type: none">• Learn about the nutrition, interaction and reproduction functions of vertebrate animals• Use keys and guides to classify animals• Work with the new technology to create a video and to develop Natural Science knowledge
At the end of this unit some of the children could	<ul style="list-style-type: none">• Use the language appropriately for each content• Create a video with voices and music

Lessons Overview English – ‘A day in the Life’

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> To familiarize with routines To create a script to record videos 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify their routines throughout a day Write the information that is going to be used in the video 	‘Creating a script’	<ul style="list-style-type: none"> They will participate on a brainstorm about vertebrate animals They will play the game in groups They will understand the game instructions They will accept their animal kingdom assigned.
2	<ul style="list-style-type: none"> To follow instructions to create a video To use editing apps 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Follow the instructions of the teacher to create the video step by step Mix pictures and off voices 	‘Movie makers’	<ul style="list-style-type: none"> They will use tablets in a responsible way They will use their scrip to create the video and organize their ideas They will Work cooperatively to make the video

Lessons Overview Natural Science – ‘Draw my kingdom’

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> To familiarize with vertebrate animals To identify the main features of vertebrate animals 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Remember some characteristic of each kingdom Distinguish vertebrate and invertebrate animals Classify vertebrates based on their vital functions 	‘Q&A Vertebrate animals’	<ul style="list-style-type: none"> They will participate on a brainstorm about vertebrate animals They will play the game in groups They will understand the game instructions They will accept their animal kingdom assigned.
2	<ul style="list-style-type: none"> To search specific information about one of the animal kingdoms To discriminate which is the important information 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify what information they need Observe and analyze the characteristics of animals 	‘Animal kingdom research’	<ul style="list-style-type: none"> They will use tablets in a responsible way They will take notes about the main information they find on the internet They will learn more about animals and their vital functions
3	<ul style="list-style-type: none"> To analyze the information they wrote down To share with their partners 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Use keys to identify vertebrate animals and their features 	‘Jigsaw’	<ul style="list-style-type: none"> They will share the information with their groups They will make select the main information

4	<ul style="list-style-type: none"> To make agreement in the selection of the information 	<ul style="list-style-type: none"> Consult and use written documents. 		<ul style="list-style-type: none"> They will make agreements
	<ul style="list-style-type: none"> To work in groups cooperative groups To select the main information and come to an agreement with their groups To organized the relevant information 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Work cooperatively and flexibly as part of a group Make a discussion to choose the information needed 	‘Making decisions’	<ul style="list-style-type: none"> They will obtain the most significant information They will demonstrate an interest in observing and studying living things They will write everything down
5	<ul style="list-style-type: none"> To organized the main information in a mind map To create a display 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Build a mind map of their animal kingdom To be coordinate as a group 	‘Display creation’	<ul style="list-style-type: none"> They write the information on the mind map They will create a sequence of the information
6	<ul style="list-style-type: none"> To describe the five animal kingdoms To identify the main characteristic of the vertebrate animals 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain how vertebrates carry out the three vital functions and their body characteristics Performance a presentation 	‘Display performance’	<ul style="list-style-type: none"> They will divide each part of the presentation for each member of the group They will interact with the rest of the class

7	<ul style="list-style-type: none"> • To work with new technology • To represent the animal kingdom through drawing 	Children will be able to: <ul style="list-style-type: none"> • Create a video • Draw in sequence their contents • Be responsible using ICT 	‘Lights, camera...Action!’	<ul style="list-style-type: none"> • They will record the video making pauses • They will represent all the characteristics through drawing
8	<ul style="list-style-type: none"> • To record voices • To get the best speech using the vertebrates content 	Children will be able to: <ul style="list-style-type: none"> • Use a voice recording app • Be responsible using ICT 	‘Voice Recording’	<ul style="list-style-type: none"> • They will talk clearly • They will be organized to record each part of the video.
9	<ul style="list-style-type: none"> • To use ICT as a tool for learning • To work cooperatively 	Children will be able to: <ul style="list-style-type: none"> • Work with different kind of programs • Make a synthesis about each animal kingdom 	‘Movie Makers’	<ul style="list-style-type: none"> • They organized all the recordings and they will put it together • They will work in groups
10	<ul style="list-style-type: none"> • To show other a final product • To collect all the information in a video 	Children will be able to: <ul style="list-style-type: none"> • Show their video • Pay attention and respectful about the work of their classmates 	‘Drawing my kingdom’	<ul style="list-style-type: none"> • They will be quiet during the presentations • They will show interest with their classmates’ work

Lesson 1

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To familiarize with vertebrate animals To identify the main features of vertebrate animals 	Children will be able to: <ul style="list-style-type: none"> Remember some characteristic of each kingdom Distinguish vertebrate and invertebrate animals Classify vertebrates based on their vital functions 	<ul style="list-style-type: none"> They will participate on a brainstorm about vertebrate animals They will play the game in groups They will understand the game instructions They will accept their animal kingdom assigned. 			
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE <ul style="list-style-type: none"> Do you remember how many animal kingdoms are? Do you know what is an omnivore animal? Vertebrate animals have backbone. TEXT TARGETED Text level: INFORMATIVE		<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 			
Outline of leading activities					
‘Q&A Vertebrate animals’					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	10’	Teacher and students	Brainstorming about vertebrate animals	Write the ideas of students on the smartboard	- Smartboard
	3’	Teacher		Write the five kingdoms on the blackboard and explain the question game	- Blackboard

20'	Teacher and students	Answer the questions in groups on the whiteboards	Read the question, let students a time to think and give them points.	- Whiteboards - Blackboard - Vertebrate animal questions
5'	Teacher and students	Choose an animal kingdom per group	Let the groups choose an animal kingdom and write them down on the blackboard.	- Blackboard

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Participate in their groups • Remember the basic features of vertebrate animals 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Answer the questions • Analyze the question with the group 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Remember the contents in English • Answer all the questions correctly
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Lesson 2

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To search specific information about one of the animal kingdoms To discriminate which is the important information 		Children will be able to: <ul style="list-style-type: none"> Identify what information they need Observe and analyze the characteristics of animals 		<ul style="list-style-type: none"> They will use tablets in a responsible way They will take notes about the main information they find on the internet They will learn more about animals and their vital functions 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE We are going to make a video. We need information about vital functions, external features, etc., about vertebrate animals. TEXT TARGETED Text level: INSTRUCTIONAL			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 		
Outline of leading activities					
‘Animal kingdom research’					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	12’	Teacher and students	Answer the Plickers’ questions	Read the questions and talk about the answers about vertebrate animals	<ul style="list-style-type: none"> Smartboard Plickers App

5'	Teacher		Show the vertebrate animals lap book and explain the information that will be worked	- Lap book
20'	Teacher and students	In pairs, they will search for information about vertebrate animals	Guide students in their research	- I-Pads / Tablets
8'	Teacher		Explain and show an example of the final product: Draw my life video. Explain how the video was made.	- Smartboard
5'	Teacher and students	Ask questions about the video	Answer questions	- Smartboard

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Work in pairs but with their groups 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Search information about vertebrate animals • Take some notes • Understand the final product 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Select the most important information of the internet. • Understand how to create the video (Draw my life)
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Lesson 3

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To analyze the information they wrote down To share with their partners To make agreements in the selection of the information 		Children will be able to: <ul style="list-style-type: none"> Use keys to identify vertebrate animals and their features Consult and use written documents. 		<ul style="list-style-type: none"> They will share the information with their groups They will make select the main information They will make agreements 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE What did you find? The external features for amphibians are.. TEXT TARGETED Text level: EXPLICATIVE			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 		
Outline of leading activities					
‘Jigsaw’					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	3’	Teacher and students	Exercise and say the words Warm up	Encourage students to follow the video	<ul style="list-style-type: none"> Smartboard https://youtu.be/ZnnqU6KFjEA

10'	Teacher and students	Complete the Fish section in the lap book	Guide students	- Lap book
10'	Teacher and students	Divide the contents and search information in pairs about their animal kingdom	Help students giving them some contents that they will have to find	- I- Pads / Tablet
10'	Teacher and students	Share the information with all the members of the group	Encourage students to work cooperatively	- I- Pads / Tablet
5'	Students	Complete the Exit Ticket as an assessment		- Exit Ticket

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Work cooperatively 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Search information • Select important information • Analyze the information in group 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Share the information in English • Understand specific terminology
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Lesson 4

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To work in groups cooperative groups To select the main information and come to an agreement with their groups To organized the relevant information 		Children will be able to: <ul style="list-style-type: none"> Work cooperatively and flexibly as part of a group Make a discussion to choose the information needed 		<ul style="list-style-type: none"> They will obtain the most significant information They will demonstrate an interest in observing and studying living things They will write everything down 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE We are group number... This is a salamander, they have... Reptiles can be... TEXT TARGETED Text level: REPORT			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 		
Outline of leading activities					
‘Making Decisions’					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	12’	Teacher and students	Answer the Plickers’ questions	Read the questions and talk about the answers about vertebrate animals	<ul style="list-style-type: none"> Smartboard Plickers App

10'	Teacher and students	Complete the Reptiles section in the lap book	Guide students	- Lap book
7'	Students	Decide who is going to do each part for the final task		
15'	Teacher and students	Write the text that they are going to say on the video	Help students and show them an example	
15'	Teacher and students	Draw the pictures according to the text that they wrote	Help students and encourage them to make it simple	- Whiteboards

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Draw on the whiteboard • Groups come up with an agreement 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Write the text without structure • Draw some pictures related with their animal kingdom 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Write a complete text • Draw pictures perfectly linked with the text
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Lesson 5

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none"> To organized the main information in a mind map To create a display 	Children will be able to: <ul style="list-style-type: none"> Build a mind map of their animal kingdom To be coordinate as a group 	<ul style="list-style-type: none"> They write the information on the mind map They will create a sequence of the information

Discourse/Text targeted

Language targeted- Non-verbal L Targeted

DISCOURSE We need to write this... I'm going to draw... TEXT TARGETED Text level: EXPLICATIVE	<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, eh....
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Outline of leading activities

'Display creation'

Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	3'	Teacher and students	Exercise and say the words Warm up	Encourage students to follow the video	- Smartboard - https://youtu.be/ZnnqU6KFjEA
	10'	Teacher and students	Complete the Amphibians section in the lap book	Guide students	- Lap book

4'	Students	Talk in groups to create a display	Show them an example	- Whiteboards
25'	Teacher and students	Write the information each member of the group is going to say and draw some pictures	Help students	- Whiteboards - Big paper

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Work cooperatively 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Write and draw some ideas on the display • Discuss with the group 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Write and draw the most important information
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Lesson 6

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To describe the five animal kingdoms To identify the main characteristic of the vertebrate animals 		Children will be able to: <ul style="list-style-type: none"> Explain how vertebrates carry out the three vital functions and their body characteristics Performance a presentation 		<ul style="list-style-type: none"> They will divide each part of the presentation for each member of the group They will interact with the rest of the class 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE We are... This is a reptile, he has... Birds are... TEXT TARGETED Text level: EXPLICATIVE			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 		
Outline of leading activities					
'Display performance'					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	12'	Teacher and students	Answer the Plickers' questions	Read the questions and talk about the answers about vertebrate animals	- Smartboard - Plickers App
	10'	Teacher and students	Complete the Birds section in the lap book	Guide students	Lap book

15'	Teacher students and	Prepare their presentation of the display		- Display
12'	Teacher students and	Present in groups their displays	Encourage students to cheer their classmates	- Display

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Discuss in groups 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Prepare the display • Talk in public with hesitation 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Talk in public very confident • Prepare the display carefully
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Lesson 7

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To work with new technology To represent the animal kingdom through drawing 		Children will be able to: <ul style="list-style-type: none"> Create a video Draw in sequence their contents Be responsible using ICT 		<ul style="list-style-type: none"> They will record the video making pauses They will represent all the characteristics through drawing 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE First, you have to draw... Them, you have to record this part.. TEXT TARGETED Text level: INSTRUCTIONAL			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 		
Outline of leading activities					
‘Lights, camera...Action!’					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	3’	Teacher and students	Exercise and say the words Warm up	Encourage students to follow the video	- Smartboard - https://youtu.be/ZnnqU6KFjEA
	10’	Teacher and students	Complete the Mammals section in the lap book	Guide students	- Lap book

5'	Students	Prepare their drawing		- Whiteboards
25'	Teacher and Students	Record their drawings in groups and in pairs	Help students	- Whiteboards - I-Pads / Tablets
5'	Students	Complete the Exit Ticket as an assessment		Exit Ticket

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Use the I-Pads responsibly 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Record their classmates' drawings carefully • Draw their part of the text 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Record the videos very easily without doubts • Draw the most significant parts
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Lesson 8

Learning objectives		Learning outcomes		Evidence for Assessment		
<ul style="list-style-type: none"> To record voices To get the best speech using the vertebrates content 		Children will be able to: <ul style="list-style-type: none"> Use a voice recording app Be responsible using ICT 		<ul style="list-style-type: none"> They will talk clearly They will be organized to record each part of the video. 		
Discourse/Text targeted			Language targeted- Non-verbal L Targeted			
DISCOURSE We are group number... This is a dog... The parts of the body are... TEXT TARGETED Text level: EXPLICATIVE			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 			
Outline of leading activities						
‘Voice Recording’						
Classroom Management	Timing	Grouping		Pupils	Teacher	Resources
	3’	Teacher	and	Exercise and say the words Warm up	Encourage students to follow the video	- Smartboard - https://youtu.be/ZnnqU6KFjEA
	25’	Teacher	and	Use the Garage Band to record their voices	Help students	- Garage Band - I-Pads / Tablets

20'	Teacher and students	Create the video mixing the voices and the drawings	Help students	<ul style="list-style-type: none"> - I-Pads / Tablets - I-Movie
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Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Work in groups 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Help in the creation of the video • Record their voices following the text 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Create the video knowing the necessary tools to create it
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Lesson 9

Learning objectives		Learning outcomes		Evidence for Assessment	
<ul style="list-style-type: none"> To use ICT as a tool for learning To work cooperatively 		Children will be able to: <ul style="list-style-type: none"> Work with different kind of programs Make a synthesis about each animal kingdom 		<ul style="list-style-type: none"> They organized all the recordings and they will put it together They will work in groups 	
Discourse/Text targeted			Language targeted- Non-verbal L Targeted		
DISCOURSE First, you have to organize... We need to cut this video... TEXT TARGETED Text level: INSTRUCTIONAL			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 		
Outline of leading activities					
‘Movie Makers’					
Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	3’	Teacher and students	Exercise and say the words Warm up	Encourage students to follow the video	<ul style="list-style-type: none"> Smartboard https://youtu.be/ZnnqU6KFjEA
	10’	Teacher and students	Organize all the recordings	Help students	<ul style="list-style-type: none"> I-Pads / Tablets Displays

30'	Teacher and students	Create the video	Help students with the programs	
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Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Work in groups 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Organize the files • Help with the creation of the video 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Create the video • Add some special effects to the video
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Lesson 10

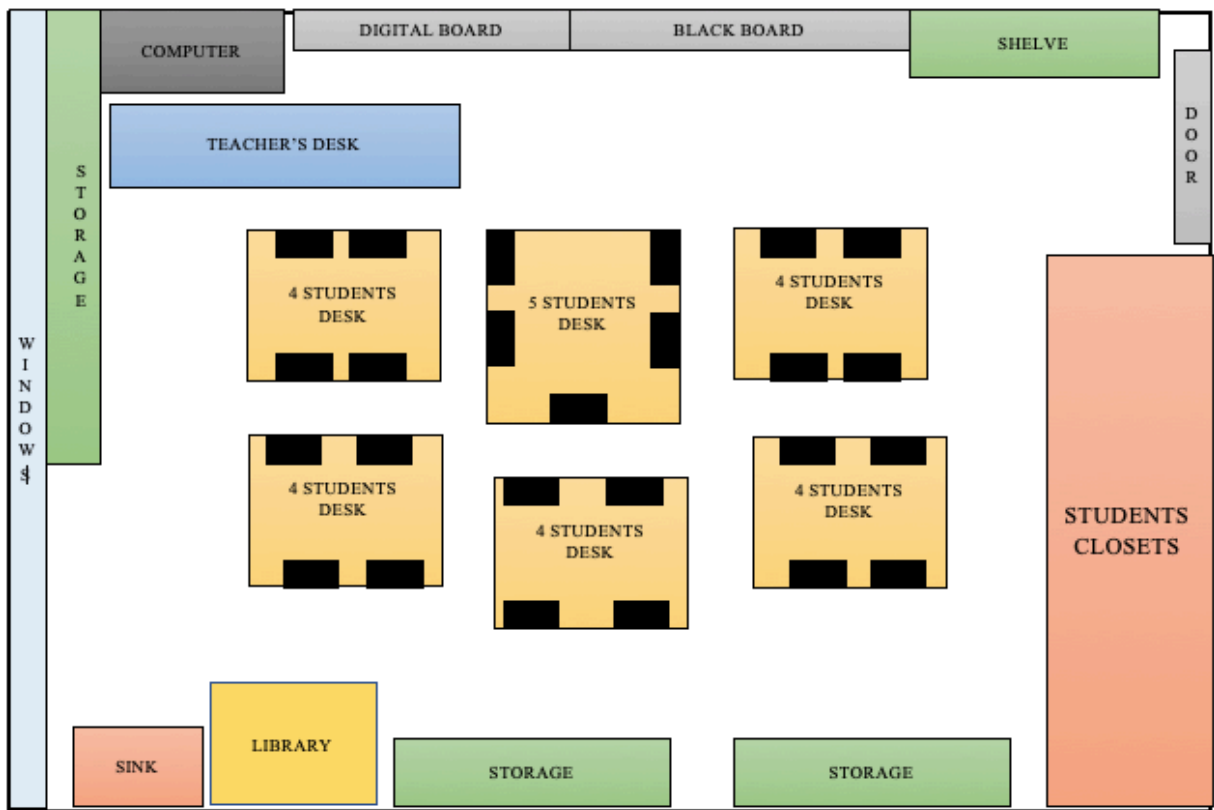
Learning objectives		Learning outcomes		Evidence for Assessment					
<ul style="list-style-type: none"> To show other a final product To collect all the information in a video 		Children will be able to: <ul style="list-style-type: none"> Show their video Pay attention and respectful about the work of their classmates 		<ul style="list-style-type: none"> They will be quiet during the presentations They will show interest with their classmates' work 					
Discourse/Text targeted			Language targeted- Non-verbal L Targeted						
DISCOURSE Good job! Group number... This is a... TEXT TARGETED Text level: EXPLICATIVE			<ul style="list-style-type: none"> Affect displays: Eye contact to know more about the students, their feelings, catch their attention, enhance their understanding and take control of the class. Qualifier: Intonations depending on the word to get the attention of the students and also, use the silence to create different moments (in order to increase their concentration, give them moments to think...) Proxemics: Create a good atmosphere in which teacher will help each child if they need. Regulators: Raise their hands asking for silence, point out to the responsibilities display... Illustrators to make clearer some words that teacher uses. Try to avoid the segregates as mmm, emm, ehh.... 						
Outline of leading activities									
'Drawing my kingdom'									
Timing		Grouping		Pupils		Teacher		Resources	
Classroom Management	20'	Teacher and students	Show their videos and cheer their classmates	Encourage students to cheer their classmates and say what they liked about the video	<ul style="list-style-type: none"> Smartboard Videos: <ul style="list-style-type: none"> https://youtu.be/nDNjJ-bh4Sw https://youtu.be/RYO4RtzeEj0 https://youtu.be/jyNIOj5ZD6E https://youtu.be/rcW6L7FICwY https://youtu.be/laC-FoVTRkc 				

5'	Students	Complete the Exit Ticket as an assessment		- Exit Ticket
10'	Students	Peer assessment		- Plickers

Assessment Criteria

<p>All children must be able to</p> <ul style="list-style-type: none"> • Be respectful • Enjoy the lesson • Cheer their classmates 	<p>Most of the children will be able to</p> <ul style="list-style-type: none"> • Say what they liked about their videos 	<p>Some of the children could</p> <ul style="list-style-type: none"> • Have a little discussion about the videos
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APPENDIX 2



APPENDIX 3

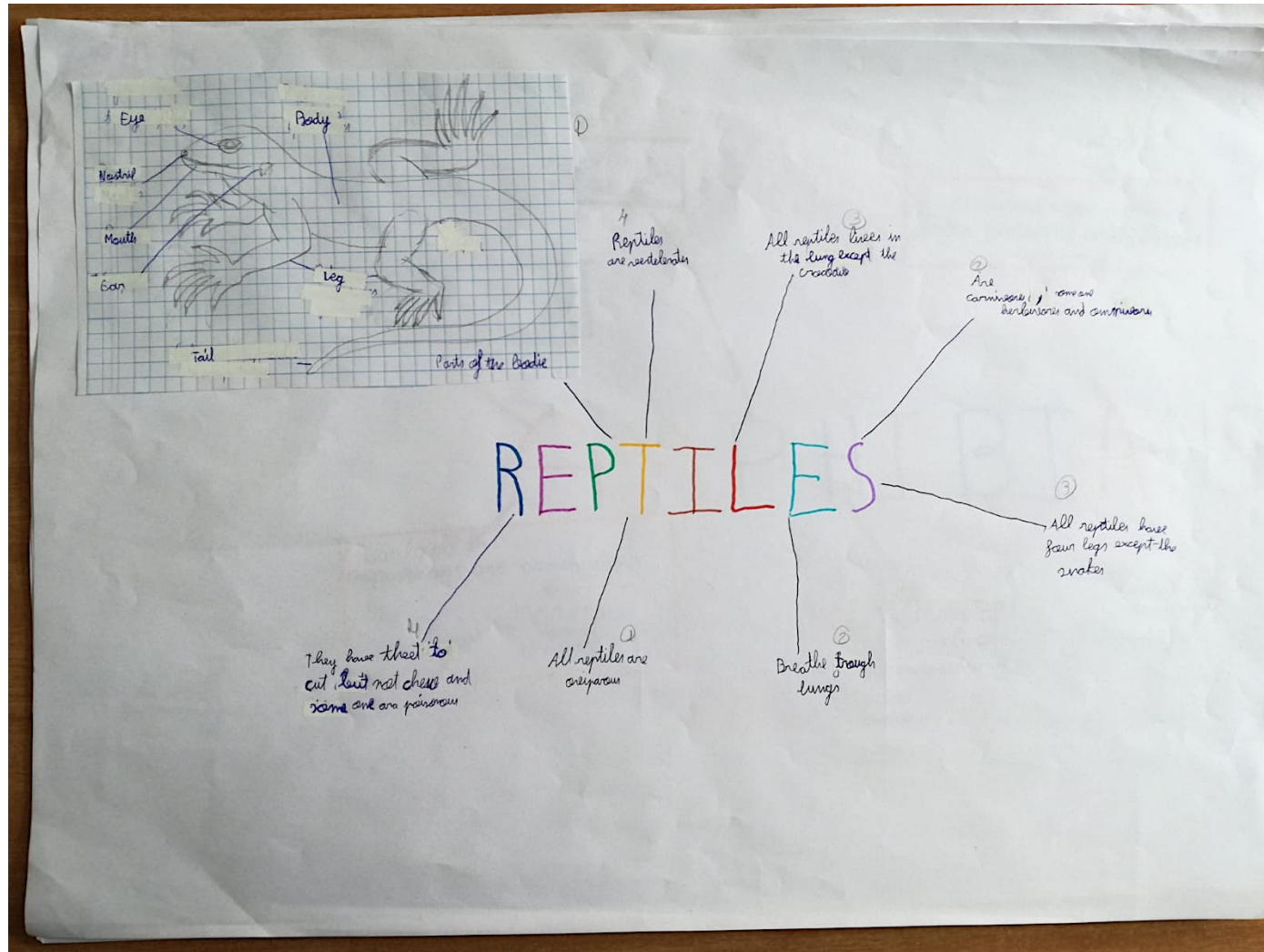
EXIT TICKET

Today I learned...

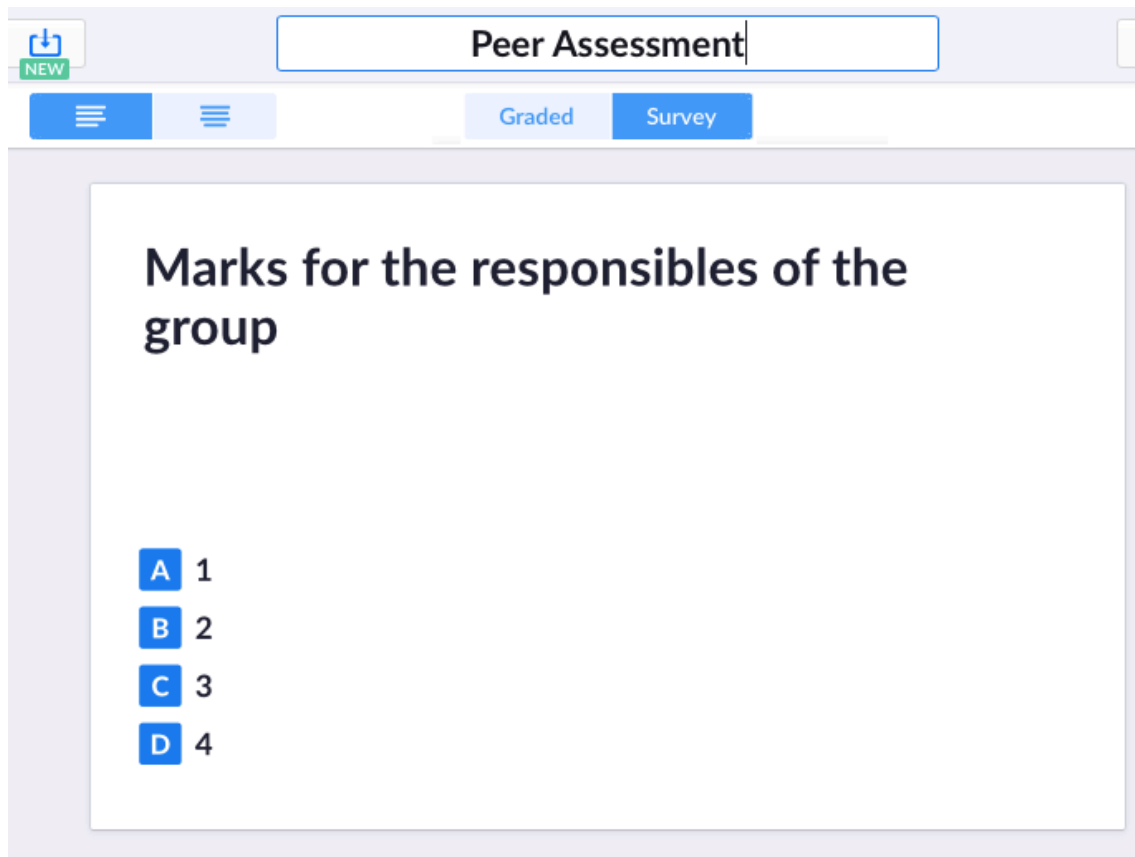
I need more practice with...

I do not understand...

APPENDIX 4



APPENDIX 5



The screenshot shows a web interface for a 'Peer Assessment' survey. At the top, there is a search bar containing the text 'Peer Assessment'. Below the search bar, there are two tabs: 'Graded' and 'Survey', with 'Survey' being the active tab. The main content area displays a question: 'Marks for the responsables of the group'. Below the question, there are four multiple-choice options, each in a blue square: 'A 1', 'B 2', 'C 3', and 'D 4'. The interface also includes a 'NEW' indicator and a hamburger menu icon in the top left corner.

APPENDIX 6

CRITERIA Standards for this task	ATTEMPTED 1	ACCEPTABLE 2	ADMIRABLE 3	EXCEPTIONAL 4
SPEAKING	Cannot be understand	Mispronounce most of the words	Mispronounce some words	Speak clearly
CONTENT	Do not seem to understand the topic very well	Show a good understanding of parts of the topic	Show a good understanding of the topic	Show a full understanding of the topic
VIDEO EDITION	Video is barely edited	Video is edited but the voices are lower than the music and they are not adjust to the pictures	Music and pictures are adjusted in time	Video is very completed, with all elements in time and with extra effects

GROUP NUMBER	RESULTS											
	SPEAKING				CONTENT				VIDEO EDITION			
	1	2	3	4	1	2	3	4	1	2	3	4
1												
2												
3												
4												
5												

APPENDIX 7

TEACHERS SURVEY

- 1. Do you think that ICT is a valuable learning tool in your classroom?**
Strongly disagree Disagree Agree Strongly agree
- 2. Do you think that ICT enhances your students learning?**
Strongly disagree Disagree Agree Strongly agree
- 3. Do you have enough professional formation in ICT?**
Lack of training in ICT 1 2 3 4 Good training in ICT
- 4. What type of technology do you use in your classroom?**
Digital Board
Computers
Tablets / I-Pads
Electronic Books
Robotics
Cameras
Ohters
- 5. How often do you use it?**
Never or almost never Several times a month At least once a week Every day or almost every day
- 6. Would you like to introduce more technology in your classroom?**
Yes No
- 7. Do you consider is harder to program the contents using ICT?**
Yes No
- 8. Do you think using technology could help your students to learn foreign languages?**
Yes No Maybe

- Online Survey

https://docs.google.com/forms/d/e/1FAIpQLSeJaE6EgINWUT_CYjKvzbafydZQ0ELKQngFzOPe1ButKbWETg/viewform?usp=sf_link

APPENDIX 8

STUDENTS SURVEY

1. Do you like technology?

YES

NO

2. Do you have any technological device at home?

YES

NO

3. Do you understand more easily what you are learning if you use ICT?

YES

NO

MAYBE

4. Is it easier for you to learn other language using technology?

YES

NO

MAYBE