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Exploring a New Way of Teaching English: Task-Based Approach Proposal

TRABAJO DE FIN DE MÁSTER

Máster en profesor de educación secundaria obligatoria y bachillerato

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1   Abstract

The Task-Based Approach promotes a change of perspective that brings the language learning process closer to the acquisition process, seeking to engage the Language Acquisition Device. This approach translates into a methodology that enhances practices such as collaborative work, interaction and active learning, all based upon the development of the communicative competence. A methodology grounded on the implementation of tasks to create authentic and meaningful communicative contexts that bring the learning process closer to reality, where language has an instrumental purpose. In order to demonstrate that the application of this approach is possible in the Spanish educational reality, I have designed a termly teaching proposal for a specific secondary school duly based on the current legal framework. This essay will show by example that a change in Spain's language teaching system is not only necessary, but actually possible.

Keywords: Task-Based Approach, acquisition, active learning, communicative competence, teaching proposal

Resumen

El Enfoque por Tareas promueve un cambio de perspectiva que aproxima el proceso de aprendizaje de una lengua al de adquisición, tratando de activar el Dispositivo de Adquisición del Lenguaje. La aplicación de este enfoque se traduce a una metodología que promueve prácticas como el trabajo colaborativo, la interacción y el aprendizaje activo, todo ello fundamentado en el desarrollo de la competencia comunicativa. Una metodología basada en la implementación de tareas con objeto de crear contextos comunicativos auténticos y significativos que acerquen el proceso de aprendizaje al mundo real, donde la lengua tiene un fin instrumental. Con el fin de demostrar que la aplicación de este enfoque es posible en la realidad educativa española, he diseñado una propuesta didáctica trimestral para un centro de secundaria concreto debidamente fundamentada en el marco legal. Este trabajo demostrará con el ejemplo que un cambio en la enseñanza de idiomas española no solo es necesario, si no posible.

Palabras clave: enfoque por tareas, adquisición, aprendizaje activo, competencia comunicativa, propuesta didáctica

2   Introduction

In the last report released by OECD (Organization for Economic Cooperation Development, 2019), Spain has improved its educational results since the last year, but it still falls behind the main European countries. With regards to English learning, Spain is placed at the bottom of the rank. Spain not only continues to lag behind other European countries, but it also suffers from poorer results than in previous reports, situated in the 32nd place out of 88 countries analysed. According to other report by *Education First*, a company founded in Sweden in 1965 that publishes an annual ranking known as the EF English Proficiency Index (EF EPI), Spain occupies 25th position of the 33 States surveyed in Europe and the 35th position in the world. But why does this happen?

The Spanish journal *El País*, in its educational forum, raised the question of why Spain has always worse results than other European countries at the same developmental level. Dozens of teachers pointed out that the level of orality in the vast majority of classes is very low, when orality, they stressed, is the main and most natural means of transmitting and learning a language. According to Rubén Chacón, "language is learned through use and explanation. But if teachers in Spain tend to use more written activities it is because they are more manageable when you have 25 or 30 students in the classroom. Interactivity and orality should play a predominant role, but we need more investment and also more teacher training" (Chacón, cited in *El País*).

In this paper, the traditional methodology will be substituted for a very different approach towards English teaching and learning: the Task-Based Approach (TBA). The focus will be placed on learning by doing, by speaking, by communicating, by solving problems, etc. An active way of learning English in which students are the main protagonists and the teacher only guides them in the process and intervenes when needed. Speaking and communicating, which are the main means of transmitting a language, will be an essential part of the learning process. Attending to students' interests and concerns and incorporating them into the class.

I will try to prove that implementing a teaching unit based upon the TBA in secondary education is doable and highly beneficial for students. It has the power of increasing motivation through the implementation of tasks adapted to the students as well of lowering the affective filter students may have towards the English subject.

3   Justification

In this early fourth decade of the 21st century, the world of education, in Spain and throughout the western countries, is experiencing challenging moments of great change and uncertainty. In Spain, we live in a state where education is highly influenced by the political ideologies of the ruling government. A state which, despite having experienced five educational reformations in the past 20 years, has not achieved an acceptable educational agreement either on the quality of education or on the results expected in this area. This problem directly affects teachers, students and, consequently, society as a whole.

In Spain, the drop-out rate, which is an accurate indicator of the effectiveness of an educational system, is one of the highest in the EU. In 2018, this rate reached almost an 18% of the students, far more than the 10% average in the European countries, and 3 points above the level specifically assigned to Spain (15%) for 2020. Nevertheless, Spain is experiencing an improvement if compared to the drop-out rate of previous years. For instance, in 2014 the drop-out rate was a 22,7%, almost 5 points above the one of 2018. The improvement may seem promising, but in 2014 the goal established by the OECD for Spain in 2020 was a 10%, when in 2018 the goal was changed to a rate of the 15% since 2014's goal was unobtainable (*Resumen Informe*, 2019:112*)*. Thus, there is an improvement, but it is very slow for the high values Spain is working with.

In Spain's Compulsory Secondary Education and in the Bachillerato stage, the first foreign language is a compulsory core subject studied by all students. The first foreign language most widely studied in Spain is English, distantly followed by French. Together with that, if we look at the *Official Language Schools* data, we will find that English was the most demanded language in the 2017-2018 academic year, with a total of 263,418 enrolments, while only 52,683 students were enrolled in French language (2019:93). Therefore, taking the OECD reports as a reference, we can conclude, on the one hand, that English language has major importance in the Spanish education system, being one of the core subjects; and, on the other hand, that the education system is harmed and clearly presents problems. But, do the failures and shortcomings of the education system affect English teaching and learning? Of course, they do.

The *Education First* studies, above mentioned, placed Spain in the 35th position out of 100 countries surveyed and its English level was rated as "moderate." However,

one may predict that Spain is improving with the years, as happens with the drop-out rate, and slowly escalating in the ranking. In 2013, when *Education First* surveys started, Spain occupied the 24th position out of 44 countries, which would locate Spain in the middle of the ranking. The more countries surveyed the lower Spain drops, moving from the centre to the bottom part of the list. *Eurostat* shows that in 2007, 46.6% of Spaniards aged 25-64 could not speak any foreign language. In 2016, the last data available, the percentage had barely moved (45.8%). In the same period, however, Portugal reduced this proportion from 51% to 31%. Our English proficiency level is not decreasing with the years, which would be extremely alarming, but it is clearly not improving either. It remains static, as if we were stuck or settled into the same dynamic.

From what I have experienced in my short period as a secondary English teacher, Chacón's statement, previously mentioned, is fulfilled with dangerous accuracy. English teachers are still stuck in the traditional way of teaching English, which is the one represented by the statement: "Open the activity book. Page 49. Exercises 3, 4 and 5." Teachers, closely following the different chapters of the textbook, explain the theory and the students take notes. The teacher guides the students through the material and even if s/he manages to transfer the knowledge to the students they stop in the mere understanding, not being able to put what has learned into practice. This unidirectional traditional methodology promotes passive learning, which leads to a huge gap between theory and practical application.

A change is needed. The old, static and rusty teaching methodologies need to pass on the baton to new and more profitable teaching approaches more benefiting for the students, the teacher and, consequently, for society as a whole. Spain needs an urgent methodological renewal to improve students' English level of proficiency. Not only in order to give Spain a better position in the education rankings, but also to ensure that our students are prepared for a future professional life based on globalization and interpersonal relationships, for which English is essential. Thus, taking everything into account, this paper is designed to offer a new methodological approach to English teaching: the Task-Based Approach.

The main objective of this paper, therefore, is to demonstrate how a methodological change can lead to a more effective English teaching. In order to meet

such a goal we need to break it down into more specific objectives that allow for a clearer and more affordable division. These objectives are:

- To demonstrate the effectiveness and advantages of the implementation of TBA as the main methodological resource in class.
- To promote and improve collaborative, active and communicative work, as well as the students' attitude and performance in the English subject.
- To explore language acquisition as an effective and valid alternative to traditional language learning.
- To promote and extend the use of new technologies in the English language classroom by their implementation in a specific working dynamic.

To fully accomplish and to illustrate the abovementioned objectives, I will first provide the reader with theoretical knowledge on the education field. This section is focused on the literature surrounding language teaching, especially the one concerning TBA and the elements it entails. We will go through the various language teaching approaches, the communicative competence, language acquisition, the input theory, the affective filter, active and cooperative learning and other concepts needed to understand this teaching approach.

Once the topic is delimited and to illustrate how it can be applied, I will present a description of a teaching proposal for a complete schooling term (three months) fully based on TBA. I will set a specific context founded on my traineeship as a secondary English teacher in which a methodological change is needed. I will comment on the most important and representative aspects of the teaching proposal, including the term scheduling and the explanation of some task. For further comprehension, I will exemplify the teaching proposal through the design and presentation of a teaching unit that will show how TBA is applied, even reflecting on the oral production of the teacher during the teaching sessions. This teaching unit will be available in Annex IV, located at the very end of the paper, which will be preceded by the conclusions drawn from the work.

4   Theoretical framework

In this section, the Task-Based Approach towards language teaching will be deeply analysed and studied, breaking the term into smaller units that will benefit its comprehension. However, before getting into the actual matter, it is mandatory to understand the difference between approach and methodology.

4.1   Approach vs. methodology

According to Edward Anthony (1963), the term *approach* refers to "the theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (cited in Richards and Rodgers, 1986:16). Therefore, an approach is an overall idea, the theoretical principle, the philosophy that underlies a concrete practice, or a set of practices with a common aim, in the field of language teaching and learning. It describes the nature of language, how it is learned and how to enhance language learning.

On the other hand, *method* has been defined as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach" (Edward Anthony, 1963:65). In addition, "method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented" (Richards and Rodgers, 1986:15). The method is closer to the actual implementation of an approach, though it is still at a theoretical level according to the experts quoted. There is also a difference between *method* and *methodology*, being the former a particular course of action strategically designed to achieve a particular goal, and the latter "a system of methods used in a particular area of study or activity"(Oxford Dictionary), as it is language teaching, for instance.

At the methodological level, therefore, we will establish procedures such as the syllabus, the content, the skills we want our students to develop, the different tasks and their design and programming, the roles of the learners and the teacher and the goals we want to achieve. According to experts, there is a third level in this abstract classification: the *technique* or *procedure*. The *technique* is the practical application of a method, which derives from an approach, in the classroom. "It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective" (Anthony, 1963:66). It would be

placed, following Sarramonas' (2004) education theory, at the application level - the teaching practice at the artistic dimension of education.

In this paper, therefore, we will work at the three degrees of abstraction: we will first study TBA at a higher level, the theoretical principles that underlie the approach. Then, we will move on to the procedural level to establish the characteristics a methodology based upon TBA should have. The technical level submitted to the methodology will be also studied in the teaching proposal designed for a schooling term, more specifically in the teaching unit exemplification.

4.2   A brief history of language teaching

Once the distinction, following a hierarchical model, between the different abstraction degrees regarding language teaching theories has been made, we can move on to contextualizing TBA and, at least, briefly comment on its background and the teaching history behind it.

By the XVIII century, Latin language had lost its communicative function and its study was only meant to enhance students' cognitive abilities. Its study was limited to grammar learning, vocabulary and sentence translation, and this learning standard was the base upon which the "modern" languages begun to be taught. This classical approach to language learning is called *Grammar-Translation Method*, also known as the *Prussian Method* in America. The main goal was to train students to understand and translate foreign texts to extract the knowledge they entailed. Though it is no longer supported by any expert, the method is still used in contexts where communicating is not the main goal of language learning, but understanding literary texts. This method is, according to many critics, a way of knowing "everything about something rather than the thing itself" (W. H. D. Rouse, quoted in Richards and Rodgers, 1986:3).

The *Grammar-Translation Method*, despite its notable limitations evidenced by modern teaching, was the main method of language teaching in Europe until the 1940s. However, by the end of the XIX century, the linguistic field as we currently know it gained importance and popularity. "Linguists emphasized that speech, rather than the written word, was the primary form of language" (Richards and Rodgers, 1986:7), moving the focus of language teaching and learning from written to oral production. Together with that, phonetics were established with the foundation of the *International Phonetic Association*, in 1886, creating the *International Phonetic Alphabet* (IPA) to accurately transcribe the sounds of any language (IPA, 1999:3). The spoken language, therefore, became increasingly important in language teaching. This movement from a methodology based on grammar learning and sentence translation to an oral-based approach is called the *Reform Movement*.

Despite its innovative ideas, the *Reform Movement* lacked of a fixed or settled methodology that could be implemented in a language class. However, inspired by the principles of this movement, a more natural approach towards language teaching was adopted and the principles of language acquisition were taken as a reference point for

language learning. This led to what is known as the *Direct Method*. Its main characteristics were the use of the target language as the only means of communication in class, the focus on everyday oral communication, the emphasis on speech and listening, as well as on pronunciation, and the non-explicit teaching of grammar. It is a thoroughly antagonistic movement to the *Grammar-Translation Method* and, as the popular saying goes - extremes are never good. Its full application presented many difficulties such as the time limitations of the lessons, the number of students, the lack of a proven fixed methodology and the new difficulties it entailed for teachers (Richards and Rodgers, 1986:9).

Despite its lack of applicability, this method represented a significant leap forward in language teaching and learning and greatly influenced more modern approaches and methods. The *Oral Approach* or *Situational Language Teaching* of the 1930s is one of them, as well as the *Audiolingual Method*, started in the United States. Many other approaches and methods have emerged from the basis of the *Direct Method*, however, commenting on all of them would be counterproductive due to the spatial limitations of this paper. Nevertheless, we can comment on the three views or language theories that comprise the basis of modern approaches and methods, among which TBA is rooted.

4.3 Theoretical views of language

There are three main theories of language upon which most language teaching and learning approaches and methods are built (1986:16-17).

The first and more classical theoretical view is the one called *structural view*. This view treats language as a system of elements, as a structure, hence the name, that infers a particular meaning depending on its components. It distinguishes between phonological and grammatical units, as well as grammatical operations and lexical items, such as content and function words. An approach or a methodology relying on this method would, therefore, motivate the teaching and learning of small units of language, the learning of grammar, as a way of understanding bigger units up to the sentence level.

The second view is called *functional view*. It sees language as a tool of communication, as an instrument, emphasizing its communicative and semantic function and leaving the grammatical and structural dimensions in the background. Thus, language is taught in order to enable the learner to complete functional activities such as requesting, offering, accepting, denying, etc. by using the target language. That is to say, it focuses on the use of language as a communicative tool that enables the learner, simply put, to use the target language and communicate with it.

The third view sees language as the means of establishing and maintaining social interactions between people. It is called the *interactional view* and it focuses on pragmatics, gestures, conversation analysis and, generally, on how interpersonal relations are built through language. An approach or method based upon the interactional view would study how the target language is used depending on the context in which social relations are established, for instance.

These three theories provide the theoretical framework that enable concrete approaches or methods towards language teaching, but, alone, they lack of a practical application, being located above the level of an approach following the abstract hierarchy previously established. Thus, emerging from the *functional* theory we encounter the *Communicative Approach* to language teaching, which establishes the basis upon which TBA was created.

4.4   Communicative Approach to language teaching

Also known as the *functional approach*, *notional-functional approach*, or *communicative language teaching,* the *Communicative Approach* towards language is one of the best known and accepted theories in the language teaching and learning history. It was born as a counter-movement to the *Audiolingual Method*, which was inspired by Behaviourism and based language learning on drilling and repetition of language structures as a way of creating habit. Works such as *Syntactic Structures* (1957) by the well-known American linguist Noam Chomsky, who criticized structuralist theories of language; or *Notional Syllabuses* (1976) by the British linguist David Wilkins, who analysed the communicative meanings of notional and functional categories of language rather than grammar and syntax; and the establishment of a new language syllabus based upon these new language theories by the Council of Europe (1980) were the driving force behind the *Communicative Movement* (1986:64-66).

Communicative language teaching is referred to as an approach, not a method, since there is not a fixed or settled teaching practice, instruction or authority on how to apply it in class. However, there are two main ideas emanating from this approach (1986:66):

a. The goal of language teaching must be developing the communicate competence.
b. Teaching procedures must be developed in order to teach the four language skills to ensure the interdependence of language and communication.

The goal of language learning according to the *Communicative Approach* is, therefore, being able to effectively communicate in the target language by developing the communicative competence. Many definitions of communicative competence have been given (Chomsky, Hymes, Krashen, etc.), but Savignon's definition is one of the simplest and most complete:

> «the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon, 1972:8)

The communicative act is not a static exchange of information, it is dynamic and thus teaching fixed structures is not adequate. Communicating is interpersonal since for a message to be transmitted we need a sender and a receiver, which must be also incorporated in language teaching by avoiding isolation and promoting collaborative work.

The *Communicative Approach*, apart from modifying language teaching syllabus and practices or procedures, it entailed a reformation in the roles assumed by the teacher and the learners. The teacher must ensure the engaging of meaningful communicative acts by proposing, and strategically designing, activities and monitoring the learners in the process. The teacher is not the authoritarian source of knowledge s/he used to be; his/her role is that of a guide in the learning process. On the other hand, learners cannot be passive, they must be active in the whole process and participants of their own learning. They must communicate to each other and negotiate meaning if their production or understanding is incomplete.

The *Communicative Approach* sets the context in which numerous language teaching approaches, methods and procedures were created. One of these approaches is TBA, which is the core of this paper and the approach upon which the teaching proposal is designed. The relation between the *Communicative Approach* and TBA is very close since the latter is based upon the principles of the former, but it offers a unique perspective that has been proved to be very effective in language teaching and learning environments.

4.5   The Task-Based Approach

4.5.1   Background

TBA is considered the heir of the Communicative Approach, previously reviewed, as relies on the communicative competence principles emerging from functionalism and focuses on language as an act of communication and social interaction, involving the grammatical, discursive, sociolinguistic and pragmatic components of communication. The main difference, among many others that are yet to be presented, is that it is based on the completion of language related activities, called tasks, as a means of language acquisition. Now, before defining and describing the characteristics of this approach, it is necessary to conceptualize it and describe the elements that are present in this methodology.

The origin of TBA dates from the late XX century, at the height of the development of language approaches and methods forced by an increasingly globalized and interconnected world. Its origin is directly linked to Prabhu's *Bangalore Project* (1987) in India, whose main objective was to investigate new methods of language teaching related to "the creation of conditions in which learners engage in an effort to cope with communication" (1987:1). In his project, Prabhu was trying to improve learners' communicative competence by creating meaningful communicative situations through the implementation of authentic material. The essence and the novelty of this statement lies on two adjectives: meaningful and authentic. But, why are they so important?

He described communicative competence as the combination of grammatical competence and communication, defining de former as the capacity to automatically adapt the discourse to the L2 grammar rules and the latter as the ability to understand and convey meaning. Grammatical competence could not be explicitly taught, but implicitly acquired through inner self-regulating processes emanating from the act of communication. The same statement works for developing communication, since teaching *what* to say in each and every potential communicative situation would be nonsense (Sánchez, 2004:41). Therefore, in order to trigger the internal self-regulating processes that enable communication, the learner has to be exposed to meaningful and authentic communicative situations to bring the learning process closer to reality.

> Communicative teaching in most Western thinking has been training *for*
> communication, which I claim involves one in some way or other in the preselection;
> it is a kind of matching of notion and form. Whereas the Bangalore Project is teaching
> *through* communication; therefore the very notion of communication is different.
> (Prabhu, 1980:164 cited in Sánchez, 2004:44)

Providing language learners with artificial or synthetic materials to be learnt or pre-made sequenced activities to be completed aiming to develop a specific communicative skill is counterproductive. Learning to communicate can only be done *through* real communication. In this way, the teacher must create meaningful and authentic tasks that allow the learners to learn by using the target language as a tool for the completion of whatever task is proposed. This learning process would thus be subconscious, carried out through the inner self-regulating mechanisms previously mentioned. The notion of subconsciously learning a language moves the process closer to the notion of language acquisition, which is, indeed, what the TBA pretends.

> Language acquisition is a subconscious process; language acquirers are not
> usually aware of the fact that they are acquiring language, but are only aware of the
> fact that they are using the language for communication. The result of language
> acquisition, acquired competence, is also subconscious. (Krashen, 1982:13-14)

This shift in the perspective, changing language learning for language acquisition, is a key characteristic of TBA. If language acquisition is the goal, we cannot trust a fixed syllabus, or any kind of practice or set of practices aimed at developing a specific linguistic feature in isolation. There is no definition on what learners should learn. Learners must, therefore, self-regulate the learning process through the completion of tasks designed by the teacher, which is what triggers language acquisition. That is the reason why designing meaningful and authentic tasks that trigger real communicative situations is mandatory. The 'Language Acquisition Device', concept introduced by Chomsky, cannot be triggered by the completion of a formal activity found on a regular activity book, the process must be natural, closer to how children learn a language but adapted to the adult cognitive level. Stephen D. Krashen, in *Principles and Practice of Second Language Acquisition* (1982), deals with this idea of acquiring, not learning, a second language, which will be explained later on.

4.5.2 Definitions

What we have gone through is the very essence of the TBA, what underlies the approach and the basic notions upon which it is built. However, we need a definition to truly understand how it works.

TBA, according to Richards and Rodgers (1996), is defined as an approach which bases its methodology on the performance and completion of tasks as the main unit of planning and instruction in the process of language teaching, promoting the developing and strengthening of communication skills and abilities. That is to say, it is an approach which motivates the learner to slowly advance in the language learning process by means the completion of tasks. For some authors such as García, Prieto and Santos (1994), TBA's main characteristic that "it is based on a set of tasks organized around a theme and not around a specific linguistic goal: meaning is more important than form" (1994:71). As commented before, meaningful materials are crucial for developing the communicative competence and thus for TBA. Ellis (2009) does not provide a concrete definition, but helps understanding the approach by stating that TBA "proposes that the primary unit for both designing a language programme and for planning individual lessons should be a 'task'" (2009:223), but not any kind of task, as we will see further on.

Although there is no clear and fixed agreement on the TBA's main characteristics, we can deduce several features from the definitions given that help understanding the approach. For TBA:

- Language learning is not achieved *for* communication, but *through* communication. Learners will, therefore, internalize formal linguistic elements instead of simply studying them in isolation.
- The creativity and spontaneity of natural language must be prevailed through the completion of tasks and problem solving. This would activate inner self-regulating processes resulting in language acquisition.
- Tasks must be as close as possible to real communicative situations, that is, they must be authentic. The spontaneity and creativity are crucial.
- Creating meaningful contexts and situations to engage communication is required for developing communicative competence.

- Language learning is based on communicative interaction and, therefore, active and collaborative learning, and not traditional passive learning, is required.

- There is not a concrete language skill or linguistic feature to be developed. The acquisition of formal linguistic components will arise from the interaction and implementation of tasks focused on meaning and communication.

TBA's main characteristics are far for being determined and settled, but the ones abovementioned, I think, are general and simple enough to illustrate the essence of this approach without interfering with the various applied linguistics' thoughts. Nevertheless, to fully understand it, there are still many elements to be studied. Now that we know what TBA is and which the defining characteristics that underlie the approach are, we can move on to studying the methodology that emerges from the approach, for what, it seems, there is a common agreement.

4.5.3   TBA's methodology

Some of the main experts that defend this approach have established a stage-based system for the application of the TBA. Nunan (1985), Prabhu (1987) and Willis (1996), state that three stages must be followed for the correct application of the approach: pre-task stage, task stage and post-task stage. Each of these phases has a concrete goal that serves for accomplishing language acquisition, providing the best conditions for its development and taking into consideration the diversity among learners.

4.5.3.1   Pre-task stage

The pre-task stage, simply put, is a preparation for the completion of the task proposed. The main goal that students understand the task they are about to perform and the objectives it entails. The teacher may set the task by explaining what it is about and contextualizing the topic s/he wants to cover. Together with that, it is very important to raise learners' interest on the task to contribute to motivation. The teacher might as well activate learners' previous knowledge by eliciting useful content and language that may be needed for the completion of the task, such as vocabulary or linguistic forms. Learners can also take notes or look for the information they consider important for the completion of the task proposed by the teacher. The key of this stage is to prepare learners for the task that is about to come.

4.5.3.2   Task-stage

Willis (1996) states that this stage, also known as the 'task-cycle stage', can be subdivided into three stages: task, planning and report. In the task stage the students are presented with the task and complete it through interaction and collaboration. Group division is a distinctive feature of the tasks deriving from TBA. Students need to interact with each other in order to properly accomplish the task's goal by using the target language as the only means of communication. Since there is not a concrete linguistic feature to be developed, learners' L2 discourse is expected to be spontaneous and natural, always subjected to their current level of proficiency. Once the task is completed, we move on to the planning stage, in which learners have to prepare a report for other pier, group or for the rest of the class. They have to reflect on what they have done in order to accomplish the task using the knowledge acquired through its completion. Finally, the task-stage comes to an end when learners perform the report.

During this stage, the teacher's role is secondary and passive to allow a natural and spontaneous communicative interaction between students. The teacher's role becomes that of a guide or a timekeeper. S/he is limited to monitoring the students and resolving any doubts that may arise during the task.

4.5.3.3 Post-task stage

The post-task stage, which takes place after the completion of the task, provides the learner with an opportunity to analyse his/her performance during the completion of the task. The teacher may also provide feedback on the learners' output, highlighting whatever aspect s/he considers important and/or eliciting what s/he has detected while monitoring the learners' activity. Willis (1996) divides the post-task stage, or 'language focus' stage into two parts: one analytical, in which students review their performance and think about the task they have us completed; and a practical part, in which students may practice or repeat an specific stage of the task cycle or elicit useful language regarding the topics they have gone through (1996:155).

This staged division constitutes a small, but useful, methodological guide for teachers who want to incorporate this approach in their lessons. Willis, in his book *A Framework for Task-based Learning* (1996:155), presents a more visual and simple scheme of this staged division that may be of the reader's interest and that, therefore, can be found in Annex I of this paper. As can be observed, task-based methodology does not merely consist of carrying out a task and waiting for it to help enhance the L2 competence of the learner. This methodology comprises all language support activities developed around the task that serve to improve the students' communicative competence. However, we have not dived into what a task entails yet, which is, what gives name to the approach and, as can be deduced, one of the most important notions for understanding this approach.

4.5.4   What is a task?

As happened with TBA characteristics, applied linguistics have not yet reached a common agreement on defining a task. According to Prabhu (1987), a 'task' is "an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process" (Prabhu 1987:24 cited in Sánchez 2004:47). This definition would also classify as tasks those classical language activities that can be found in language textbooks, which does not really fit the nature of a TBA task.

Following Willis (1996), 'task' may be defined as "a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning, not producing specific language forms" (36). Thus, a task is a communicative activity that is not related to the development of a specific linguistic feature, but meant to develop communication by empathising meaning instead of form. We still have not reached what, according to the theoretical framework upon which TBA is based, should really define a TBA task. We have studied that 'authentic' and 'meaningful' are two defining adjectives of TBA. Remember that trying to recreate natural communicative situations is mandatory to active the inner self-regulating mechanisms in charge of language acquisition, which is what TBA pretends. In Prabhu's and Willis' definition, however, this authenticity is not found.

Long (1985) gives a more general definition of a task which brings the concept closer, maybe too close, to a real-life situation. According to Long, a task is "a piece of work undertaken for oneself or for others, freely or for some reward… The hundred and one things people do in everyday life, at work, at play, and in between" (1985:89). He gives some examples of tasks, such as "painting a fence, buying a pair of shoes, making an airline reservation, taking a driving test" (1985:89). It seems that all the authenticity that was missing from the two previous definitions has been deposited in Long's view. The difference between Prabhu's and Willis' definitions and Long's view is that the first two definitions directly emerge from a classroom-like perspective, a controlled environment that can be manipulated and adapted; while Long's view comes from the real world, which benefits authenticity, but the tasks he proposes cannot be but recreated in the classroom environment. The real world tasks proposed by Long have to be first

filtered, since not all real world tasks involve communication; and adapted to the reality of the classroom in order to be carried out.

Skehan (2001) defines a task by eliciting four key characteristics that match the theoretical framework and the essence of TBA. According to Skehan a task is "an activity in which: meaning is primary; there is a problem to solve; the performance is outcome evaluated; there is a real world relationship" (Skehan 2001, cited in Sánchez 2004:49). The focus, again, is on meaning instead of on form. The task must have a clear goal to be achieved and, although not truly real, they have a real world connection that benefits authenticity.

Following these definitions, a task is a piece of work designed aiming at authenticity and meaning, taking into consideration the classroom limitations, in which learners have to communicate by the only means of the target language and accomplish a specific goal through interaction. The final purpose of a task is, although not explicitly, to develop the learners' communicative competence by bringing the L2 learning process as close as possible to the language acquisition process.

Ellis (2003:9-10) proposes six characteristics inherent to every task that follows TBA:

1. "A task is a work plan" which marks the learners' activity.
2. "A task involves primary focus on meaning" since it is aimed at developing proficiency through communication. Learners have to use the target language pragmatically and, therefore, the focus is on meaning rather than on form.
3. "A task involves real-world processes of language use."
   The task may tell learners what to do, but the language employed for accomplishing the task goal is up to the students. However, it does not necessarily mean that all tasks should allow complete language freedom for their completion. The teacher may plan a task that requires the use of specific linguistic features, for instance, completing a form. The language used for completing the task is artificial, but the reality the task is meant to mimic also requires an artificial use of language.
4. "A task can involve any of the four language skills."
5. "A task engages cognitive processes … such as selecting, classifying, ordering, reasoning and evaluating in order to carry out the task."

6. "A task has a clearly defined communicative outcome."

These characteristics, together with the definitions previously given, should accurately illustrate the nature of TBA's tasks. Though far from being a strict and fixed guideline to be followed when designing tasks, they provide the basic notions that have to be taken into consideration when planning a work plan based upon this approach. This multiplicity of features allows for vast number of tasks, which is, indeed, one of the benefits of this approach. Willis proposes a taxonomy that encompasses and classifies the diversity of tasks we can design following this methodology. According to Willis & Willis (2007), there are the following types of tasks:

1. Listing tasks. Brainstorming and fact finding are examples of this task type.
2. Ordering and sorting tasks. Which includes activities of ordering and sorting information following a given standard. Ranking, sequencing or classifying activities are example of this task type.
3. Comparing and contrasting tasks. For instance, identifying the similarities and differences of an issue or the benefits and drawbacks.
4. Problem-solving tasks. The goal of these task is to solve a problem by analysing situations, reasoning or making decisions.
5. Projects and creative tasks. Learners have to design or plan a project and execute it. They may be required to draw a poster or to create a newspaper, for instance.
6. Sharing personal experiences. Learners talk about themselves and their past experiences, origins, anecdotes, etc. Narrating, describing, reacting or giving opinions are the common practice of this task type.
7. Matching tasks. For instance, matching words or phrases to pictures.

4.6   Affective Filter and Input Hypotheses

We have already covered TBA's main and general theoretical framework, moving from its origins on the communicative competence to its characteristics and defining features. When defining TBA according to the main applied linguistics' views, we found out that the notion of acquiring, rather than learning, a language was one of the most, if not the most, important and characteristic features of this approach. Meaning, authenticity, spontaneity, interaction, creativity, etc. are essential features to TBA because they are intended to bring the learning process closer to acquisition; everything is there for the sake of it. But, so far, we have not really dived into this notion. Krashen, mentioned earlier (p. 16), in *Principles and Practice of Second Language Acquisition* (1982), deals with the different theories and hypothesis regarding this topic and describes language acquisition as "picking-up" a language, contrary to "knowing about" a language, which corresponds to learning. Among the five second language acquisition hypothesis he studies: the Acquisition-Learning Distinction, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis and the Affective Filter Hypothesis; he stresses that two of them are vital for the proper development of the acquisition:

> In order to acquire, two conditions are necessary. The first is comprehensible (or even   better, comprehend*ed*) input containing $i + 1$, structures a bit beyond the acquirer's current level, and second, a low or weak affective filter to allow the input "in". (33)

These two descriptions correspond, firstly, to the Input Hypothesis and, secondly, to the Affective Filter Hypothesis. The former hypothesis may be one of the most important theories regarding second language acquisition today since it answers, as we will study, to the question of how a second language is acquired. The latter hypothesizes on how affective variables may affect the process of getting "in" the input necessary for acquisition.

4.6.1 The Input Hypothesis

This hypothesis answers the question of how language learners move from a level of proficiency to the next level. As Krashen puts it, how a learner with a proficiency level of "i", which represents the learner current level, manages to move to "$i + 1$" level. The Input Hypothesis answers to this question as follows:

> A necessary condition to move from stage i to stage $i + 1$ is that the acquirer understand input that contains $i + 1$, where "understand" means that the acquirer is focussed on the meaning and not the form of the message (21).

That is to say, language acquisition takes place when the learner understands a linguistic input that entails a structure which is "a little beyond" the learner's current proficiency level. But, if that structure is not yet acquired, how can it be understood? Because understanding is not only accomplished through linguistic competence: the context, our previous knowledge and the extra-linguistic information are factors that enhance the comprehension of a message. When a learner encounters a linguistic structure whose form has not yet been acquired ($i + 1$), the learner directs his/her focus to meaning and trust the context and extra-linguistic information to help him/her understand the input. The focus is, again, on meaning instead of form. In this way, the Input Theory is contrary to the structuralist assumptions that claim that proficiency comes first from learning and then from practicing grammatical structures. Grammatical structures, that is, form, are acquired by "going for meaning". Then, in Krashen words, a learner with a proficiency level of "i" (current level) can move to an "$i + 1$" level (the next level following the natural Order Hypothesis) by understanding the content (meaning) of the message contained in "$i + 1$" (23).

Krashen exemplifies this hypothesis in a linguistic lecture from the 80s. He presents the audience with two types of German lessons: in the first type, he speaks German for a minute and then asks the audience what they have learned, to which they answer they could not understand the discourse. In the second type, he repeats the discourse but slower, using extra-linguistic information such as gestures and intonation and constantly checking if the audience understands the message. For instance, he says "das ist meine Hand" and opens his right hand and points at it with his left hand. The message managed to get to the audience successfully and Krashen adds:

We acquire language in only one way: when we understand messages. […] The only thing that works is giving people messages they understand, what we now call *comprehensible input*. We acquire language when we understand *what* is said, not *how* it is said.

Comprehensible input is crucial for language acquisition, but, as commented above, it is not the only requirement. Variables such as motivation, self-confidence, anxiety or fear are facilitators or obstructers of language acquisition. They interfere with the process of transmitting comprehensible input to the learner, allowing or denying the access to the Language Acquisition Device, which, as we have studied, is the inner mechanism responsible of language acquisition. These factors and their influence are studied in Krashen's Affective Filter Hypothesis, which is expanded in the next point.
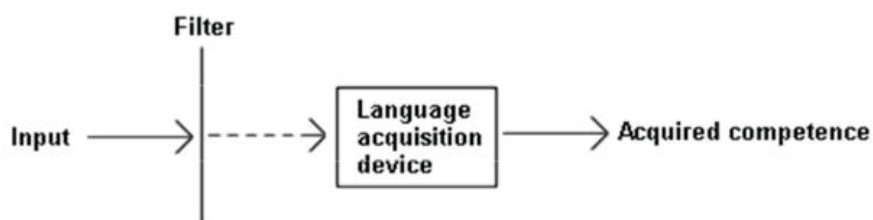
4.6.2   Affective Filter Hypothesis

This hypothesis explores how affective variables that are not directly related to language can positively or negatively influence the language acquisition process. In this way, the *affective filter* is the learner's mental block or barrier that impedes or facilitates the acquisition process. When the affective filter is low, language acquisition is more likely to take place; or, on the contrary, if the affective filter is high, the acquisition process is more likely to be impeded. But, what are the emotions or affections that lower or raise the affective filter? Krashen proposal highlights three emotional categories that are proved to have an influence:

1. *Motivation*. The higher the motivation of the learner the better for second language acquisition.
2. *Self*-confidence. A high self-confidence or a good self-image are facilitators or language acquisition. Confident learners are more likely to perform better.
3. *Anxiety*. Lower levels of anxiety towards the second language are very likely to facilitate its acquisition. The anxiety level can be individually or collectively measured, affecting a single learner or the whole classroom.

The learners who have low motivation, low self-confidence or high anxiety, that is, learners whose affective filter is high or strong, will "tend to seek less input" (30) and even if the message is properly understood the input is very likely not to reach the language acquisition device, remaining on the surface. On the other hand, learners who have an optimal attitude to second language acquisition, whose affective filter is low or

weak, will seek more input and it "will strike deeper" (Stevick, 1976 cited in Krashen, 1982), reaching the language acquisition device. The following image provides a visual representation of the affective filter blocking the input:

Learners may be somehow responsible of a high affective filter if they are not interested in learning the language, or if they suffer for low self-confidence or high anxiety. Nevertheless, this hypothesis directly affects the teacher's role, which does not simply consist of providing comprehensible input to the learners to facilitate language acquisition. The teacher is also in charge of offering a classroom situation that encourages the lowering of the affective filter. Therefore, finding motivating tasks or creating a relaxed classroom environment are highly productive habits that weaken the learners' affective filter. In Krashen words:

> The input hypothesis and the concept of the Affective Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. (31)

5 Teaching proposal:

5.1 Introduction

Up to this point, we have gone through the most important approaches and methodologies in the history of language teaching. We have seen how the Communicative Approach raised as a new and revolutionary theory, introducing the communicative competence in the field and moving the focus to meaning and communication rather than grammar and form. One of the main branches of this theory is TBA and we have explored its origins, definition and the main defining principles upon which it is built. Together with that, two revolutionary hypotheses which greatly benefit TBA have been elicited and examined to emphasize the great importance of the language acquisition process in the language teaching scope.

At the beginning of the paper, it was mentioned that we would move from the approach to the procedural dimension, going from the theory to the methodology to finish with the actual teaching practice of the approach. The TBA's theoretical framework has been covered, including its methodology with the stage division, and now, following the abstract hierarchy previously established, we must address the teaching practice, technique or procedure that arises from the approach. In order to do so, I have designed a teaching proposal that will serve as an exemplification of how TBA applies to practice. It is a three-month teaching programme, following the classic division of the Spanish ordinary academic year into three academic terms of three months each.

The teaching proposal has been designed for its actual implementation, not as a mere practical exemplification that cannot be applied to the teaching reality due to its limitations. It is designed for a specific secondary educational centre and a specific course following the legal framework and curricular aspects stated by the *Orden EDU 365/2015*. I will first describe the socio-economic context of the educational centre as well as the students it hosts. Once the context has been set, I will move on the organization and planning of the teaching proposal, commenting its division, the competences covered, curricular information, main tasks and more aspects of this nature. Due to the spatial limitations of this paper, only one month of the term will be deeply covered with the design of a complete teaching unit (Annex IV).

5.2 Justification

The present teaching proposal has been designed attending to the various contents legislated in *Orden EDU/362/2015*, May 4th, which establishes the curriculum and regulates the implementation, evaluation and development of compulsory secondary education in the Community of Castilla y León. Thus, the various contents, evaluation criteria and learning standards of the teaching proposal are based upon the current legal framework. Moreover, the *Real Decreto 1105/2014*, December 26th, has been also taken into consideration when designing the teaching proposal, especially *Article 11*, located in the second chapter, which regulates the objectives of the secondary compulsory education. Regarding the *Real Decreto*, special attention will be paid to the objectives "a", "b", "c", "e", "i" and "j" (further developed in the following sections), which, together with the *Orden EDU 362/2015*, establish the basis of the present teaching proposal and its legal framework. In addition, the *Recomendación del Consejo*, may 22nd, 2018, concerning key competences for lifelong learning *(Diario Oficial de la Unión Europea)*, has been followed, and the key competences selected for the teaching proposal will exposed in following sections.

The project is called *The Tourist* and its methodology is based upon the TBA. While traditional methods, such as the audio-lingual method, require a passive type or learning mainly consisting on listening to the teacher, memorizing the contents and completing pre-designed, artificial and sequenced activities, this teaching proposal is focused on learning through communication, interaction, collaboration and the completion of tasks, enhancing students' motivation and interest and avoiding frustration and boredom in the learning process. The purpose of this teaching proposal is to learn instrumental English, enhancing the five linguistic skills by moving the L2 learning process closer to language acquisition by promoting active learning.

5.3   Contextualization

5.3.1   Of the educational centre

The public educational centre for which the teaching proposal is designed is I.E.S. Parquesol, located in the Valladolid province, Spain. Its population is about 26,000 inhabitants, making it one of the most populated towns in Valladolid province. The population, which in the beginning mainly consisted of young couples with intermediate purchasing power, now consists of family units with, generally, intermediate-high purchasing power, especially if we compare them with the rest of Valladolid's locations. These families show a high concern for their children's education, considering it necessary and essential, but their implication level is sometimes not adequate since both parents are usually employed.

I.E.S. Parquesol is a more than 25 years old a secondary educational centre and its age can be easily spotted if one observes the outside of the building due to its design and construction materials (brick). This age is also noticeable inside the building. Its internal layout is organized in traditional rectangular classrooms of various sizes, some of which have been renovated to meet the centre new the needs. Most of the classrooms are medium-large size for a secondary school and can easily seat around 30 students, which is the usual number of students per classroom.

If we now look at the teaching materials available in the centre to improve or complement students' education, we notice that the equipment is generally adequate, but not too modern. The vast majority of classrooms have a projection equipment consisting of a laptop, projector and screen. Despite the teaching potential of the setup, most laptops and projectors are slightly outdated. This issue can also be found in the computer labs, where we find antiquated and outdated equipment that only allows the use of basic tools and undemanding programs. Thus, we may conclude that the centre is not especially focused on ICT, but its equipment is powerful enough to allow an occasional and basic use. Regarding the time-table, classes begin at 8:30 am and end at 14:20. Their duration is 50 minutes, with a 5-minute break between classes in which students are not allowed to leave the classroom unless the next lesson requires it.

5.3.2 Of the students

The students' intellectual level is average or normal, managing, most of them, to get through secondary education without experiencing any important difficulties. Nevertheless, the school requirements are quite high, which demands the students to maintain a high level of work and commitment. As a rule, most subjects require quite a lot of homework which, together with the numerous exams and tests, means that students have to spend most afternoons studying and/or completing activities. The academic results are usually very good, being one of the best secondary schools in Spain in terms of grades in the university admissions test. Due to these results, the maximum number of students is reached every year, being the offer exceeded by the demand and not being able to accommodate all applicants.

The teaching proposal is designed for in students of the 4th course of Compulsory Secondary Education, aged between 15 and 16 years old, for the four groups which compose the course (A, B, C, D). Each group is hosts around 30 students and the teaching proposal will be the same for all groups, allowing slight variations regarding group division due to the different number of students in each class. According to *LOMCE*, the students who are coursing 4th course of Compulsory Secondary Education have a proficiency level comparable to A2 (waystage of elementary, following the CEFR). The A2 level will only be taken as a reference, the guide upon which the teaching proposal is based is the one given *Orden EDU/362/2015*, May 4th, which establishes the curriculum and regulates the implementation, evaluation and development of compulsory secondary education in the Community of Castilla y León.

5.4   Teaching proposal: *The Tourist*

5.4.1   Theme

Exploring the world, travelling, going on holiday, discovering new cultures and customs, finding new destinations, all without leaving the classroom. This travel-themed teaching proposal will give the students the chance to dive into various topics such as culture, geography, customs, literature and even mathematics if they have to calculate a budget for a trip. This teaching proposal will shift the student's normal perspective to that of a traveller who wants to know what to see and how to organize his or her holiday. They will develop new knowledge by exploring and carrying out various tasks aimed at improving the student's communicative competence, encouraging the use of the 5 linguistic skills as well as enhancing collaborative and active learning.

Students will first be explorers, gathering information about a particular location. They will learn how to organize the content in an appealing format for the rest of their peers. They will also learn which information is valuable and which they can discard by putting themselves in the shoes of tourist brochure writers. Afterwards, students will put themselves in the place of news reporters. They will research the most significant and interesting news and events in the country or location they had previously chosen to present. They will create a newscast, choosing the relevant information, writing a script and acting as if they were real news reporters. Finally, students will be in charge of creating a touristic video in which they will combine the greater tourist attractions or places of interest, including customs, culture, etc. with the most determining, relevant and up-to-date events of the destination. Students will be able to autonomously choose the best way to present the chosen location, including aspects such as what information to include, video design, music, etc. They will be participants and responsible of their own learning and English will be the only means of communication in the classroom. The group work will establish the working standards of the class, as well as the implementation of authentic and meaningful tasks and materials that aim to develop the highly valued communicative competence.

5.4.2 Scheduling

The present teaching proposal has been designed to be implemented during the second term of the course. It has a total duration of three months, matching the second term length, and it is divided into three parts, lasting one month each. The number of sessions may vary depending on the month, having the teaching proposal the potential be adapted and reorganized attending to possible new needs. Each of the parts, as mentioned in the previous point, will be developed around a specific topic that will lead to a final evaluable task. These final tasks have been designed under the same theme, which is the one exposed above, in a way that there is a difficulty gradation from the first to the last task.

In the academic course 2019-2020, the I.E.S. Parquesol's second term was planned to have 66 school days, with a total of 12 school weeks, approximately. According to the legal framework, the organization of materials and weekly timetable located in *Orden EDU 362/2015*, *Annex II*, for Castilla y Leon province (p. 377), establishes a 3-hour academic period in the 4th course of compulsory secondary education in regular non-bilingual schools for the first foreign language subject. This results in a total of approximately 36 sessions per course in the second term of the academic year devoted to the English subject. Taking into consideration this number of sessions, we can estimate that each of the 3 parts of the didactic proposal will have a duration between 9 and 12 teaching sessions which, following the timetable established by the institute, will have a duration of 50 minutes each.

The number of sessions for each part of the didactic proposal may vary depending on the difficulty it entails for students or the time devoted to carry out certain tasks. Thus, we can estimate that the first part of the didactic proposal will have a 12 sessions' duration; the second part a 9 sessions' duration; and the third a 15 sessions' duration. This division is preliminary and may be modified at any time and according to any arising circumstance that may require it. One of the key aspects of this proposal is flexibility and adaptability and each part has been designed allowing either the addition or the removal of sessions.

The following points of the teaching proposal have been settled according to *Article 6.2* of the current Education Law of Spain (LOMCE), amended by *Article 4* of *Organic Law 8/2013*, December 9th, which establishes the different elements that constitute the academic curriculum.

5.4.3 Objectives

The following objectives for the teaching proposal have been collected attending to the *Article 11* (pp. 176-177) located in the second chapter of the *Real Decreto 1105/2014*, December 26th, which establishes the basic curriculum of Compulsory Secondary Education and Bachillerato. This teaching proposal will contribute to the development of the following students' abilities:

a) To responsibly assume their duties, to know and exercise their rights with respect for others, to practice tolerance, cooperation and solidarity among groups and individuals, to practice dialogue by strengthening human rights and equal treatment and opportunities between women and men, as common values of a pluralistic society, and to prepare for the exercise of democratic citizenship.

b) To develop and consolidate discipline habits, study and individual and team work as a necessary condition for the effective performance of learning tasks and as a means of personal development.

c) To value and respect the difference between genders and the equality of rights and opportunities among them. To reject discrimination against people on the basis of sex or any other personal or social condition or circumstance. To reject stereotypes that imply discrimination between men and women, as well as any manifestation of violence against women.

e) To develop basic skills in the use of information sources in order to critically acquire new knowledge. To acquire a basic technological competence, especially in the field of information and communication.

i) To understand and express themselves in one or more foreign languages appropriately.

j) To know, value and respect the basic aspects of one's own and others' culture and history, as well as the artistic and cultural heritage

5.4.4 Competences

The following competences have been collected from *Recomendación del Consejo*, may 22nd, 2018, concerning key competences for lifelong learning (*Diario Oficial de la Unión Europea*), which updates the ones established in 2006. These competences will be developed during the realization of the teaching proposal:

- Literacy competence
- Multilingual competence
- Digital competence
- Personal, social and learning to learn competence
- Cultural awareness and expression competence
- Citizenship competence
- Entrepreneurship competence

Apart from the previous competences established by *Diario Oficial de la Unión Europea*, the CEFR (*Common European Framework of Reference* for Languages) has also been followed and the present teaching proposal will attend, together with the competences above-mentioned, to the development of the CEFR's communicative language competences, which are the linguistic, sociolinguistic and pragmatic competences (p. 30). These three communicative competences are divided into four categories that substitute the classic four linguistic skills established in previous versions of the CEFR. The "old" linguistic skills are reading, writing, listening and speaking, and the CEFR has update them to reception, production, interaction and mediation of both oral or written texts. Thus, the present teaching proposal will attend to the newer CEFR proposal and the different tasks will be designed according to it.

5.4.5 General contents

The present teaching proposal will attend to the various contents established by *Orden EDU 362/2015* for the 4th course of Secondary Compulsory Education. The following contents have been adapted, rewritten and translated to English in order to meet the curricular framework settled by the teaching proposal. Despite the adaptation they have experienced, they strictly follow the official parameters and they do not contradict by any means those established by the *Orden EDU 362/2015*. These contents are developed through the whole teaching proposal and hence their generic nature. Further specification and expansion will take place in the general tables of each of the three teaching units which compose the teaching proposal, following the fashion exemplified in the teaching unit added in Annex IV. Thus, with the implementation of teaching proposal the student:

- Mobilizes prior information on the task type and the subject.
- Constructs hypothesis about context and content.
- Outlines socio-cultural and sociolinguistic aspects: social conventions, registers; customs, values, beliefs and attitudes.
- Depicts physical and abstract qualities of people, objects, places and activities.
- Narrates past punctual events, describes states and present situations and expresses future events.
- Communicates knowledge, interest, approval, appreciation, sympathy, satisfaction and their opposites.
- Formulates the message clearly, coherently, structuring it appropriately and adjusting, if necessary, to the models and formulas of each type of text.
- Establishes and supports the communication and organization of the speech.
- Conceives the message clearly, distinguishing its main idea or ideas and its basic structure.
- Readjusts the task after assessing the difficulties and the resources available.

5.4.6 Teaching methodology

The teaching methodology of the present teaching proposal is based upon the theoretical framework established by the Task-based Approach (TBA). The essence of this approach is that language learning is not achieved *for* communication, but *through* communication; students will acquire the L2 by using the L2 as the only means for communication in the process of completing a task. The tasks proposed, therefore, must be as close as possible to real-life communicative situations, that is, they must be authentic – naturalness, spontaneity and creativity are crucial. Their design is expected to create meaningful contexts and situations to engage communication, attempting to develop communicative competence through communicative interaction. Another main characteristic of the methodology derived from the approach is that tasks' design must promote an active and collaborative type of learning, and not traditional passive learning.

Following this last notion, the teaching methodology entails a significant shift in the roles of the teacher and the students: On the one hand, the teacher must ensure the engaging of meaningful communicative situations by strategically designing and proposing tasks and monitoring the learners in the completion process. His/her role is secondary and passive, limited to monitoring the students and resolving any doubts that may arise during the task. On the other hand, learners cannot be passive, they must be active in the whole process and participants of their own learning. They must communicate and negotiate meaning if their production or understanding is incomplete – peer collaboration is crucial.

The design and implementation of tasks will follow the three-stage division studied in the theoretical framework (p. 18-19). Thus, all task will have a pre-task stage, which is a preparation for the completion of the main task. It must raise learners' interest on the task to contribute to motivation and activate learners' previous knowledge on the topic. Secondly, a task-cycle stage, in which students will first complete the task, then plan a report or review about the process of completing the task and, finally, perform the report. And lastly the post-task stage, which provides an opportunity to analyse the students' performance during the completion of the task.

Together with the previous notions, Krashen's Input and Affective Filter hypotheses have been also taken into consideration when designing and proposing tasks. The "$i + 1$" approach has been followed and the three main tasks, together with the

internal division of each of the three teaching units planned around them, experience a progressive increasing in complexity and difficulty. The various tasks have been designed to promote a relaxed learning environment that facilitates the lowering of the affective filter. Since most tasks are goal-oriented and the students will choose, as will be seen, the topics they want to work with, motivation will also be enhanced.

5.4.7 Working dynamics

As the present teaching unit is based upon the TBA and one of its defining features is the collaborative and active work, the performing of the tasks will always be carried out in small groups of 4-6 students, depending on the number of students in each class. The number of groups is also expected to vary, for instance, if a class has 30 students they would be divided into 6 groups of 5 people, if it has 28 students they are likely to be divided into 4 groups of 5 and 2 groups of 4 students. Groups of more than 6 students will not be allowed since communication between partners would be adversely affected.

Regarding the proposal and completion of tasks, it will follow the stage-division stated above. These stages will always be implicit since most tasks do not present a marked internal division. However, the input planned for each session will elicit the three different stages by stating sentences such as:

- Pre-task stage: "what do you know about Australia?"; "Do you remember any recent piece of news?"; "we are going to play a little game!"; "by the end of this task you'll be able to edit a video!"
- Task-cycle stage: "you can start the task now!"; "you are doing great, keep going"; "alright! Five minutes to go!"; "do you have any question?"; "I see most of you are having problems with this part, let me explain it again".
- Post-task stage: "how did you find the task?"; "what problems have you faced and how did you solve them?"; "Do you want to add something?"

5.4.8   Main tasks

The teaching proposal is divided into three differentiated teaching units enclosed within the same theme, which has been further developed in page 31. Each of these tasks marks the end of a teaching unit and involves a gradual increase in difficulty and complexity. Likewise, each final task implies that the students have worked around it for a certain time, performing less complex tasks that serve as practice or preparation for each of the final tasks. Not all of these "auxiliary" tasks will be commented due to the space limitation, but a complete and detailed elaboration of the second didactic unit (*The News*), with all its tasks and legal and curricular adequacy, can be found in Annex IV. This second teaching unit, given that it has been successfully implemented in real life, is a perfect example of how the implementation of the whole teaching proposal would be carried out. Since it entails the completion of some task-types that are representative and common to the three teaching units, the most important tasks will also be commented later on. That being said, this point represents a detailed guide on the three main tasks that compose the teaching proposal, which are the following:
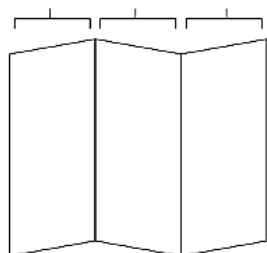
5.4.8.1   First task: *The Journey*

The first final task consists of a complete elaboration of a touristic or travelling brochure about a specific location. This location must be located in one of the countries the students had previously chosen to work with. The countries will be chosen at the beginning of the teaching unit with the completion of a brief survey composed by the following countries: United States, United Kingdom, Ireland, Germany, France, Russia, China, Japan, Madagascar and New Zealand. The students will have to choose among these countries the ones that interest them the most, matching the number of chosen countries with the number of groups in the class. Then, each country will be assigned to each group by vote and they will work with it for the rest of the unit. For the final task, after having worked with various aspects related to the selected countries through the completion of different tasks, the students will have to choose their favourite location within their country to create a touristic brochure.

The information included in the brochure must be closely linked to the themes developed in class, which are: main touristic attractions, landscapes, weather, to-do lists, customs and traditions, folklore, accommodations and travelling options. However, the students will select what information to include and how to arrange it in an appealing way

by themselves. By the time the task is carried out, the students will have already practiced designing brochures in both *Microsoft Word* and *Flipsnack.com*.

The brochures must be attractive, appealing and easy to read since visual arrangement will be evaluated. The information must be relevant, striking, properly linked and logically organized. The design must be eye-catching and the use of images, different font types and colours will be appreciated. Brochures must be divided into three panels in the following way:

Panel 1 Panel 2 Panel 3

Once the brochures are finished, they will be displayed in the corridors or common areas of the centre. In this way, students will receive feedback from various sources such as friends or other teachers.

5.4.8.2 Second task: *The News*

For the second task, students will put themselves in the place of news reporters and will host a newscast on the most significant and interesting news and events of the country or location they had previously chosen to work with. As happened with the previous task, students will be given a brief survey at the beginning of this unit composed by the following topics: music, literature, politics, sport, health, video-games, bullying, technology, climate change and film industry (this survey can be found in Annex II of this paper). Students will have to choose among these topics the ones that interest them the most, matching the number of chosen topics with the number of groups in the class, and rate their level of interest from 1 to 5 in order to determine what the favourite topics of the class are.

For the final task, students will have to research the most interesting and relevant news of the countries they had previously worked with on the topics they have been assigned. Then, they will have to prepare a brief script following a similar pattern to that of the TV newscasts. Together with that, students must create a *PowerPoint* presentation to visually support their performance. Each student, with the presence of the rest of his/her group, will perform the presentation of a piece of news related to one of the topics they have chosen in front of the class, one topic per group member. Students will have about 2 minutes each to present the piece of news they have worked on, taking turns until all

members of the group have exposed their part. Each group will, in turn, design a small questionnaire that will be given to the rest of groups before making the presentation. While the students are presenting, their classmates have to take notes of the information they consider relevant and fill in the questionnaires.

This final task is expected to have a duration of 2-3 sessions, depending on the number of groups per class. Verbal and non-verbal language, in relation to features such as grammatical correction, fluency, the use of complex structures, pronunciation, intonation, the use of gestures, the stare, etc. will be assessed at an individual level. The quality of the newscast in general, in relation to features such as news selection, internal distribution, the PowerPoint presentation, etc. will be evaluated as a whole.

This final task, together with the rest of the task which compose the second teaching unit, can be found in Annex IV.

5.4.8.3 Third task: *Come visit us!*

For this task, students will be in charge of creating a tourism video in which they will combine the greater touristic attractions or places of interest, including customs, culture, etc. with the most determining, relevant and up-to-date events of the destination selected. Students will be able to autonomously choose the best way to present the chosen location, including aspects such as what information to include, video design, soundtrack, etc. The goal is to create an appealing and stricking tourism or travelling video that aims at promoting tourism in the exhibited location. The videos will be created using *Windows Movie Maker* as the main editing tool, however, if students are familiarized with other video editing engines, they will be allowed to use them. Since the videos are not going to be uploaded to the Internet, but stored in a private server, the visuals can be downloaded from *YouTube* or *Google Images* without infringing the copyrights.

The video must have three key components: images, both static and moving, an appropriate soundtrack and a voiceover of the students. All group components must do, at least, one intervention during the course of the video (minimum: 1 minute). The voiceover will be recorded and edited using *Audacity* in class, however, if students are familiarized with any other voice-recording tool, they will be allowed to use it. The result must be a clear, understandable and vivid voiceover whose volume must be adjusted to be properly heard.

Regarding the information addressed in the video, it is completely up to the students. However, they will have already worked on aspects such as traditional food, customs, the creation of a to-do list, tourist attractions, landscapes, price, etc. in previous tasks and those will be expected to appear in the video. Together with that, students may as well re-use the information gathered for the first task or some of the news they selected for the second task. However, they will not be allowed to use the exact same text they prepared for the first task or the script of the second task.

The finished videos will be displayed for the rest of the class and assessed by the classmates (peer assessment) with the help of an assessment sheet attached to Annex III of this paper. Evaluation will focus on the voiceover and the video arrangement. For the voiceover, linguistic features such as pronunciation, discourse management, grammar, vocabulary, speed, intonation and fluency will be assessed. The video assessment will mainly focus on editing and fragments' arrangement, video effects and editing skills (transitions, speed, zoom, etc.).

5.4.9 Subtasks: *The News*

The tasks here presented belong to the second teaching unit (*The News)* of the teaching proposal. For the sake of space, only those of greater weight or relevance will be commented, trying to ensure that the tasks exhibited are representative of a specific task typology. The following layout follows the same order as that proposed for the scheduling of the teaching unit, which involves a gradual increase in the difficulty or complexity of the tasks. It must also be taken into account that these tasks are preliminary or auxiliary to the final task of this unit, which has been commented on in the previous point and will therefore follow a similar theme. All tasks are designed to be completed using English as the only means of communication. The following tasks have been tested in four different groups and the results of their implementation will also be commented in each task.

5.4.9.1 Subtask 1 – *Debate*

This task will be implemented at the beginning of the second session of the teaching unit, with a total duration of 20 minutes. The class will be sitting in groups of 5-6 people. Each student should have brought two printed news on the topics they were assigned in the previous session (homework). Each student has to briefly present the two news selected to the rest of the group and they will have to debate which one they like the most and justify their choice. By the end of the task, half of the news will be discarded and the other half will be selected. The selected news will be the ones each student will work with for the rest of the sessions and for the final task.

The teacher will explain the task in the pre-task stage and then s/he will play a secondary role to let the students be the protagonists. During the task-cycle stage, the teacher will be monitoring students' activity and answering any doubt that may arise during the completion of the task. On the other hand, students are expected to be very active and talkative, negotiating meaning and justifying their position in the debate.

The success or failure of this task depends on whether or not the students have brought their homework, which consisted of researching and printing two news articles on the chosen topic. Since you cannot trust that all students do the homework, as it would be unrealistic, I designed two possible scenarios to ensure the implementation of the task.

Option 1: Not all the students brought the two news they were required. In this case, the teacher should have brought some extra news articles for those students that have not done the homework.

Option 2: Almost half of the class have not brought the two news articles they were required. Apart from giving the extra articles s/he should have brought, the teacher may also require the students to look for an article online using their smartphones.

The testing of this task in a real-life classroom was successful and students performed as expected. However, the teacher's role was a bit too active during the task-cycle stage since some students experienced difficulties with vocabulary. Allowing to use a printed or online dictionary per group could benefit and strengthen the outcome of the task.

5.4.9.2   Subtask 2 – *Drawing a piece of news*

This task belongs to the final part of the second session and has a total duration of 15 minutes. The principle of this task is similar to that of online drawing games such as *Draw Something* or *Pictionary*. Simply put, you are presented with a word that has to be drawn and sent to your opponent, who has to guess the word through the drawing you made. This task works similarly, but it is more complex and fun: students have to represent the selected piece of news through a drawing. Once the drawings are done, they will be exchanged to other group and the groups have to decide a headline that fits the drawing. Once they are done, the drawings will return to their original positions and the results will be analysed. Students must be very creative with both the drawings and the headlines.

This task is intended to be relaxing and entertaining, suitable to lower or weaken the affective filter. The real-life implementation of the task confirms that it serves to create a pleasant, friendly and comfortable class-environment in which students feel relaxed, promoting a more natural oral and written production.

5.4.9.3   Subtask 3 –*Taboo*

This task takes place at the beginning of the third session, with a total duration of 20 minutes. It is basically the taboo board game, but adapted to the classroom environment and to a news-related content. Each group will be given a set of 25-30 cards.

Each card will have a word at the top related to the topic "the news" and three taboo words on the bottom. For instance, a card may have "newspaper" as the main word and "paper, buy, read" as the taboo words. The groups will be divided into two smaller groups and each of these groups will have a set of cards. Each small group will have 20 seconds to get the other group to guess the word before the time runs out without using any of the taboo words. While students are playing, the teacher monitors their activity and answers to the doubts that may arise.

The implementation of this task showed good results, being very entertaining and relaxing for the students. Negotiation of meaning was constantly taking place, as well as rephrasing and vocabulary recalling.

5.4.9.4 Subtask 4 – *Jigsaw*

This task takes place as the second task of the third session with a total duration of 30 minutes. The principle of this task is similar to that of completing a jigsaw, but instead of pieces students will be given parts of a piece of news. Each group will be given a fragmented piece of news and each component will have one fragment. Students will have 3 minutes to read their piece of paper and to memorize as much as they can. Once the time runs out, students will have to explain to the rest of the group what information was written on their card. The goal is to construct the original piece of news by ordering the fragments. Once they think they have finished, they will have to read the fragments they were given aloud and the rest of the class will judge if the sequence is right or wrong. The teacher monitors the students' activity and plays a passive role during the completion of the task.

The implementation of this task was very pleasant and entertaining for the students. The classroom environment was relaxed and comfortable and students did not experience anxiety when speaking English.

5.4.9.5 Subtask 5 - *Chain Game*

This task takes place at the beginning of the fourth session as a warm-up task with a total duration of 20 minutes. For this game, students will not be sitting with their group, but moving around the classroom and communicating to each other. Each student will be given a piece of paper with either a sentence/statement or a connector (however, likewise, thus, etc.). The goal is to link two suitable statements or sentences with a connector. Thus,

students will have to move around the classroom and talk to each other to find two suitable statements and an appropriate connector to connect them. Once they are finished and all statements are linked by a connector, students will have to read them aloud to check if they have used the correct connector and if they have linked two suitable statements.

The real-life implementation of this task was very entertaining and comical, establishing a relaxed environment for the rest of the session. Some statements, although not intended to be linked, could be linked by a connector, creating comic statements and causing the laughter of the class.

5.4.10 Materials and resources

For an optimal implementation of this teaching proposal several teaching materials will be needed. Since it is adapted to a particular secondary school, the IES Parquesol, all materials and resources required are available in the centre, which is rather modest in terms of teaching materials, as already mentioned, but it counts with the necessary resources to carry out this proposal. The materials and resources needed are the following:

- Blackboard: A blackboard is an essential tool for education. Many tasks will require its use and many explanations or clarifications will be much clearer if used.

- Computers: Since this teaching proposal aims at developing the ICT competence, among others, computers or laptops will be required in various tasks. They will be used as a tool for the completion of some tasks and as a visual support for the displaying of videos, explanations, etc.

- Projector and screen: Some tasks require video playing, as the *Come Visit Us!* final task or the fourth task of the teaching unit attached to the annexes; the displaying of PowerPoint presentations, as the *The News'* final task; or simply showing how some tasks are performed, such as creating a brochure, video editing, etc.

- Smartphones: Some tasks will rely on students' smartphones for their completion, for instance, those based on mobile applications such as *Kahoot* or *Quizlet*. Some other tasks may allow the use of smartphones to carry out certain queries or to do quick searches on some topics.

- Cards: Some tasks require the use of printed cards or written pieces of paper for their completion, such as *jigsaw* or *taboo* tasks, explained above. This material will be designed, printed and brought by the teacher.

5.4.11 Evaluation criteria

The evaluation criteria of the present teaching proposal have been extracted from *Orden EDU 362/2015*, (32252-32259) and translated into English. The general evaluation criteria of the teaching proposal are:

Block 1: Comprehension of oral texts

1. To identify the general meaning, essential information, main points and most relevant details in short or medium-length oral texts, clearly structured, and transmitted by voice or technical means and articulated at a medium speed, in a formal, informal or neutral register, and dealing with concrete or abstract aspects of general subjects, on daily matters in ordinary or less usual circumstances, or on one's own interests in the personal, public, educational and professional fields, as long as the acoustic conditions do not distort the message so that it can be heard again.

3. To know and use for the text comprehension the socio-cultural and sociolinguistic aspects related to daily life (habits and activities of study, work and leisure), living conditions (habitat, socio-economic structure), interpersonal relationships (generational, male/female, educational, occupational and institutional), behaviour (postures, facial expressions, voice use, eye contact, proxemics), and social conventions (attitudes, values).

Block 2. Production of oral texts: expression and interaction

2. To know and to be able to apply the most appropriate strategies to produce short or medium-length monological or dialogical oral texts, with a simple and clear structure, exploiting the resources available and limiting the expression to them; relying, among others, on procedures such as the simple definition of elements for which the precise words are not available, or starting again with a new strategy when communication fails.

3. To incorporate into the production of the monological or dialogical oral text the socio-cultural and sociolinguistic knowledge acquired in terms of interpersonal relations and social conventions in the personal, public, educational and occupational/working spheres, selecting and providing the necessary and relevant information, adjusting the expression appropriately to the addressee, the communicative purpose, the subject addressed and the communication channel, and expressing opinions and points of view with the necessary courtesy.

Block 3. Comprehension of written texts

2. To know and to know how to apply the most appropriate strategies for the understanding of the general meaning, the essential information, main points and ideas or relevant details of the text.

6. To recognize commonly used written lexicon related to daily matters and to general topics or related to one's own interests, studies and occupations, and a limited repertoire of frequently used expressions and idioms when the context or visual support facilitates understanding.

Block 4. Production of written texts: expression and interaction

1. To write, on paper or in electronic format, short or medium length texts, coherent and with a clear structure, on topics of personal interest, or daily or less usual matters, in a formal, neutral or informal register, making adequate use of the cohesion resources, the spelling conventions and the most common punctuation marks, and showing a reasonable control of expressions, structures and a frequently used lexicon, both of a general nature and more specific within one's area of specialization or interest.

2. To know, select and apply the most suitable strategies to produce short or medium-length written texts, e.g. rephrasing structures from other texts with similar characteristics and communicative purposes, or writing previous drafts. To incorporate into the written text production the acquired socio-cultural and sociolinguistic knowledge related to interpersonal relations and social conventions in the personal, public, educational and occupational/work fields, selecting and providing the necessary and relevant information, adjusting the expression to the addressee, to the communicative purpose, to the topic treated and to the textual support, and expressing opinions and points of view with the necessary courtesy.

5.4.12 Learning standards

The learning standards of the present teaching proposal have been extracted from *Orden EDU 362/2015*, (32252-32259) and translated into English. The general learning standards of the teaching proposal are:

Block 1: Comprehension of oral texts

4. Comprehends, in an informal conversation in which s/he participates, explanations or justifications of points of view and opinions on various subjects of personal interest, daily or less usual, as well as the hypothesis formulation, the expression of feelings and the description of abstract aspects of subjects such as, music, cinema, literature or current events.

7. Identifies the main idea and significant aspects of clearly articulated television news when there is visual support to complement the discourse, as well as the essentials of well-structured and clearly articulated commercials, series and films, in a standard variety of language, and when the images facilitate understanding.

Block 2. Production of oral texts: expression and interaction

1. Makes short, well-structured, pre-rehearsed, visually-supported (e.g., PowerPoint) presentations on specific aspects of academic or occupational topics of interest, organizing background information coherently, explaining main ideas briefly and clearly, and answering clearly articulated, simple questions from listeners and at medium speed.

3. Adequately participates in informal conversations face-to-face, through the telephone, and through other technical means, on daily or less usual matters, in which information is exchanged and briefly expresses and justifies opinions and points of view; narrates and describes coherently past facts or plans for the future, real or invented; formulates hypotheses; makes suggestions; asks for and gives indications or instructions in some detail; expresses and justifies and describes both concrete and abstract aspects of topics such as music, the cinema, literature or current events.

Block 3. Comprehension of written texts

2. Understands the general meaning, main points and relevant information of public, institutional or corporate announcements and communications of a clearly structured nature, related to subjects of personal, academic or occupational interest (e.g. on leisure, courses, scholarships, job offers).

6. Understands specific information on web pages and other clearly structured reference or resource materials (e.g. encyclopaedias, dictionaries, monographs, presentations) on topics related to academic subjects or occupational issues related to his/her field or interests.

Block 4. Production of written texts: expression and interaction

3. Takes notes, messages and memos with simple and relevant information on common issues and specific aspects in the personal, academic and occupational fields within his/her field or area of interest.

5. Writes, in a standard format, short and simple reports giving essential information on an academic, occupational, or less usual topic (e.g. an accident), briefly describing situations, people, objects, and places; narrating events in a clear linear sequence, and explaining in a simple way the reasons for certain actions.

6   Conclusions

In the course of this paper, we have learnt to distinguish between methodology and approach and studied the three main theories or views of language: the structural, functional and interactional view. These three major theories are the roots of the main methodologies and approaches to language learning, and we have reviewed them, from the traditional Grammar-Translation Method to the more modern Communicative Approach. We studied how the Communicative Approach raised as a new and revolutionary theory, introducing the communicative competence in the field and moving the focus to meaning and communication rather than grammar and form.

One of the main branches of this theory is the Task-based Approach and we have explored its origins, definitions and the main defining principles upon which it is built. We have discussed its methodology, with the three stages division, and we have determined what a task is from TBA's standpoint and established a typology. Together with that, two hypotheses which greatly benefit TBA, Krashen's Input and Affective Filter hypotheses, have been elicited and examined to emphasize the great importance of the language acquisition process in the language teaching scope.

Far from limiting to the theoretical foundation of this approach, we have proposed a complete termly didactic proposal designed for its real implementation and adjusted to a specific secondary school, the I.E.S. Parquesol, and a course, 4º E.S.O. This proposal is not only based on task designing, but also exemplifies how to conform TBA to the curricular and legal framework that regulates and governs education. We established a real context and relied on the various laws regulating education to present a teaching proposal in accordance to the legislation. We sequenced the proposal and elicited the competencies, objectives, contents, methodology, evaluation criteria and learning standards. Together with that, we proposed a theme, travelling or tourism, which allowed us to exploit the 5 language skills through three major final tasks that marked the end of each teaching unit.

All this in an effort to illustrate that a shift in the field of language teaching in educational institutions is more than necessary if we intend to successfully prepare our students for a communicative reality that is significantly different from traditional textbooks. As has been proven, this change is not only necessary, but possible. Language learning is achieved *through* communication, and not *for* communication; escaping from

the tedious formal grammar lessons to learning how to speak and communicate through collaboration, entertainment and active learning. Let students set their own pace in learning and let teachers act as simple guides who show them the way and help them when they stumble.

However, this transformation in the roles and perspective of language learning will not be entirely possible until an educational reform occurs. TBA's learning scheme does not prepare students to take an exam, it prepares them for something far more real and authentic. If the goal of education is reduced to simply filling in the blanks on something as artificial as an exam, we will never reach a level of real proficiency that allows us to use the language instrumentally, as a tool - we will never make language learning useful.

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8 Annexes

8.1 Annex I
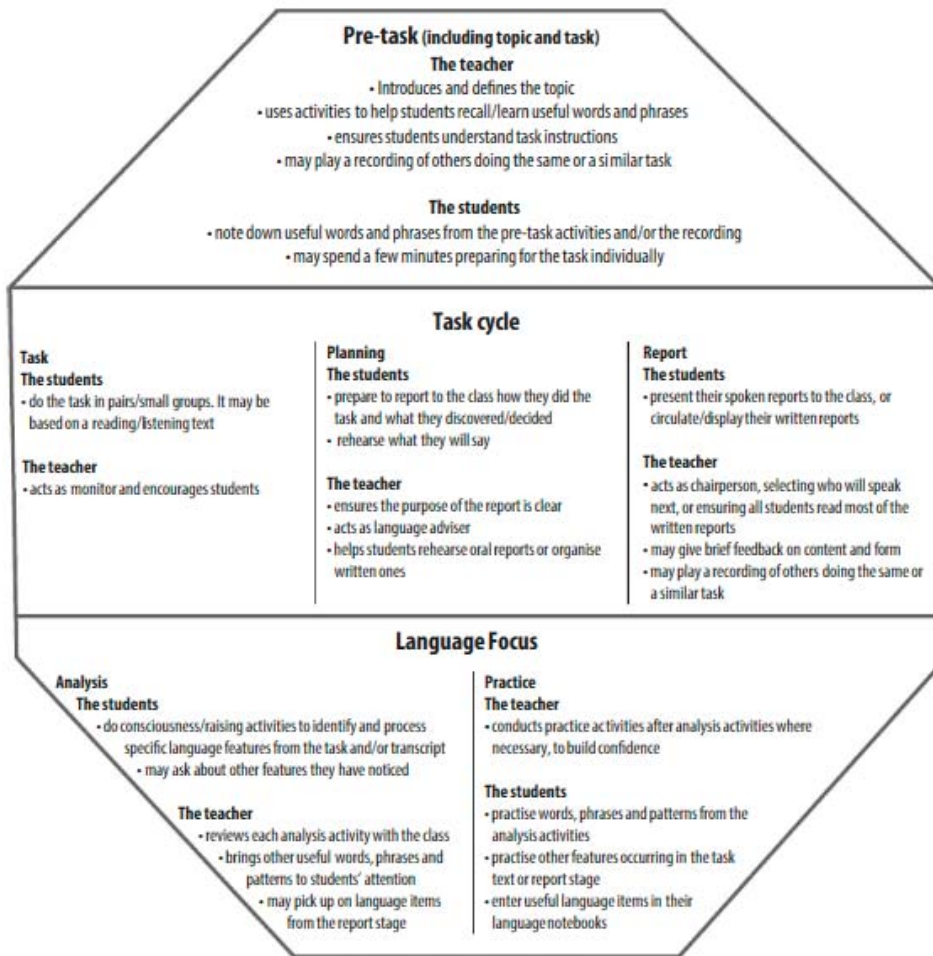
Task-Stage division, from Willis, J. (1996) A Framework for Task-based Learning. Essex: Addison Wesley Longman. p. 155

8.2 Annex II

Name: ……………………………………………………

Choose your **top 5 favourite topics** among the following. **Grade them** from 1 to 5 according to your level of interest (5 = the most interesting / 1 = the least interesting):

☐ Music ☐ Sport ☐ Bullying ☐ Film industry

☐ Literature ☐ Health ☐ Technology

☐ Politics ☐ Video Games ☐ Climate change

Teaching Unit "The News". Initial survey on the students' interests.

8.3 Annex III

STUDENT A: _____

COMPREHENSIBILITY		
A. Completely comprehensible, very conversational.	8	
B. Mostly comprehensible but with some errors, sometimes slow and simple.	6	
C. Frequent errors in use of language, sometimes impede comprehensibility.	4	
D. Mostly incomprehensible.	2	
CONTENT		
A. Well developed ideas, clear, to the point.	8	
B. Ideas mostly well developed, fairly clear and relevant.	6	
C. Ideas present but not well developed.	4	
D. Minimal and/or irrelevant information.	2	
VOCABULARY		
A. Broad in range, precise.	8	
B. Generally adequate for situation.	6	
C. Mostly inaccurate or inadequate.	4 / 2	
PRONUNCIATION		
A. Generally good, accurate stress.	8	
B. Rather good but with some striking non-English sounds.	6	
C. Generally poor, use of non-English vowels and consonants, incorrect stress.	4 / 2	

STUDENT B: _____

COMPREHENSIBILITY		
A. Completely comprehensible, very conversational.	8	
B. Mostly comprehensible but with some errors, sometimes slow and simple.	6	
C. Frequent errors in use of language, sometimes impede comprehensibility.	4	
D. Mostly incomprehensible.	2	
CONTENT		
A. Well developed ideas, clear, to the point.	8	
B. Ideas mostly well developed, fairly clear and relevant.	6	
C. Ideas present but not well developed.	4	
D. Minimal and/or irrelevant information.	2	
VOCABULARY		
A. Broad in range, precise.	8	
B. Generally adequate for situation.	6	
C. Mostly inaccurate or inadequate.	4 / 2	
PRONUNCIATION		
A. Generally good, accurate stress.	8	
B. Rather good but with some striking non-English sounds.	6	
C. Generally poor, use of non-English vowels and consonants, incorrect stress.	4 / 2	

Assessment sheet for the oral presentation of Final Task 3

8.4   Annex IV

TEACHING UNIT: THE NEWS

Index

Justification

The present Teaching Unit is designed attending to the contents legislated in Orden *EDU/362/2015*, May 4th, which establishes the curriculum and regulates the implementation, evaluation and development of compulsory secondary education in the Community of Castilla y León. Thus, the various contents, evaluation criteria and learning standards of the Teaching Unit are based upon the current legal framework. Moreover, the *Real Decreto 1105/2014*, December 26th, has been also taken into consideration when designing the Teaching Unit, especially the article 11, located in the second chapter, which regulates the objectives of the secondary compulsory education. Regarding the *Real Decreto*, special attention will be paid to the objectives "a", "b", "c", "e", "i" and "j", which, together with the *Orden EDU/362/2015*, establish the basis of the present Teaching Unit and its legal framework. In addition, the *Recomendación del Consejo*, may 22nd, 2018, concerning key competences for lifelong learning (Diario Oficial de la Unión Europea), has been followed, and the key competences selected for the Teaching Unit are exposed in the "cuadro general de la Unidad Didáctica".

This Teaching Unit is established keeping in mind socio-economic and cultural contexts. The public educational institution is located in Parquesol (Valladolid) where people generally have middle-high purchasing power. Students generally attend to private lessons or extracurricular activities to support their studies. Parents are usually worried about their children's education, but, since both parents generally work, they tend not to be as involved in their education as they should. The school's image is out of date, but it is well-equipped on the inside. Due to the lack of updated informatics or electronic resources, the school is not suited for the implementation of a ICTs' based teaching unit.

The project is called "The News" and it is made upon the Task-Based Learning approach. While traditional methods, for instance the audio-lingual method, require the whole students' attention, mainly by listening to the teacher, memorizing the contents and doing lots of activities and homework, this teaching unit is focused on learning by entertainment, so that students do not get frustrated and bored in the learning process. Moreover, the purpose of this teaching unit is to learn instrumental English by the creation and acting of a piece of news, turning the students into news' reporters. Pupils will begin by selecting a piece of news of their interest. They will gradually work the piece of news through subtasks that will prepare them for the final task, which consists of performing it in front of the class as if they were news' reporters.

The teaching unit will be implemented in students who are between 15 and 16 years old, belonging to the 4th course of Compulsory Secondary Education, in the four groups which compose the course (A, B, C, D). The activities will be the same for all groups, but slight variations regarding group division will be allowed due to the different number of students in each class. The whole teaching unit is designed taking into account students' interests, which were obtained through a brief questionnaire handed a week before the beginning of the teaching unit. The tasks proposed follow a gradual increment of difficulty that is expected to prepare them for the final task. All the competences will be covered in the different sessions and the final task, the hosting of a news' TV program, entails a mixture of all of them.

All in all, this Teaching Unit pursues the development of the different competences regulated by the *Recomendación del Consejo*, above mentioned, through working on the topic of "the news". In consequence, the Task-Based Approach is applied in order to adapt contents and activities, encourage group participation, and make the learning process more enjoyable, entertaining and motivating.

General table of the teaching unit

Stage, level and course	general objectives	Contents	Tasks
Fourth year of compulsory secondary education (known in Britain as the end of Key Stage 4).	- A - B - C - E - I - J	Student: ● Mobilizes prior information on the task type and the subject. ● Formulates hypothesis about context and content ● Narrates past punctual events, describes states and present situations and expresses future events ● Communicates interest, approval, appreciation, sympathy and satisfaction and their opposites ● Establishes and supports the communication and organization of the speech. ● Conceives the message clearly, distinguishing its main idea or ideas and its basic structure. ● Readjusts the task after assessing the difficulties and the resources available.	● Explanation of the final task ● Brainstorming ● Homework ● Listening and speaking ● Debate ● Summary of the news chosen ● Drawing a piece of news ● Taboo ● Jigsaw ● Structure of a notice ● Revealing fake news ● Chain game ● Making a script ● PowerPoint presentation ● First practice of the piece of news ● Final presentation

Time	Evaluation criteria	Learning standards
The task-based program lasts 2 weeks in which there are 6 sessions of 50 minutes each.	● Bloque 1 → 1 y 3 ● Bloque 2 → 2 y 3 ● Bloque 3 → 2 y 6 ● Bloque 4 → 1 y 2	● Bloque 1 → 4 y 7 ● Bloque 2 → 1 y 3 ● Bloque 3 → 2 y 6 ● Bloque 4 → 3 y 5

Key competences	
Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente (Diario Oficial de la Unión Europea)	According to 2018 key competences: - Literacy competence - Multilingual competence - Digital competence - Personal, social and learning to learn competence - Cultural awareness and expression competence - Citizenship competence - Entrepreneurship competence
Attention to diversity	Not required

TABLE OF SESSION 1

Tasks	Evaluation criteria	Learning standards
1. Explanation of the final task, group division 2. Brainstorming 3. Homework 4. Listening and speaking	The student should be able to: ● Identify essential information and relevant details of oral texts articulated at medium speed. ● Comprehend oral texts about socio-cultural aspects relative to habitats, climate, technology and sports. ● Define simple and more complex elements related to modern topics generally presented on television. ● Include in his/her speech socio-cultural knowledge acquired in the personal and academic fields.	Student: ● Distinguishes the main and the more specific aspects of TV news, for instance: where, when and what happened. ● Analyses explanations, justifications an opinions on class activities and TV news' videos. ● Participates of informal conversations about topics such as: climate, culture, technology and sports. ● Answers simple questions about his/her interests and opinions on the latest news covered in television.

Time	Contents
Total: 50' ● Task 1 → 15' ● Task 2 → 10' ● Task 3 → 5' ● Task 4 → 25'	Student: ● Recalls previous information about a topic. ● Delivers hypothesis around a topic and a context. ● Expresses interest, satisfaction, trust and their opposites. ● Expresses the message clearly and coherently. ● Narrates past events and habits, describes states and present situations.

TABLE OF SESSION 2

Tasks	Evaluation criteria	Learning standards
1. Debate 2. Summary of the news chosen 3. Drawing a piece of news	The student should be able to: ● Write on paper format a short text, coherent and with a clear structure, on topics "news" in a formal register, making appropriate use of cohesion resources, spelling conventions and the most common punctuation. ● Understand, select and apply the most suitable strategies to produce short written texts, e.g. by rephrasing structures from other texts with similar characteristics and communicative purposes, or by writing previous drafts. ● Produce short texts in a face-to-face conversation in an informal register, in which information, ideas and opinions are exchanged. ● Interact in a simple but effective way in clearly structured exchanges, using current formulas or indications to take or give the floor.	Student: ● Participates appropriately in face to face informal conversations on the matter of the chosen news (according to the topic assigned) in order to exchange information, express a briefly opinion, and choose one piece of news. ● Identifies the structure of the chosen piece of news and its main ideas with the objective of composing a summary. ● Interprets a piece of news and draws it in paper. ● Understand a drawing of other colleague in order to write a fictitious headline describing the drawing.
Time Total: 50' ● Debate: 15' ● Summary of the news chosen: 20' ● Drawing a piece of news: 15'	**Contents** Student: ● Describes physical and abstract qualities of people, objects, places and activities. ● Narrates specific and habitual past events, description of present states and situations, and expression of future events. ● Produces the message clearly, coherently, structuring it appropriately. ● Expresses the will, intention, decision, interest, approval, appreciation, sympathy, agreement, surprise, and their opposites and formulates suggestions.	

TABLE OF SESSION 3

Tasks	Evaluation criteria	Learning standards
1. Taboo 2. Jigsaw	The student should be able to: ● Identify essential information, the main points and the most relevant details in brief oral texts with a medium length. ● Use socio-cultural and socio-linguistic aspects related to daily-life (behavior such as body language, voice tone, visual contact, kinesthetic abilities and gestural abilities). ● Take advantage of the most suitable strategies to produce monologist or dialogic brief oral texts, within a simple and clear structure, using socio-cultural and socio-linguistic knowledge. ● Find and apply the most suitable strategies to comprehend most of the written text, the main information, main ideas or the most relevant details.	Student: ● Interprets different points of view, explanations and justifications upon various topics of general interest, formulating hypothesis or describing abstract concepts (climate, technology, the news, culture and current affairs) in an informal conversation. ● Participates successfully in informal face-to-face conversations; expressing his/her points of view, exchanging useful information, formulating hypothesis and giving suggestions about a written text or a guessing game. ● Comprehends the main ideas and relevant information in a piece of text where he/she can find topics of interest, such us climate, culture, technology or sports.

Time	Contents
Total: 50' ● Explanation of the first Task: 5' ● Taboo: 15' ● Explanation of the second Task: 7' ● Jigsaw: 23'	Student: ● Expresses and defends his/her idea/s clearly and with determination. ● Debates successfully in an informal conversation, listening and helping to the rest of the group. ● Demonstrates previous knowledge through the description of vocabulary learnt in class. ● Orders the pieces of a text in a logical sense, by talking to the rest of the group and guessing the missing parts to complete the text.

TABLE OF SESSION 4

Tasks	Evaluation criteria	Learning standards
1. Structure of a notice 2. Revealing fake news 3. Chain game	The student should be able to: ● Identify the main information in a brief oral text, in a formal register and narrated at medium speed on a topic of his or her interest as long as the message can be listened two times. ● Consider the sociocultural and sociolinguistic aspects about daily life, habits and behavior of this type of information to clarify its meaning. ● Apply in a meaningful way syntactical structures information in a formal register for a brief written text.	Student: ● Lists the main ideas (important points, curious facts, …) of a short oral text in a formal register narrated at medium speech on a concrete topic of his or her interest (news about culture, technology, climate or sports) to distinguish its truthfulness. ● Interprets the structure of a medium written text in a formal register and the elements compounding it (headline, body, etc.) on a topic of his or her interest (news about culture, technology, climate or sports). ● Constructs meaningful complete statements applying syntactic and grammatical knowledge (connectors of place, mode, time,…) in a formal register of written short pieces of texts in a coherent way
Time Total: 50' ● Task 1 → 15' ● Task 2 → 15' ● Task 3 → 20'	**Contents** ● Comprehends regular or past events in a formal register. ● Applies syntactical rules to express an idea. ● Identifies the type of text and its composition. ● Takes into account sociocultural aspects, habits and values.	

TABLE OF SESSION 5

Tasks	Evaluation criteria	Learning standards
1. Making a script 2. PowerPoint presentation 3. First practice of the piece of news	The student should be able to: ● Write on paper format a short text, coherent and with a clear structure, on topics "news" in a formal register, making appropriate use of cohesion resources, spelling conventions and the most common punctuation. ● Understand, select and apply the most suitable strategies to produce short written texts, e.g. by rephrasing structures from other texts with similar characteristics and communicative purposes, or by writing previous drafts. ● Produce short oral texts maintaining the rhythm of the speech, in a face to face conversation, in a formal register. ● Incorporate into the production of the monological oral text the socio-cultural and sociolinguistic knowledge.	Student: ● Rehearses a brief presentation with his or her group colleagues about a concrete topic (news) in a coherent and structured way and in a formal register. ● Writes a brief script in a formal register summarizing information about a concrete topic previously selected (news) in a coherent, clear and structured way. ● Creates a very brief visual presentation in electronic format (PowerPoint, Prezi,...) to support her/his performance in a formal register.

Time	Contents
Total: 50' ● Task 1 → 17' ● Task 2 → 20-33' ● Task 3 → not specified	Student: ● Produces the message clearly, coherently, structuring it appropriately ● Describes physical and abstract qualities of people, objects, places and activities. ● Narrates specific and habitual past events, description of present states and situations, and expression of future events.

TABLE OF SESSION 6

Tasks	Evaluation criteria	Learning standards
1. Performing a news program supported by a PowerPoint presentation in front of the classroom. Group activity. 2. Writing down notes of the rest of the groups´ presentations. 3. Brief discussion about the news of the different groups.	The student should be able to: ● Perform a previously rehearsed presentation organizing the information coherently. ● Identify the main idea and the significant information of television news. ● Comprehend the main and specific points of a PowerPoint presentation. ● Express his/her opinion on a specific topic and defend it of opposite points of view.	Student: ● Conducts a coherent and clearly organized presentation about a specific piece of news, previously selected and rehearsed, in front of an audience. ● Recognizes the main and the specific information of a piece of news related to the topics: culture, technology, climate and sports. ● Participates of a debate regarding the topics culture, technology, climate and sport, using a neutral register. ● Writes notes making brief comments on what the heard news.

Time	Contents
Total: 50' ● Task 1 + Task 2: 40' – 45' (developed at the same time) ● Task 3: 10' – 5'	Student: ● Presents clearly, coherently and with an appropriate structure a piece of news in front of an audience. ● Distinguishes the general idea and significant elements of the presentation. ● Lists the main information of an oral text to use in a discussion.

TASKS

TASK TABLE 1

<table>
<tr><td colspan="3">Task 1 - Session 1</td></tr>
<tr>
<td>Title:

Final Task explanation and group division</td>
<td>Type:

Introduction</td>
<td>Timing:

10'</td>
</tr>
<tr>
<td colspan="2">Classroom management:

Students will be initially sitting as they normally do, in pairs. But the arrangement will change in 5 groups of 6 students each after this task (changes are allowed)</td>
<td>Resources:

Blackboard and four small pieces of paper for each of the topics: culture, climate, technology, sports.</td>
</tr>
<tr>
<td colspan="3">Learning standards:

Student:
● Distinguishes the parts of the task proposed.
● Outlines what has to be done for the task proposed.</td>
</tr>
<tr>
<td colspan="3"><i>Linguistic input</i>:

Good morning everybody! How are you feeling?
My name, as you already know, is Ricardo. Finally, we are going to be working together for the following two weeks. I know you are very excited about it, I know!
I am going to talk about "the news" (writes "NEWS" in the middle of the blackboard).
What are the news? Anyone? (some students answer) Exactly!
I think it is a very interesting topic and we are going to be working around it in the following sessions.
Do you remember the questionnaire I gave you last week about your interests? Perfect!
These are the topics that you liked the most: (writes on the blackboard) Sport, music, health, technology and bullying.
Now, you are going to be working in the same 5 groups of 5-6 people we established for the previous unit. You need to sit with the members of your group, so please..!
Alright! It looks pretty good to me! Now let me tell you what you are going to be doing for the final task: you all will become news' reporters of the country you selected for the previous unit. You will have to present a piece of news for the rest of the class on the topic you have chosen. It will be a very short presentation of a piece of news of your choice! Pretty easy right? Don't worry! We will practice a lot and you will become professional reporters by the end of the unit!</td>
</tr>
</table>

TASK TABLE 2

Task 2 - Session 1		
Title: Brainstorming	**Type:** Warm up	**Timing:** 15'

Classroom management: Students will be sitting in groups of 5-6 people	**Resources:** Blackboard

Learning standards:

Student:
- Enunciates words and short sentences related to the topic "news"
- Answers correctly and coherently to the questions stated by the teacher
- Justifies his/her opinions about the topics culture, technology, climate and sports.

Linguistic input:

Very good! Now let's go back to the first question. What comes to your mind when you hear the word "news"? Please, not all at the same time! Raise your hand if you want to answer!

Alright! Now, what about sport? What do you know about it? Very good! Do you know any recent news related to sports?

What about technology? Tell me any modern technological advances. I mean things like: smartphones, tablets, etc. What kind technology are you interested in and why?

(Example: Student: I use my phone a lot / Teacher: I know, me too… Why do you use it for? / Student: to look Instagram and talk to my friends / Teacher: okay! No you can check the weather, you can take high-quality pictures… what do you do with your phone? (to another student) Do you think it's a good or a bad thing?) → Very communicative, trying to make students talk.

(Teacher writes on the blackboard the most interesting words around each topic (5-6 words), trying to have a similar number of words in all of them)

Alright I think we have enough words now. See? You already know a lot about news!

TASK TABLE 3

Task 3 - Session 1		
Title: Homework	**Type:** Reinforcement	**Timing:** 5'
Classroom management: Students will be sitting on groups of 5-6 people		**Resources:** Blackboard

Learning standards:

Student:
- Recognizes what has to be done for homework.

Linguistic input:

Now that we have all these words I want you to think on 2 pieces of news that have called your attention recently. You know, news that you remember, that you liked, that are recent, that you think are important, etc. The only limitation is that the news must be related to the topic assigned to your group, because you all remember your topic right? Let's check! (Teacher recalls the groups and the topics).

You may want to use your computer or the Internet to select the news and the only thing you have to do is to print them and bring them for the next class, okay?

It will be better if the news aren't very long because it will be easier to work with them, but choose something you like.

Do you all know what you have to do? (ask a random student to check their attention) Alright! Now, you! What do you have to do this afternoon? (ask another student). Looks good!

Choose 2 news related to the topic of you group and print them! It is very important so please do it!

TASK TABLE 4

Task 4 - Session 1		
Title: Listening and speaking	**Type:** Reinforcement	**Timing:** Total: 20' ● 16' of video(s) ● 4' of comments
Classroom management: Students will be sitting in groups of 5-6 people	**Resources:** Projector and screen	

Learning standards:
Student: ● Recognizes the general and the more specific information of the four videos played in class, related to the topics culture, technology, sports and climate ● Answers correctly and coherently, using a neutral register, to the questions asked by the teachers.

Linguistic input:
Okay! So to finish the class, we are going to watch an example of a news' program. I have carefully select it since it deals with the topics you are going to be working with in the next days. After watching it we will comment a little bit about what you have seen and what has called your attention. (Teacher plays 1 o 2 videos he has carefully selected previously. The videos will be found on YouTube, on the BBC channel. Subtitles will be triggered to make it easier for students to follow) Alright! As you have seen, international news programs are pretty similar to the news you are used to watch here in Spain. Of course, feel free to take some ideas from these videos, you can even choose the same events if you want! Tell me something about the video, anything called you attention? (waits 5 seconds) What about the way they speak? (waits 5 seconds) How did the different reporters speak? → Conducting questions to highlight special features of the news programs. You have done very well today! I'm positive we are going to work very good together! Remember! What do we have to do for tomorrow? (ask a random student) That's right! You have to print two news like on the topic you have been assigned! You will be working with them in the next class. Goodbye! Have a nice day!

TASK TABLE 5

Task 5 - Session 2		
Title: Debate of the news	**Type:** Warm up	**Timing:** • 3' explanation • 17' debate

Classroom management: Students will be sitting on groups of 5-6 people	**Resources:** Students should bring to class two printed news regarding the topic assigned

Learning standards:

Student:
- Participates appropriately in face to face informal conversations on the matter of the chosen news (according to the topic assigned) in order to exchange information, express a briefly opinion, and choose one piece of news.
- Summarizes the news and pinpoints the main aspects

Linguistic input:

Good morning guys! How are you doing?

I see you aren't divided in groups! Please do so!

Do you remember your homework for today? Has everyone brought two different news? Please give me a good answer!

Option 1: (Not all the students brought the two news they were required)

I see that some of you have not brought anything. What happened? (asks to a student) Okay, that's not good! You are very lucky I have some photocopies of some news with me. (Teacher hands the pieces of news)

Option 2: (almost half of the class have not brought the two news they were required) Wow... I am very disappointed to see that almost half of you have not look for the news... That's not good, I am very disappointed. I have some photocopies with me, but I think they are not enough for everyone. Those of you who have brought two news, can you give one of them to the partners who have not brought anything?

I will take note of this. Thank you to the ones that have done the homework, very good!

Okay, now you have to present to the rest of the group the news you have chosen and have a little debate IN ENGLISH with them to check which one is the best among the two. The one you choose is the one you are going to be working with for the rest of the sessions. You will have almost ten minutes to discuss it. Summarize your news briefly and present them to your group. Remember, use ENGLISH!

I will be walking around to help you with your decisions.

TASK TABLE 6

<table>
<tr><td colspan="3"><u>Task 6</u> - <u>Session 2</u></td></tr>
<tr><td>Title:

Summary of the chosen news</td><td>Type:

Reinforcement</td><td>Timing:

15'</td></tr>
<tr><td colspan="2">Classroom management:

Students will be sitting on groups of 5-6 people</td><td>Resources:

● Paper and pen
● Dictionary
● Smartphone (optional)</td></tr>
<tr><td colspan="3">Learning standards:

Student:
● Identifies the structure of the chosen piece of news and its main ideas with the objective of composing a summary.
● Writes the essential aspects of the piece of news with a clear structure, making use of connectors that give sense to the whole text.</td></tr>
<tr><td colspan="3">Linguistic input:

Alright! I think we have finished right? So everybody should have just one piece of news, is that correct?
Very good! Now that everyone has chosen a piece of news, take a piece of paper and try to write a brief summary of it. Start with the main ideas, the information you consider more important. Then, try to link those ideas together and make complete sentences. (Teacher may use one piece of news as an example to make everything clear).
It is very easy, you only have to make a brief summary, but try not to lose any relevant information. This exercise is personal, but you can talk to your partners if you need help.
Since I know that some of you have their phone with them, I will allow one phone per group, okay? You can use it look for words or expressions that you don't know. You can ask me of course, I will be moving from group to group and answering your doubts.
Remember, try to speak in English!
(Teacher monitors the task)</td></tr>
</table>

TASK TABLE 7

Task 7 - Session 2		
Title: Drawing the piece of news	**Type:** Relaxing task	**Timing:** 15'

Classroom management:	Resources:
Students will be sitting on groups of 5-6 people	Paper and pen

Learning standards:

Student:
- Interprets a piece of news and draws it in paper.
- Understand a drawing of other colleague in order to write a fictitious headline describing the drawing.

Linguistic input:

Alright! I think you have finished the summary, is that right? Very good!

You have almost done it for today's lesson! Don't panic!

Now, I want you to draw the piece of news you have selected! Yes! Draw! Try to be creative. Have you ever played *DrawSomething* or *Pictionary*? You have to send a drawing to your opponent and he/she has to guess what you have drawn. This will be very similar, but more complex since it is a piece of news. Try to be creative and imaginative. Imagine you are dealing with sports and the piece of news is about a player that Barcelona's Football Club has bought. I would draw Barcelona's flag and maybe a football player and some money.

Okay! Have you finish you drawings? I have seen some of them and there are very clever ones. You are doing great!

Now the fun part! Exchange your drawings with the members of other groups.

I see you like the drawings a lot, don't you? Okay! Now, try to give a headline to the drawing, as if it was a piece of news. Like a title that expresses what you see in the drawing.

Have you all finished? Okay, for instance, Alberto! Show your drawing to the rest of the class. What title have you given to it? That's very funny! What about you, Alba? What do you have and what's its title? (Teacher does the same until the class finishes)

(the bell rings)

You have done brilliant today! You can keep your drawings with you!

See you tomorrow! Bye!

TASK TABLE 8

Task 8 - Session 3		
Title: Taboo	**Type:** Reinforcement	**Timing:** • 3' explanation • 17' taboo

Classroom management: Students will be sitting on groups of 5-6 people	**Resources:** • Cards used to play the "Taboo game" (25-30 per group)*. Each card will contain one word referred to vocabulary about "The News" and four forbidden words.

Learning standards:

Student:
- Combines different synonyms to express an idea.
- Applies a coherent discourse in an informal conversation.
- Recalls vocabulary and structures learnt in other sessions about The News.

Linguistic input:

Good morning everyone! How are you today?
Yesterday we had lots of fun drawing the different news you had selected. Today we are going to play a little bit again, so we are going to have a good time, trust me! (The students get excited and start chatting). Okay, okay; calm down! Well, I can see that you are already sitting in your respective groups as I told you, well done!
Do you know the game "Taboo"? (Some students know it and say yes! others don't). Alright, can anybody explain what is it about? (a student raise her hand) Tell us María (student tries to explain the game, but it's not clear yet)
Can anyone help Maria? Yes Rodrigo! (completes the explanation)
That's right! Okay, so you will see this word at the top (the teacher shows a card to the class) and you CAN'T say these three forbidden words here (shows the words). Within your own groups, you will be divided in two teams of three people each. The team that guesses the most words wins!
(Teacher exemplifies the game selecting one card)
(Teacher gives 25-30 cards per group, 15 each 3 people)
By the way! You only have 20 seconds to describe and guess!
I will be moving around to check or in case you need me, okay? Remember, you have to speak in… (waits for someone to say it) ENGLISH! Spanish is forbidden!
Good luck!

TASK TABLE 9

<table>
<tr><td colspan="3"><u>Task 9</u> - <u>Session 3</u></td></tr>
<tr><td>Title:

Jigsaw</td><td>Type:

Reinforcement</td><td>Timing:

• 5' explanation
• 25' jigsaw</td></tr>
<tr><td colspan="2">Classroom management:

Students will be sitting on groups of 5-6 people</td><td>Resources:

• 25-30 paper cuts (5-6 pieces per group) of a piece of news</td></tr>
<tr><td colspan="3">Learning standards:

Student:
• Demonstrate a good reading comprehension when he/she explains what the story was about.
• Analyzes a coherent order in a written text and carries it out.
• Develops an intelligible discourse, attending linking words, vocabulary referred to this Unit and expressing agreement or disagreement.</td></tr>
<tr><td colspan="3">Linguistic input:

Okay guys time's up! Well done! Have you enjoyed the little game?
Wow! I'm glad to hear that!! Okay, any volunteer to collect the cards and give them to me? (a student offers) Thank you!
The game we are playing now is called Jigsaw!! I'm pretty sure some of you know it. Can anyone explain it? (Follow the same dynamic as in the previous task)
That's right! So to play this game, I will give you a piece of paper with a part of a story. Make sure you read it carefully, because when the time's up you will have to tell to the rest of your group what your part of the story was about. The objective is to build the original piece of news by ordering your partners' pieces of information.
(The teacher hands a piece of paper to each student)
Remember, what language must we use? Yes, please! Only ENGLISH allowed!
Okay, start reading it, please! You will have 3 minutes. If you have any doubts, please ask me! (While students are reading, teacher monitors the task).
Okay! So now, explain what your piece of paper is about to the rest of the group and try to order the whole story. Of course, again, speak in ENGLISH! You will have 15 minutes! (Teacher monitors the task)
Okay! Has everyone finished? Let's read it aloud! Any volunteer to check the first paper cut? (A student offers) Okay Elena! Whenever you want!
Fine! How was it, difficult or easy? Pretty easy right? You have done excellent today! (The bell rings) Oh! Perfect timing! See you tomorrow!</td></tr>
</table>

TASK TABLE 10

Task 10 - Session 4		
Title: Revealing fake news	**Type**: Introduction	**Timing:** 15'

Classroom management: Students will be sitting on groups of 5-6 people	**Resources:** A projector and internet connection.

Learning standards:

Student**:**
- Analyzes a short oral text (headline of a piece of news)
- Comprehends the main idea of each oral text. (headline of a piece of news)
- Determine the details contained in the oral text. (headline of a piece of news)
- Distinguishes the veracity of the oral text. (headline of a piece of news)

Linguistic input:

Hi everyone, how are you today? We're going to keep working on the topic "the news" as we usually do! I have prepared some activities for today!

Alright, so one of the most important things to keep in mind when analyzing news is their veracity. What is veracity? (some students answer) That's right! Their authenticity. They must be true, otherwise it is not a piece of news; it's a lie!

It's very important for you to learn how to spot a piece of fake news. I'm pretty sure you all have social media apps in your smartphone and that you are constantly bombed with news from very various websites.

Well, so how do we know if a piece of news is real or fake? In case you were wondering today is your lucky day! There are some simple tricks that to spot fake news!

Some of the fake news out there can be easily spotted just by reading the headline. For example, which of these headlines do you think is fake? (Teacher gives two headlines, one of them is from a fake piece of news)

Anyone? (some students show interest) Yes, Laura for instance. (Student says the answer)

Yes! That's right, we have an expert right here! We will try again! (repeats the same dynamic twice)

You guys are good! Can you explain what have you done to spot the fake one?

(The three students give a short answer) Yes! That does the trick!

Ok let's watch a video short video that will show you how to sport a fake piece of news. (Link to the video) (teacher plays the video and checks the students' comprehension)

TASK TABLE 11

<table>
<tr><td colspan="4"><u>Task 11</u> - <u>Session 4</u></td></tr>
<tr><td>Title:

Structure of a piece of news</td><td colspan="2">Type:

Reinforcement</td><td>Timing:

15'</td></tr>
<tr><td colspan="2">Classroom management:

Students will be sitting on groups of 5-6 people</td><td colspan="2">Resources:

4 different colors</td></tr>
<tr><td colspan="4">Learning standards:

Student:

Identifies the structure of a medium length written text in (piece of news).
Infers the main idea of the whole written text.
Categorize the different parts of the written text.
</td></tr>
<tr><td colspan="4">Linguistic input:

Well done, you won't be tricked again!
Do you remember the sentences I gave you to check if you could spot the fake piece of news at the beginning? Alright! How did I call these sentences? (Student says "headlines") Yes! Headlines, right? How do we translate it to Spanish? (Students say "titular") That's right! So headlines are the calling part of a piece of news, but there are more parts. We have the byline, the body and finally the conclusion. (explains briefly the different parts and gives some examples)
Take one highlighter or anything you can mark with. I'm giving you a couple of news related to the topic you are working with. You have to read them carefully and when you finish, you have to identify the different parts that compose the piece of news. You can use different colors to make the distinction clearer. I will be moving around in case you have any doubts, okay? (Teacher monitors the task)
Have you all finished? Okay, so Marta, what's the headline? Exactly! Mario, what's the byline? Can anyone help Mario? Yes, that's right! (teacher does the same with the rest of the parts, involving students in the explanation)
Well done guys! You are becoming experts in news!</td></tr>
</table>

TASK TABLE 12

Task 12 - Session 4		
Title: Chain Game	**Type**: Warm up	**Timing**: 20'

Classroom management: Students will be moving around the classroom	**Resources**: Pieces of paper containing parts of statements and connectors.

Learning standards:

Student:
- Interprets its piece of written text.
- Applies grammatical and syntactical rules to create a meaningful and coherent structure.
- Interacts with the rest of the students in the group to achieve the goal of the task.
- Determines the meaning of the structures created

Linguistic input:

Alright! Now I want you to move a little bit!

So I will be giving you a piece of paper which has something written in it. Some pieces have a connector, a linking word, okay? For instance: *nevertheless*, *in addition*… Can anyone help me? (some students say some connectors) Exactly!

On the other hand, -which is also a connector by the way! - you will find papers with pieces of information related to the topics you have been assigned.

The goal is pretty simple, but it will require you to move around and talk to your classmates! Each of you will have one piece of paper and you will have to find your connector and the other part of information to create a complete sentence. Let me explain it again! The two parts of a statement have to be linked by a connector. Any doubts? (teacher answers a couple of questions) Alright! Everything is clear now! So when you think you have found your classmates come to me and I will check if it's correct.

Any volunteer to help me handing the pieces of paper? Perfect! Let's play!

Very nice! We have our first trio, stay here with me. Fine, another one. That's not complete, the final part should be another. Well done. C'mon it should be easier now. Ok this is the correct statement. Finally! Well done!

Now, let's read everything! (everyone reads aloud)

(The bell rings) Did you have fun today? You are doing great! See you tomorrow!

TASK TABLE 13

Task 13 - Session 5		
Title: Making up the script	**Type**: Reinforcement	**Timing**: • 3' explanation • 15' task
Classroom management: Students will be at the computer lab. One student per computer. (not needed for this task)		**Resources**: Paper and pen

Learning standards:

Student:
- Writes a short script in a formal register, summarizing the information of a piece of news about culture, technology, weather or sports (previously selected) in a coherent, clear and structured way.
- Uses correctly connectors such as however, moreover, in addition... to relate the information in the piece of news.

Linguistic input:

Hello everyone! How is everything going?

Today we are going to start writing the script for the final presentation. So I have with me the summaries you did the second day about the news you had selected. You still remember that, right? Anyone want to help me handing them? (two students offer)

Perfect! This is pretty easy, you just have to read what you have written and then create a script, like a monologue in which you explain the main pieces of information you what to highlight for the presentation of you piece of news. Any doubts? (Teacher answers a couple of questions)

Remember, it can't be very long, okay? You will only have to speak one or two minutes maximum. You will have around 10 minutes to write your script, but I will give you more time if you need it.

Remember, this is what you will be saying for the final presentation. So try to be concise and to have a clear structure in order to be comprehensible.

I will be moving around in case you need me! Let's begin! (teacher monitors the task)

TASK TABLE 14

<table>
<tr><td colspan="3"><u>Task 14</u> - <u>Session 5</u></td></tr>
<tr>
<td>Title:

Creating a PowerPoint slide</td>
<td>Type:

Reinforcement</td>
<td>Timing:
• 5' explanation
• 20' – 30' task</td>
</tr>
<tr>
<td colspan="2">Classroom management:

Students will be at the computer lab. One student per computer.</td>
<td>Resources:

Computer and pendrive</td>
</tr>
<tr>
<td colspan="3">Learning standards:

Student:
• Creates a PowerPoint slide by structuring it properly and choose in the relevant information but without including too much text in it.</td>
</tr>
<tr>
<td colspan="3">Linguistic input:

Perfect! I see you all have finished writing, right?
Now to turn on the computer and open PowerPoint. (takes around 3 minutes)
So, now you have to create a PowerPoint slide about the script you have written. Remember that in a PowerPoint slide you must only write relevant information that you want your audience to remember. The slide should also be attractive and try to make it as if you were a professional. So try to avoid funny pictures and that kind of stuff, okay? Here, you can see some examples of what I want. (Shows PowerPoint slides in the class projector)
For this task you must be sitting with the rest of the group so that you can start creating the PowerPoint. Then you can share the slides and compile them into one PowerPoint.
In case you don't have enough time you will have to do it at home! So if you don't want homework start doing it now!
If you have any doubts you can ask me, of course. I will be moving around as usual.
(Teacher monitors the task)
Alright! It seems that some of you have finished. You can save the PowerPoint in your pendrive. If you forgot the pendrive you can also send the PowerPoint to you email account so you can save it!</td>
</tr>
</table>

TASK TABLE 15

Task 15 - Session 5		
Title: Presentation rehearsal	**Type:** Reinforcement (OPTIONAL)	**Timing:** ● Whatever time left from the previous task
Classroom management: Students will be at the computer lab	**Resources:** ● PowerPoint slide ● Script	
Learning standards: Student: ● Rehearses the part of the presentation with his or her group colleagues about the assigned topic in a coherent and structured way using as visual support the PowerPoint slide. ● Participates actively in face-to-face informal conversations on the presentation matter in which he or she exchanges information and briefly expresses and justifies opinions and points of view.		
Linguistic input: Those of you who have finish the PowerPoint can start practicing the final presentation! You can display your slide and take your script. Then you can start practicing your lines with the rest of the group. You can read it aloud and play with the intonation to be more prepared for the final presentation. Remember to be very careful with the timing! Each group will have around 8 minutes to perform the six news. I will be moving around to check how you are doing!		

TASK TABLE 16

Final Task - Session 6-9		
Title: "The News"	**Type:** Final task	**Timing:** ● 40' - 45' presentations ● 10' – 5' speaking task

Classroom management: Students will be sitting in 4-5 groups of 5-6 people. Seats will be moved to the back of the class.	**Resources:** Projector, screen, students' scripts, pen-drives, a PowerPoint presentations.

Learning standards:

Student:
- Conducts a coherent and clearly organized presentation about a specific piece of news, previously selected and rehearsed, in front of an audience.
- Recognizes the main and the specific information of a piece of news related to the topics: culture, technology, climate and sports.
- Participates of a debate regarding the topics culture, technology, climate and sport, using a neutral register.
- Writes notes making brief comments on what the heard news.

Linguistic input:

Good morning everyone, how are you doing today? Well, as you know today is the day! You will be presenting the news! Try to play a bit with the intonation and try to speaking clear and aloud so the rest of the class can hear you and understand you.

Alright! The *sports* group please! You can come here now! Remember you have a maximum of 8 minutes and all of you must intervene in the presentation.

The rest of you must take notes with the information you consider important or the news that you like so that we can discuss them at the end of the class, okay? Any question?

(While answering questions, the first group gets ready)

You can start whenever you are ready!

(*Sports* group performs the presentation)

That was very good, I liked it a lot! Now *health* group, whenever you want! Remember, do not rush! Try to speak clearly and to pronounce all words!

(The *health* group performs the presentation)

Brilliant! The *music* group please!

(repeats the same dynamic with the rest of the groups)

Wow! That was very good! You all have done a very good job. Did you like the news?

Alright! It seems that you liked the task a lot! Now let's see what you think about your partners' information. *Heath* group please, what did you like the most of the sports part? What about the *Sports* group? What did you like the most about the *music* group? (Teacher asks questions related to the information given to all the groups)

Now for everybody, how did you find these two weeks we have been working together?

Alright! You all have done a very good job! It's been a pleasure, really. I wish you all the best!

(the bell rings) See you! Nice to meet you!

Evaluation criteria

Bloque 1. Comprensión de textos orales

- 1 → Identificar el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales breves o de longitud media, claramente estructurados, y transmitidos de viva voz o por medios técnicos y articulados a una velocidad media, en un registro formal, informal o neutro, y que traten de aspectos concretos o abstractos de temas generales, sobre asuntos cotidianos en situaciones corrientes o menos habituales, o sobre los propios intereses en los ámbitos personal, público, educativo y ocupacional/laboral, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.
- 3 → Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos y Tasks de estudio, trabajo y ocio), condiciones de vida (hábitat, estructura socio-económica), relaciones interpersonales (generacionales, entre hombres y mujeres, en el ámbito educativo, ocupacional e institucional), comportamiento (posturas, expresiones faciales, uso de la voz, contacto visual, proxémica), y convenciones sociales (actitudes, valores).

Bloque 2. Producción de textos orales: expresión e interacción

- 2 → Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos o dialógicos breves o de longitud media, y de estructura simple y clara, explotando los Resources de los que se dispone y limitando la expresión a los mismos; recurriendo, entre otros, a procedimientos como la definición simple de elementos para los que no se tienen las palabras precisas, o comenzando de nuevo con una nueva estrategia cuando falla la comunicación.
- 3 → Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al canal de comunicación, y expresando opiniones y puntos de vista con la cortesía necesaria.

Bloque 3. Comprensión de textos escritos

- 2 → Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.
- 6 → Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.

Bloque 4. Producción de textos escritos: expresión e interacción

- 1 → Escribir, en papel o en soporte electrónico, textos breves o de longitud media, coherentes y de estructura clara, sobre temas de interés personal, o asuntos cotidianos o menos habituales, en un registro formal, neutro o informal, utilizando adecuadamente los Resources de cohesión, las

convenciones ortográficas y los signos de puntuación más comunes, y mostrando un control razonable de expresiones, estructuras y un léxico de uso frecuente, tanto de carácter general como más específico dentro de la propia área de especialización o de interés.

- 2 → Conocer, seleccionar y aplicar las estrategias más adecuadas para elaborar textos escritos breves o de media longitud, p. e. refraseando estructuras a partir de otros textos de características y propósitos comunicativos similares, o redactando borradores previos. Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a relaciones interpersonales y convenciones sociales en los ámbitos personal, público, educativo y ocupacional/laboral, seleccionando y aportando información necesaria y pertinente, ajustando de manera adecuada la expresión al destinatario, al propósito comunicativo, al tema tratado y al soporte textual, y expresando opiniones y puntos de vista con la cortesía necesaria.

Learning standards

Bloque 1. Comprensión de textos orales

- 4 → Comprende, en una conversación informal en la que participa, explicaciones o justificaciones de puntos de vista y opiniones sobre diversos asuntos de interés personal, cotidianos o menos habituales, así como la formulación de hipótesis, la expresión de sentimientos y la descripción de aspectos abstractos de temas como, p. e., la música, el cine, la literatura o los temas de actualidad.
- 7 → Identifica la idea principal y aspectos significativos de noticias de televisión claramente articuladas cuando hay apoyo visual que complementa el discurso, así como lo esencial de anuncios publicitarios, series y películas bien estructurados y articulados con claridad, en una variedad estándar de la lengua, y cuando las imágenes facilitan la comprensión.

Bloque 2. Producción de textos orales: expresión e interacción

- 1 → Hace presentaciones breves, bien estructuradas, ensayadas previamente y con apoyo visual (p. e. PowerPoint), sobre aspectos concretos de temas académicos u ocupacionales de su interés, organizando la información básica de manera coherente, explicando las ideas principales brevemente y con claridad y respondiendo a preguntas sencillas de los oyentes articuladas de manera clara y a velocidad media.
- 3 → Participa adecuadamente en conversaciones informales cara a cara o por teléfono u otros medios técnicos, sobre asuntos cotidianos o menos habituales, en las que intercambia información y expresa y justifica brevemente opiniones y puntos de vista; narra y describe de forma coherente hechos ocurridos en el pasado o planes de futuro reales o inventados; formula hipótesis; hace sugerencias; pide y da indicaciones o instrucciones con cierto detalle; expresa y justifica sentimientos, y describe aspectos concretos y abstractos de temas como, por ejemplo, la música, el cine, la literatura o los temas de actualidad.

Bloque 3. Comprensión de textos escritos

- 2 → Entiende el sentido general, los puntos principales e información relevante de anuncios y comunicaciones de carácter público, institucional o corporativo y claramente estructurados, relacionados con asuntos de su interés personal, académico u ocupacional (p. e. sobre ocio, cursos, becas, ofertas de trabajo).
- 6 → Entiende información específica de carácter concreto en páginas Web y otros materiales de referencia o consulta claramente estructurados (p. e. enciclopedias, diccionarios, monografías, presentaciones) sobre temas relativos a materias académicas o asuntos ocupacionales relacionados con su especialidad o con sus intereses.

Bloque 4. Producción de textos escritos: expresión e interacción

- 3 → Toma notas, mensajes y apuntes con información sencilla y relevante sobre asuntos habituales y aspectos concretos en los ámbitos personal, académico y ocupacional dentro de su especialidad o área de interés.
- 5 → Escribe, en un formato convencional, informes breves y sencillos en los que da información esencial sobre un tema académico, ocupacional, o menos habitual (p. e. un accidente), describiendo brevemente situaciones, personas, objetos y lugares; narrando acontecimientos en una clara…

General objectives
Artículo 11. Objetivos de la Educación Secundaria Obligatoria. a) → Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática. b) → Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal. c) → Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereoTypes que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer. e) → Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación. i) → Comprender y expresarse en una o más lenguas extranjeras de manera apropiada. j) → Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.