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TRABAJO DE FIN DE MÁSTER

"Lights, Camera, Action!" Integrating ICT in the Communicative Approach to Create a Trailer

Estudiante: Dña. Natalia Maldonado Cesteros

Tutora: Dña. Andrea Cristina Rodríguez Hernández

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ABSTRACT

In the last few years, information and communication technologies, better known as ICT, have acquired much importance in foreign language teaching. In fact, the use of ICT in the foreign language classroom has favored the development of communicative approaches which are characterized, among other things, for stressing content over form, using authentic materials and understanding the language within a social and cultural context. Considering this, the present Master Thesis aims at providing an educational proposal based on the integration of new technologies within the task-based approach to create a trailer. The paper is structured in three main parts. The first part offers a theoretical description of the characteristics of the communicative approach, and by extension of the task-based approach, as well as some notes about the Communicative Competence due to the fact that it is the element that makes effective communication possible. In the second part, the didactic unit is and the methodological issues that have been taken into account when constructing it are explained. Finally, the third part contains the conclusions reached after the designing of the proposal.

Key Words: Communicative approach, Communicative Competence, Task-Based Language Teaching (TBLT), Information and Communication Technologies (ICT)

RESUMEN

En los últimos años las tecnologías de la información y de la comunicación, más conocidas por sus siglas TIC, han adquirido una gran importancia en la enseñanza de lenguas extranjeras. Tanto es así, que su incorporación dentro del aula ha favorecido el desarrollo de los enfoques comunicativos, los cuales se caracterizan entre otras cosas por dar más valor al contenido que a la forma, utilizar materiales auténticos y entender la lengua dentro de un contexto social y cultural. Teniendo esto en cuenta, el presente Trabajo de Fin de Máster ofrece una propuesta educativa que se basa en la introducción de las nuevas tecnologías dentro del enfoque por tareas con el objetivo de crear un tráiler cinematográfico. El trabajo se encuentra estructurado en tres partes principalmente. En la primera parte se ofrece una descripción teórica de las características del enfoque comunicativo, y por extensión del enfoque basado en tareas, así como de la competencia comunicativa por ser el elemento que hace posible una comunicación efectiva. En la segunda parte se explican la unidad didáctica y las cuestiones metodológicas que se han tenido en cuenta a la hora de construirla. Finalmente, en la tercera parte se recogen las conclusiones a las que se han llegado tras el diseño de la propuesta.

Palabras clave: Enfoque Comunicativo, Competencia Comunicativa, Aprendizaje Basado en Tareas (ABT), Tecnologías de la Información y la Comunicación (TIC).

CONTENTS

INTRODUCTION

In the globalized world we live in, learning a second language has become essential. Nowadays, mastering more than one language has created new educational opportunities and contribute to the development of a plural society in which several cultures coexist.

The increasing interest in learning languages such as English, has prompted many changes in the way in which they were originally taught. At first, language teaching was heavily influenced by methods that emphasized memorization, translation and repetition of grammatical structures. However, the introduction of the Communicative Approach at the end of the 20th century marked a revolution in language teaching. From this moment onwards, the study of linguistic aspects became secondary, to emphasize the communicative processes that allow students to use the language effectively within a specific the context.

The communicative approach has been enriched in recent years by advances in information and communication technologies (ICT) and the emergence of the Internet. Such tools offer a myriad of resources that can be used to facilitate second language learning, and help students achieve the necessary skills to meet the challenges of the technological, fast-changing society we live in. In addition, the use of ICT in the language classroom is an important source of motivation which fosters learners' autonomy and gives teachers the possibility to create more authentic and personalized content, thus adapting the language learning process to the abilities and/or needs of each learner.

Considering all this, in the present paper we will do a brief review of the main characteristics of the Communicative Approach and the impact of ICT in education to develop a teaching proposal for an English as a Foreign Language (EFL) classroom. The paper is organized in three different parts: in the first part there is a theoretical background which consists of two major elements. On the one hand, an explanation of the Communicative Competence and the main approaches that promotes it, i.e., the Communicative Approach and the Task-Based Language Teaching. On the other hand, an analysis on the implementation of ICT in education, focusing especially on foreign language learning; and a description of the most important resources and devices that can

be employed inside the classroom. In the second part, the teaching proposal we have created specifically for this paper is presented. In this part, we discuss different aspects related to the designing of the proposal, the Spanish educational legal framework, the sessions, and the way in which it can be assessed. Finally, the third part of this paper is completely devoted to the conclusions we have reached after all, emphasizing the positive contribution that the combination between ICT and the communicative approaches can bring to EFL students.

JUSTIFICATION

- **Justification for the elaboration of this paper**

The present paper is a project for the subject Trabajo de Fin de Máster (especialidad en Lenguas Extranjeras: inglés) which belongs to the Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas. According to the syllabus of this subject, the elaboration of this paper demonstrates the acquisition of general competences —that is, the ones that have been achieved throughout the three phases of this Master (the general module, the specific module and the Practicum)— as well as the ones that are specific of this subject.

Among the general competences, there are five that have been specially addressed in this project:

- ✓ (G1) being aware of the curricular contents related to the language specialty (English)
- ✓ (G2) being able to plan, develop and evaluate the teaching and learning process, considering the students' level and especial needs.
- ✓ (G3) being able to search, communicate and transform information into knowledge, and apply it into the language teaching and learning processes.
- ✓ (G6) being able to raise students' motivation and promote their ability to learn on their own and with others, developing critical thinking and decision-making skills.
- ✓ (G9) becoming familiar with the regulations and institutional organization of the educational system.

As for the specific competences, this paper focuses mainly on four:

✓ (E.E.6) demonstrate knowledge on the theoretical and practical theories in foreign language teaching and learning.

✓ (E.E.7) being able to transform the curricular guidelines into programs of activities which facilitates the process of language learning.

✓ (E.E.10) being able to implement audiovisual communication and multimedia content into the teaching and learning process.

✓ (E.E.12) being able to apply new strategies and teaching methods to teach and learn the foreign language.

- **Justification for the selection of the topic**

According to the Organic Law 3/2020 of 29 December, the main objective in the area of foreign languages is to make students Communicatively Competent through the active use of language in communicative contexts. In order to achieve such an objective, new technologies provide the opportunity to work with real materials and even to interact with native people in the foreign language classroom, thus acquiring the so-called Communicative Competence.

Both Communicative Competence and the use of ICT for educational purposes are closely related to a term that has changed the focus and methodological implications in current educational environments; we are referring to "Key Competences".

The Organic Law of Education 3/2020 29 of December (LOMLOE), in its article 6, mentions the "Key Competences" that are established for the whole territory of Spain, and which are based on the European Parliament of December 2006. These competences identify certain areas of knowledge of a functional nature which must be developed in a systematic way from every area of the curriculum, including the foreign language subject. Key Competences do not only act as aims in themselves, but they should also be understood as an assessment tool that can indicate the level of competence of pupils in each of the Key Skills. This is what we call "Competency Based Assessment".

For this reason, together with each assessable learning criteria, it is our duty as teachers to develop some of the transversal elements that have also become essential in our Educational System and for our student's development as members of a plural society.

The development and later evaluation of students' Key Competences depends on the methodology employed. Thus, the following paper presents a communicative teaching proposal based on the use of ICT for the English as a foreign language classroom. For the designing of this proposal, we have selected the Task-Based Approach, as it is a motivating methodology that will allow students to learn the language while working on different tasks. Throughout our proposal we will try to work most Key Competences, though we will focus mainly on the development and evaluation of the Communicative and Digital Competences through a functional artifact, a *trailer*. To achieve this goal, students will gradually acquire the linguistic input and digital notions they need to make sure that everyone is able to complete the task successfully.

OBJECTIVES

Considering the arguments stated above, the present paper aims at combining communicative language learning with the use of ICT to create an appropriate environment for the acquisition of a foreign language, English. To carry out this task, there are four specific objectives that will tried to be achieved in this paper:

➢ Provide an overview of the main characteristics, activities and planning of the Communicative approach and the Task-based language teaching approach too.
➢ Do a theoretical analysis about the impact of ICT in education and, especially inside the foreign language classroom,
➢ Provide a set of useful tools that can be used by foreign language teachers to make the language learning process more motivational and engaging.
➢ Show the possibility of integrating ICT inside the language foreign classroom through a feasible proposal framed within a specific educational context.

PART I: THEORETICAL FRAMEWORK

Chapter 1. Communicative Language teaching in and its extension, the task-based approach

In this chapter, Communicative Language Teaching (henceforth, CLT) and its subsequent extension, Task Based Language Teaching (TBLT), will be thoroughly explained. However, before directly diving into these issues, an introduction about Communicative Competence and the different perspectives about it will be given.

1.1. Communicative Competence: from Chomsky to the CERF

The term Communicative Competence stems directly from Chomsky's generative theory of the language. In 1965, he introduces the concept of *competence*, or to be more precise, *Linguistic Competence* to refer to the innate knowledge that an idealized hearer-speaker has about the language. According to him, this innate knowledge enables humans to construct and understand an unlimited number of utterances, as well as to know which of them are prescriptively grammatical. However, even though Chomsky's ideas about the theory of the language were quite revolutionary at that time, soon different scholars, including psychologists, linguists, and sociolinguists, criticized him because they thought that the way he understood competence was restricted to grammatical aspects that do not reflect the real use of language.

Hymes, one of the most famous and influential ethnographers from the 20th century, was the first to react to the concept of linguistic competence established by Chomsky. Inspired by Jakobson's functions of language (1960), Hymes considered that together with grammar, sociocultural aspects, such as norms of usage and context adequacy, should be taken into account to communicate effectively. In fact, he argues that "there are rules of use without which the rules of grammar will be useless" (1972, p. 278). Consequently, Hymes proposed a broader term, named "Communicative Competence," which includes both the social and the linguistic dimensions of a language.

Similar to Hymes, Savignon (1972, 1983, and 2002) also pointed out the importance of context and meaning when learning a foreign language. In her case, she employed the concept of Communicative Competence to present "the ability of classroom language

learners to interact with other speakers, i.e. to make meaning, as distinct from their ability to recite dialogues or perform on discrete-point tests of grammatical knowledge" (2002, p. 3). Savignon focuses on what a learner of a foreign language can do with the language, and not just on memorizing a variety of grammatical rules and patterns. This does not mean that she rejects grammar at all, but rather she believes that it should be presented functionally, i.e., in relation to the learner's communicative needs.

Apart from Hymes and Savignon, two of the most important contributions to the definition of what is known as Communicative Competence today were that of Canale and Swain (1980) and Canale (1983). These scholars provided a complete model made up of four interrelated sub-competences that are involved in Communicative Competence. Concretely, these sub-competences are the following:

1. *Grammatical competence.* This sub-competence deals with the linguistic aspects of the language, and so, it includes the lexical items, rules of morphology, syntax, sentence-grammar, semantics, and phonology (Canale and Swain, 1980, p. 29). Canale and Swain's grammatical competence can be, somehow, compared to Chomsky's linguistic competence, as it is mainly focused on the speaker-hearer's knowledge to determine and comprehend the literal meaning of utterances.

2. *Sociolinguistic competence.* It is related to the ability to produce and understand the messages appropriately depending on the communicative context. To do so, the participants' relationship, intentions, and rules of interaction should be considered.

3. *Strategic competence.* It consists of the verbal and non-verbal strategies that are employed to compensate for breakdowns that may occur when interacting due to the speaker-hearer's restricted grammar in a language and/or the lack of information about a specific topic, but also to ensure effective communication.

4. *Discourse competence.* This sub-competence implies the ability to combine different grammatical structures and meanings to obtain a unified text in written or spoken form.

The model presented by Canale and Swain demonstrated that Communicative Competence is a complex term that cannot be reduced to just one or two aspects. After Canale and Swain's contribution, new models began to appear such as the one proposed by Celce-Murcia, Dörnyei, and Thurrel (1995) who added a fifth component (the actional

competence), or the one suggested by Bachmann (1990) who considered that the strategic competence was not part of the Communicative Competence, but a major human ability to use the language in context. Hence, Bachman's model only dealt with two principal competences, the organizational and the pragmatic ones. Nowadays, the most updated version of the concept of Communicative Competence is the one provided by the Common European Framework of Reference for Languages (CEFR, 2001/2020). In this document, Communicative Competence is understood as the development of three different components: the linguistic competence, which implies working on the grammatical, lexical, and phonological knowledge; the sociolinguistic component which involves the acquisition of those skills required to understand language in use (i.e. dialects and accents, social relations, politeness, register differences, and common expressions); and the pragmatic component, which is actually an evolution of Canale and Swain's discourse competence. The pragmatic component is concerned with three aspects: the ability to use the language to convey a certain communicative function (functional competence), the ability to organize and structure messages coherently (discourse competence), and the ability to construct a structured interaction (schematic design competence). Below, there is a summary of the principal models of Communicative Competence that have been discussed.
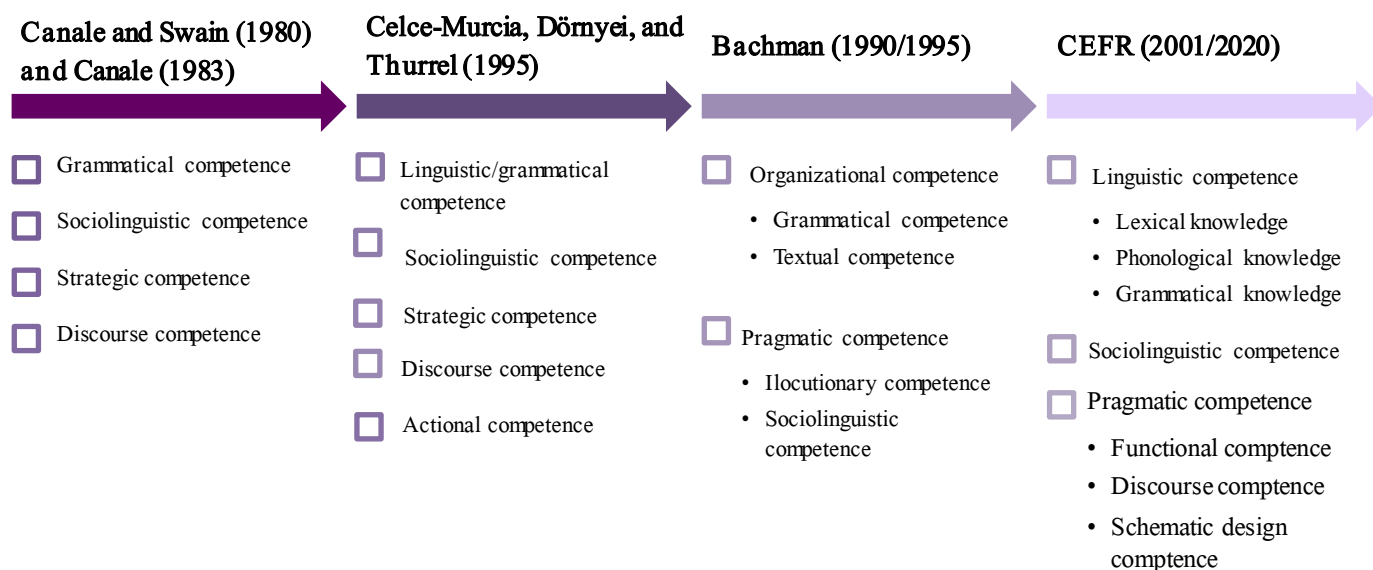

Figure 1. *Summary of the Communicative Competence models from Canale and Swain (1980) and Canale (1983) until our days (CERF, 2020)*

1.2. Communicative Language Teaching

Communicative Language Teaching (CLT, henceforth) emerged during the 1970s as a possible solution for the shortcomings of the traditional and behaviorist theories to second language teaching. Until that moment, the main methodologies employed in foreign language classes were the Grammar-Translation Method (GTM), which considered literature as the major source to learn a language, and the Audiolingual Method (AM), based on pattern repetition and positive reinforcement. The main problem with these methodologies was that they just focused on the mastery and memorization of grammatical rules, which, as it has already been argued in section 1.1., do not prepare learners for real, communicative situations.

CLT is an approach to second language teaching in which communication is considered not only the means but also the main goal of the learning process. CLT is not a static method as the GTM or the AM, but rather an approach formed by a set of principles and practices that promote the development of Communicative Competence. One of the main characteristics of this approach is that both, the functional and the structural aspects of the language, are emphasized. Nevertheless, as Thamarana (2014) and Tofazzal Hossen (2008) point out, the functional dimension of language indeed receives more attention than the structural one. As already argued, learning a language is more than studying grammar structures or vocabulary, it also implies knowing how to use that language appropriately. Larsen-Freeman and Anderson (2011) claim that there may be students who may know all the grammar rules and eventually be unable to communicate in the target language. Thus, it can be said that, in the CLT approach, the focus is on language in use over grammar instruction.

Contrary to early views on second language teaching, in CLT, language is seen as a social tool used to construct and negotiate meaning. Students are considered, first and foremost, "communicators" whose main aim is to comprehend others' utterances as well as to make themselves understood in a given situation. Tofazzal Hossen states that, even though the students' knowledge about the language may not be perfect, the point here is that "they learn to communicate" (2008, p. 16). In other words, accuracy in the language must not overshadow the intention and meaning of the message. In CLT grammatical

mistakes and errors are tolerated because they are thought to be part of the students' natural learning process.

As it can be deduced, CLT is a learner-centered approach, that is, the focus of the lessons is on the students. In the CLT context, the traditional passive role of students changes for an active one in which they are allowed to reflect, create, and interact with their classmates; thus, becoming the real protagonists of their learning process. On the contrary, teachers in this approach act as guides in charge of creating meaningful situations and helping students whenever they need it.

Another important aspect of CLT is that it attempts to develop or improve the student's communicative skills of a second language. Traditionally, linguistic skills were four (listening, reading, speaking, and writing) and could be classified into two groups depending on whether they promote oral and written comprehension (listening and reading) or oral and written production (speaking and writing). However, nowadays the CEFR has included a fifth skill, namely, interaction. Interaction refers to all the processes and aspects that are involved in any written or oral exchange. Learning a language is not just producing or receiving messages, but also to know how to use it correctly, paying attention to a series of rules of interaction, such as turn-taking. Thamarana (2014) argues that it is important not to fall in the misconception that CLT can only enhance the oral productive skills. Often, teachers see CLT as an approach that is only focused on the development of oral skills, however, its principles "can be also applied to reading and writing activities that engage readers and writers in the interpretation, expression, and negotiation of meaning" (Thamarana, 2014, p. 66).

Finally, one of the main characteristics of the CLT is the use of authentic materials, that is, materials that have not been created with teaching purposes in mind, such as magazines, newspapers, videos, films, music or letters. Particularly, Morrow, cited in Castillo Losada, Insuasty and Osorio (2017), defines authentic material as "any stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (1977, p. 13). CLT advocates for this type of materials because it offers students the opportunity to see the language as it is used by native speakers and develop strategies to understand it.

All these features that have been described are closely related to Krashen's theory of Second Language Acquisition (1982). The theory consists of 5 hypotheses that explain how learners acquire a second language.

1. ***The Learning/Acquisition Distinction Hypothesis***. Krashen believes that learners have two different ways to be competent in a second language, acquisition and learning. Acquisition is a process similar to the way in which humans acquire their mother tongues when they are children. It is a subconscious process; hence this means that learners do not realize that they are acquiring a language. On the contrary, learning is a conscious process which implies learning a language through direct instruction of the rules of the language. For Krashen, only acquired knowledge is useful to communicate effectively, and so, he considers it a waste of time to just focus on the learning of grammar rules.

2. ***The Natural Order Hypothesis.*** In this case, he suggests that grammatical structures are acquired in a predictable or natural order. In other words, there are structures which are acquired earlier than others. This does not necessarily mean that the ones that are acquired first are easier than the ones that are acquired when learners are in advanced stages of their acquisition process. In fact, Abukhattala (2013) argues that the 3rd person singular of the present tense in English is one of the simplest structures in the language, but learners tend to acquire it later in time. For this reason, it is important that teachers present the structures to students in a natural order.

3. ***The Monitor Hypothesis.*** In connection with the first hypothesis, Krashen considers that learned language can only be used "to monitor," that is, to correct the utterances produced by the learner. This correction can only occur under three circumstances: (1) learners have time to reflect, (2) they are focused on the form and correctness of utterances, and (3) they know the rules of the language.

4. ***The Input Hypothesis.*** To acquire a language, Krashen thinks that learners need to be exposed to messages that they can understand and that are slightly beyond their competence in the target language. These understandable messages are what he calls *comprehensible input +1* (i+1).

5. ***The Affective Filter Hypothesis***. This hypothesis is connected to the emotions and feelings of the learner. Acquiring a new language is not just understanding the

messages, it also involves affective variables that may have an impact on the process of acquisition. In this sense, Krashen assures that those with a low filter, that is, who are motivated, less anxious, and more confident about themselves, are more predisposed to acquire the language. However, if the filter is high (low motivation, high levels of stress and low self-confidence), the language acquisition may be blocked.

1.3. Communicative activities

Up to this point, we have been argued that the main aim of second language teaching is the development of the so-called Communicative Competence. To do so, it is necessary to include a series of communicative activities in the classroom.

According to Morrow (1981), cited in Larsen-Freeman and Anderson (2011, p. 131), activities that are truly communicative comprise three main features: information gap, choice, and feedback. Information gap occurs when one of the participants in a communicative exchange knows something that the others do not. Students need to interact among themselves to connect ideas and obtain the information they lack. Choice refers to the possibility that students have to express what they want and in the way they want. In other words, learners are free to select the language and the content they want to transmit. Finally, feedback is the ability of students to evaluate whether they have been understood or not based on the answers of their audience. When communicating, there is always a purpose that is generally accompanied by a linguistic function (asking for information, telling a story, giving advice, etc.); therefore, the only way to know if the purpose of the communicative exchange has been achieved is to give receivers (i.e. listeners/readers) the opportunity to provide feedback about it.

Together with information gap, choice and feedback, Richards (2006) also considers that communicative activities should promote group work, mirror real-life situations, and develop students' fluency in the target language. Fluency is "the natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her Communicative Competence" (Richards, 2006, p. 14). To develop fluency in a language, it is necessary to present the students with communicative activities in which they can

negotiate meaning and learn different strategies to deal with communicative breakdowns and misunderstandings.

There exist a wide range of communicative activities that include everything we have just mentioned. Some of them have been gathered and explained in the table below.

Activity	Explanation	Example
Information-gap activities	Students communicate to obtain information they do not know, that is, to fill a gap in knowledge.	Students are divided in pairs. Then, the teacher provides a picture to one of the students (picture A) and another picture which is slightly different (picture B) to the other student. What students have to do is try to guess as many differences as possible.
Jigsaw activities	Students put together or reorganize some information to obtain a final product.	The teacher divides a text into several fragments and gives one of these fragments to each student. Then, students walk around the classroom and try to reconstruct the whole text.
Information-gathering activities	Students employ communicative skills to gather/collect information from their classmates.	Students carry out a survey or an interview about the eating habits in their class.
Opinion-sharing activities	Students share their opinion and beliefs about a particular aspect or topic.	In groups, the teacher asks students to list six aspects in order of importance that a person must consider when dating someone. Then, each group will share their list with the rest of their classmates and give arguments that support their decision.
Information-transfer activities	Students receive information in a particular form and represent it in a different one.	Students listen to a recording with the information on how to go from one place to another, and create a map representing the indications.
Reasoning-gap activities	Students provide new information based on facts or data that the teacher has given previously.	Students have to create a trip timetable taking into account the information that has been provided in a pamphlet.

Role Plays activities	Students take different roles to recreate a scene.	In pairs, one of the students is a tourist, and the other is a tourist assistant. The tourist will ask for information about hotels, places to visit, restaurants, prices, etc. and the tourist assistant will answer all the questions with the details provided in a travel booklet or in a webpage.

Table 1. Communicative activities (taken from Richards, 2006, pp. 18-20)

CLT and communicative activities set up the conditions for new approaches to second language teaching. One of the most interesting ones is Task-based learning which will be reviewed in the next sub-section.

1.4. An extension of the Communicative Approach, Task-Based Language Teaching

Task Based Language Teaching (TBLT) is an approach to second language teaching in which the process of learning revolves around the completion of a task. This approach is often considered an extension of the CLT principles and, consequently, its main objective is also to develop Communicative Competence, taking into account the communicative skills and promoting learner's interaction and meaning negotiation. Like in CLT, in TBLT students have an active role in the class as they are required to communicate to complete autonomously the task or tasks they have been assigned. Teachers, in turn, are the ones who adapt tasks depending on the n the needs of the learners and monitor the student's performance.

The origins of TBLT can be traced back to Prabhu and his *Bangalore Project*, a pedagogical experiment that was carried out between 1979 and 1984 in some South Indian schools with the purpose of finding new methods that could engage learners "in an effort to cope with communication" (Prabhu, 1987: 1). In his project, he defended the idea that students can learn a language more effectively when they are focused on performing a specific task, rather than when they are told to memorize a set of structures or linguistic functions. As mentioned at the beginning of this section, tasks constitute the main teaching and learning units in TBLT. Lessons are structured into sequences of tasks that lead students to a final product, often called final task or macro-task as s shown in figure

2. Normally these tasks are related one to another and organized bearing in mind complexity, i.e., from simple to difficult.
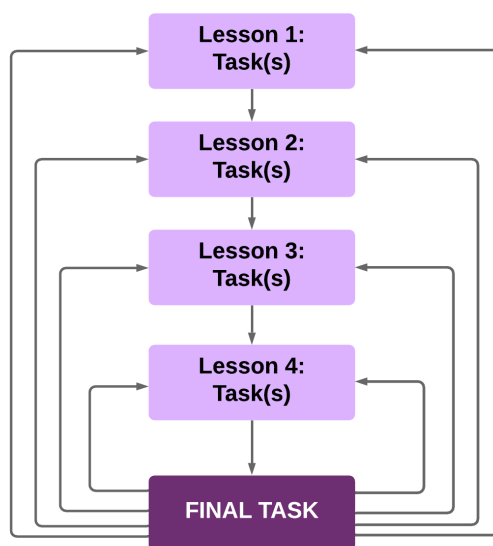

Figure 2. Structure of a TBLT plan based on Zanón and Estaire (1990)

The concept of task has been defined in many different ways depending on the scholar's interpretation and position on language teaching. Some of the most important definitions of the term "task" are the following:

"By task is meant the hundred and one things people do in everyday life, at work, at play and in between." (Long, 1985, cited in Long, 2015, p. 108)

"A task is a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course or at work." (Crookes, 1986 cited in Long, 2015, p. 109)

"A task is a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed." (Ellis, 2003, p. 4)

"By 'task' I mean a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences." (Willis, 1996, p. 56)

"A task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form." (Nunan, 2004, p. 4)

Even though these definitions are quite different from each other, all of them contribute in one way or another to create a full picture about the concept of task. Long's definition insists on the fact that tasks should be activities that, though carried out in the classrooms, must be closely related to real world situations. Crookes, Willis and Ellis, argues that tasks must be considered activities in which there is a particular objective that must be fulfilled by means of communication. Willis also claims that in doing so, students can use the language they want. Finally, and related to Willis free use of language, Nunan considers that tasks need to be meaning-focused, that is, they should concentrate, above all, on the exchange of information. However, in order to convey meaning, he states that it is also important to make learners aware of the formal aspects of the language. Hence, once more, despite grammar is not the main purpose of communication, it can enable learners to convey any possible meaning (Nunan, 2004).

So, based on the aforementioned, it can be said that a task is *an activity in which learners are free to use whatever language they need to achieve a goal. Besides, this activity should try to echo real-world situations and encourage learners to focus primarily on meaning.*

Once reviewed the basis of this method, there is only one question to answer, *how can teachers bring TBLT into the classroom?* That is, *is there any methodology or framework to design a TBLT unit?* Ellis argues that "there is not a single way to do TBLT"; nevertheless, some researchers such as Zanón and Estaire (1990, 1994) have designed a whole model to create TBLT units.

1.4.1. Planning Task-Based Language Teaching units: Zanón and Estaire's Six-Stage Model

With the raise in popularity of TBLT, there was the need to establish a framework for the designing of teaching units based on this approach. Soon, Zanón and Estaire (1994) established a model which consisted of six different steps that are structured around a final task, as shown in Figure 3.
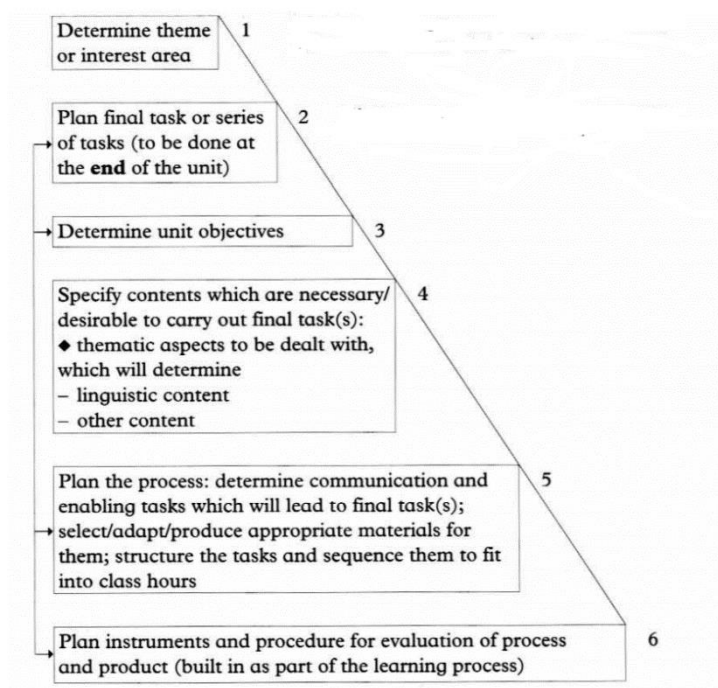
Figure 3. *Framework for planning a unit of work (taken from Zanón and Estaire, 1994, p. 4)*

This model, although created at the end of the last century, is still the one used for the elaboration of TBLT units. In the following lines, we will provide a brief explanation of each stage.

1. Determining the topic

The first stage is to decide the topic that we are going to work with. In order to do so, Zanón and Estaire (1990) argue that it is important to avoid topics that are based only on grammatical aspects (for example, "*The past simple", "the conditionals,* etc.) or that are not adapted to the students' level of proficiency, as they can make students feel demotivated or frustrated. Hence, a good way to determine topic can be to ask students

directly about the things they are interested in and try to build a proposal based on what they like.

2. *Planning the final task*

Once decided the topic, the second step is to define the final task, that is, the outcome of the whole process. The final task is one of the most important elements in TBLT because it is practically what gives meaning to the teaching unit. Everything that is done or learnt throughout the unit will be used for the development of the final task.

Effective final tasks must be feasible, motivating, and communicative-oriented. Depending on their outcome, final tasks can be divided into three categories that can overlap: (1) those in which the outcome is a tangible product (e.g., magazines, posters, brochures, etc.), (2) those in which the outcome is a communicative act, (e.g., a discussion or a survey), and (3) those in which the outcome is a simulation or a dramatization (e.g., the classroom is a travel agency and the students play the role of travel assistants and tourists).

3. *Determining unit objectives*

At this specific stage, teachers must determine the objectives of the teaching unit, that is, the abilities that are intended to be developed. In TBLT, objectives are the guide to assess students' performance in relation to the final task. It is important to inform students about the objectives of the teaching unit from the very beginning because, by doing so, learners know what is expected of them and become more responsible for their learning process; thus, fostering self-evaluation and critical reflection about the work they have to do.

4. *Specifying content*

Having established the topic, the final task and the objectives, the next step is to specify the contents of the teaching unit.

First, it is necessary to establish the thematic content which determines the aspects that are going to be learnt about the topic that has been selected during the first step of this model. For example, if the topic is *Popular British music*, students can talk about

different types of music, British famous bands or songs, the lyrics of some songs, etc. Once defined the thematic content, it is necessary to decide the linguistic content that students need to learn, recycle, reinforce or broaden to carry out the final task. Linguistic content includes functions of the language, grammar, lexicon, phonology and pragmatics. Traditionally, in previous approaches to second language teaching, linguistic content was the first feature that was taken into account to design a teaching unit; however, in TBLT it is not until this moment when the content related to language and functions is addressed.

5. *Planning the process*

Basing on the decisions that have been taken in previous stages, now it is time to plan the different tasks that are going to lead students to the final task. When doing so, it is important to bear in mind that there should be a bridge between the tasks included in the teaching unit and the final task. If the connection between them is not strong and reasonable enough, it is most likely that students will not be able to achieve the objectives proposed.

There are two types of tasks or activities that can facilitate the completion of the final task: communication tasks and enabling tasks. Communication tasks are those that are mainly focused on the meaning and content of the messages. Most of the activities that were referred as to communicative activities in the CLT approach (i.e., role plays, information-gap activities, games, etc.) fall within this category of tasks in the TBLT approach. In contrast, enabling tasks are those which deal with linguistic functions and other formal features of the language. Teachers have to make sure that they combine and sequence these two types of tasks in a way that help students complete the final task.

6. *Planning the evaluation of the teaching unit*

Finally, this model concludes with the evaluation of the teaching unit. According to Zánon and Estaire, the purpose of the evaluation is "to give teachers and students feedback that will determine adjustments and re-planning of the work in hand to ensure that learning take place effectively and efficiently" (1994, p. 34). Besides, Zanón and Estaire's model also think that students should assess teaching units. There exist several aspects that students can evaluate, some of them are the following:

➢ Their own work.

➢ The role they have in the group.

➢ Their classmates and teacher's work.

➢ The adequacy of materials and procedures employed in the teaching unit.

➢ The results that have been obtained at the end.

(Adapted to English from Zanón and Estaire, 1990, p. 79)

Student's assessment of the unit is extremely important because it can make teachers realize about the practices, materials and tasks that best work in the classroom, and improve those that did not have such a positive result.

Chapter 2. The implementation of ICT tools in the communicative language classroom

Technology occupies an important place in today's society. New developments in Information and Communication Technology, widely known as ICT, have changed the way people live and learn new things. In the midst of this situation, several teachers have tried to meet the demands of this technological era and implement ICT in their classrooms.

In this chapter, we will explain the impact of ICT in education, as well as its role in the foreign language classroom. Besides, there will be a classification about some ICT and web-based resources that can be useful for language teaching and learning.

2.1. ICT and Education

ICT refer to a collection of "technological tools and resources used to communicate and also to create, disseminate, store and manage information" (Negoescu and Boştină-Bratu, 2016). There exists a large number of tools that can be included under the umbrella of ICT, from broadcasting technologies such as the radio and the television, to mobile phones, computers, or even the Internet.

Recently, these technologies have been considered powerful instruments in education. In fact, the United Nations Educational, Scientific and Cultural Organization, UNESCO, asserts that ICT "can complement, enrich and transform education for the better" (2021, para. 1). Similarly, the Spanish Organic Law 3/2020, of 3 December, (LOMLOE) states the following: "las administraciones educativas y los equipos directivos de los centros promoverán el uso de las tecnologías de la información y la comunicación (TIC) en el aula como medio didáctico apropiado y valioso para llevar a cabo las tareas de enseñanza y aprendizaje" (p. 122920). There are also some insights about the importance of ICT in the Orden EDU 362/2015 of 4 May, as the following one:

La metodología, por tanto, ha de estar orientada a potenciar el aprendizaje por competencias por lo que será activa y participativa, potenciando la autonomía de los alumnos en la toma de decisiones, el aprender por sí mismos y el trabajo colaborativo, la búsqueda selectiva de información y, finalmente, la aplicación de lo aprendido a nuevas situaciones. **Todo ello teniendo en cuenta, además, las**

múltiples posibilidades que ofrecen las tecnologías de la información y comunicación. (p. 32099)

These statements are just three examples of the huge impact of ICT in today's education. Tinio (2003) argues that the reason why these technological devices are having such an influence in the educational framework is because they can improve the quality of the learning process. According to this author, ICT tools can increase students' motivation, foster the acquisition of basic and high order thinking skills [1], and offer teachers new ways of conveying information. Textbooks on their own are not enough anymore; they need to be complemented with digital resources that allow students not only to learn about a particular subject (for example English), but also to develop the skills that are necessary to live in society.

In educational terms, these skills we are referring to are known as Key Competences. Key competences are "a group of knowledge, skills and attitudes that everybody needs for its personal implementation, development, inclusion and employment. They should be developed by the end of compulsory education and that should act as the basis for further learning along the life" (European Commission, 2004, p.37). Currently the LOMLOE establishes seven key competences in the Spanish curriculum which are (1) the linguistic communication competence, (2) the mathematical and basic competences in science and technology, (3) the digital competence, (4) the social and civic competence, (5) the cultural awareness and expression competence, (6) the learning to learn competence and (7) the initiative sense and entrepreneurship competence. In this sense, ICT can contribute to the development of these competences as they offer students endless possibilities of establishing communication, obtaining information about any topic related to current affairs or cultural expressions, solving problems (for example, the use of online calculators), showing their creativity and improving their digital skills.

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[1] Basic or lower order thinking skills and higher order skills are the main concepts in Bloom's taxonomy. Bloom's taxonomy is a hierarchy of the different levels of human cognition. This taxonomy is composed of six different levels: remember, understand, apply, analyze, evaluate, and create. The first three levels belong to lower order skills because they involve memorization, understanding and concrete thinking, whereas the last three levels to higher order thinking skills because they imply metacognitive processes and creative and abstract thinking. Teachers can include ICT in their lessons to help students develop and support all these cognitive levels.

Based on what we have just argued, there is no doubt that ICT play an important role in education. Hence, the question now is the following: *how can we introduce these tools inside the classroom?* According to Richmond (2002) there are two main ways to do this. One way is to introduce technology as an objective, that is, students learn about different ICT to know their components and how to manage them. The main goal of this approach is, then, to make students become experts on technological matters. The second way is using technology as a means or resource to meet the objectives established in the curriculum. In this sense, technology becomes an important tool with which teachers and students work to obtain information, design/perform activities and reinforce the contents of a particular subject. This last way of employing technology is probably much more interesting, at least for the purpose of the present paper, than the first one which only focuses on the study of technological devices for its own sake. Nevertheless, Richmond claims that, in order to employ technology as a means, it is necessary to have some knowledge about the correct use of ICT (i.e., technological literacy). Hence, an integration of both approaches, as in figure 3, would be necessary.
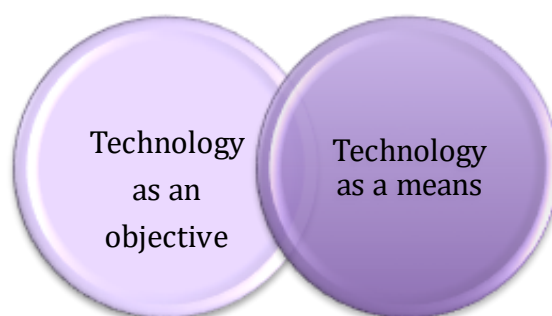
Figure 4. Integration of ICT as an objective and as a means approaches in the classroom.

The introduction of ICT inside the classroom, have also contributed to the development of new tendencies to teaching and learning. The most important ones are distance learning and technology-supported learning. Distance learning implies any kind of learning in which students are not physically present in the classroom. In this case, we would need a video-conferencing program or any type of communication tool (for

example, email), to guarantee communication between the teacher and the student. This was the main type of learning during the pandemic. On the other hand, technology-supported learning is the type of learning that involves technological devices inside the classroom to meet a series of objectives established by the teacher. In this paper we will be carrying a proposal mainly based on technology-supported learning, as our purpose is to integrate ICT inside an EFL classroom.

2.2. The role of ICT in language teaching and learning

Nowadays, the study of languages, especially English, cannot be separated from the new technologies that make interaction and communication amongst people possible. Several researchers such as Bilyalova (2017), Çakici (2016) or Peralta Bañón (2008) agree that the implementation of lCT inside the classroom can enhance and support the process of language learning in many ways. To begin with, these tools break with every day's routine and traditional "chalk and board" lessons. As Ellis (2003) argues, learning a language can be sometimes boring or even frustrating for students. As Krashen (1985) pointed out in his fifth hypothesis, motivation is an important part of language acquisition, if not the most: if learners are motivated and relax they will be more predisposed to learn the target language. For this reason, using ICT inside the foreign language classroom can help teachers create stimulating environments to raise learners' interest in the subject.

Apart from motivation, another way in which ICT, and specially the Internet, contribute to language learning is by providing both, teachers and students, with direct access to authentic material and up-to-date information. Teachers can employ the information that they find in websites, magazines, TV, etc. to create activities based on real language, giving students the opportunity to work with language in use. The type of materials that ICT offer in our days is quite varied. We can find videos, images, recordings, or interactive activities (among others), that can be used in the foreign language classroom to develop all the communicative skills established by the CERF. In this sense, the teacher can encourage learners to use different tools such as word processors to practice written production, online articles to practice reading comprehension or short films to create debates about it and practice oral production and oral comprehension.

Additionally, these technologies also foster students' autonomy to learn the target language. Learners can employ ICT to search for information and to expand their knowledge on the language in their free time. For example, they can watch series in original version or play videogames in the target language.

Finally, ICT can also bring students closer to the culture of the target language and foster collaborative work, both in and out the classroom. Today, students have different opportunities to interact with other learners from different countries through blogs, email, social networks or educational platforms such as Etwinning[2], "thus, overcoming the psychological barrier of students to the use of a foreign language as a means of communication" (Bilyalova, 2017, p. 177).

In short, the use of ICT can contribute positively to foreign language learning, as they include a whole range of interesting and useful materials from which learners and teacher can take advantage of.

2.3. ICT and useful resources inside the second language classroom

At the beginning of the technological revolution, the principal ICT employed by foreign language teachers in the classroom were radio-cassettes and televisions. However, with the advent of Internet, more sophisticated technologies such as computers were introduced in the classroom.

Computers, whether **desktops, laptops, or Chrome-books**, are the educational ICT par excellence. The development and subsequent introduction of computers in education was a complete revolution both in foreign language teaching and learning. Computers consist of a set of programs and software that students can make use of to accelerate and facilitate the acquisition of the target language. Besides, these electronic allow them to search for information about different topics and store their work in organized folders, so that they can stop and retake their projects whenever they want.

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[2] eTwinning is an educational platform that promotes the use of ICT and communication between teachers and students all over Europe. This platform includes all the resources required to interact, share experiences and carry out collaborative projects.

Together with computers, **smartboards** and **tablets** are also playing an important role in today's foreign language classroom. On the one hand, smartboards (also referred as to interactive white boards (IWB)), are technological systems composed by a computer and projector with which contents can be presented in a white interactive surface. IWBs allow teachers to support their explanations with multimedia resources, hence facilitating their comprehension and attracting students' attention. Tablets, on the other hand, are technological devices smaller than laptops whose main characteristic is that they can be managed with the fingers due to its touch screen. Some of the advantages that tablets have over other resources is that they are not fixed devices, which means that students can move around the classroom with them, and that they contain thousands, if not millions of useful apps (applications) that can be downloaded. Some of the most important apps will be commented later.

Other technological devices that are now influencing the way in which languages are taught today are **smartphones**. These technological devices are not simple cellphones with which people can call or send messages, they also allow their users to be connected to the net at any moment and place, take pictures or record videos. According to the data provided by the National Statistics Institute in Spain (INE), 69.5% of students between 10 and 15 years old were owners of a smartphone in 2020. This data has led to an interesting debate on whether to use smartphones inside the classroom or not. Advocates of smartphones argue that they can be useful tools as they provide motivating opportunities for learning, whereas people against them claim that they may distract students or even create technological addiction. In any case, the reality of the matter is that today smartphones are present in the life of any teenager, therefore, they should be taken as another ICT that foreign language teachers can employ to promote language learning.

2.3.1. Apps, software, and web-based resources

Apart from all the devices mentioned above, there are also some resources such as apps, software and web-resources that complement them. Trying to gather all the existing resources would be exhaustive and practically impossible. For this reason, the following tables show a selection of the most interesting resources that can be

employed in foreign language lessons today, some of them being fundamental for the development of the teaching unit of this paper.

Following the classifications made by Oviedo (2021) and Yuste Primo (2021), resources can be divided into six categories: content creation tools, communication tools, assessing and gamification tools, online boards and organisation of ideas tools, management tools, and educative content tools.

Content creation tools

- *Presentation tools*

One of the most popular tools to create presentations is PowerPoint. PowerPoint Microsoft Office program that allows users to design different slides with multimedia content such as pictures, videos, texts, sounds and transitions effects. The only requirement to use PowerPoint is to have the Microsoft Office Pack installed in the user's computer or tablet. Like PowerPoint, another good option for the designing of presentations is **Google Slides**. It basically presents the same functions as PowerPoint, but, in this case, users need have a free google account. One of the main characteristics of Google Slides and PowerPoint is that both include the option of making collaborative presentations so that different users can work on them at the same time.

Apart from PowerPoint and Google Slides, there are other tools with which students and teachers can create engaging presentations**. Canva, Genially** and **Prezi** are three online graphic design software that enable users to see, create and edit presentations. Canva also gives the possibility of making other type of visual content such as posters, cards, or pamphlets. In order to use these tools, a subscription to the platforms is needed. This subscription is completely free and includes a lot of basic functions, nevertheless, users can always access to premium options by purchasing one of their monthly or annual plans.

- *Word processors*

Word processors are computer programs which can be used by teachers and students to write, edit, save, or even print documents. In this case there are two main word-

processors, **Microsoft Word,** and **Google Docs**. As PowerPoint and Google Slides, Word forms part of the Microsoft Office Pack, whereas Google Docs is one of the multiple services that Google offers to its clients for free. These word processors also allow to share documents with other people and make them collaborative. Besides, they also include interesting options like track lines and comments, which teachers can use to make suggestions or correct mistakes.

- *Video-making tools*

Among the hundreds of tools that exists to make videos, **Renderforest** and **Powtoon** are the more intuitive ones. Renderforest and Powtoon are online resources that also require a subscription to have access to their tools. Though neither of them is completely free, basic functions are enough to create a fantastic video. These online tools include free images, music, and templates that users can take for their video-project. In case, users do not like any of these options, they can upload their own content or even record their voices. Once finished the video, students can download it and save it in their computers or in the technological device they are using.

Communication tools

This category includes all the programs with which students and teachers can communicate among themselves. Communication tools can be divided into synchronous and asynchronous tools depending on the type of interaction that takes place.

Synchronous communication tools are those involving the exchange of information in real time. Some examples of synchronous communication tools are video-conferencing software as **Teams, Skype, or WebEx**. The three of them offer the possibility of holding audio and video meetings, establishing conversations via chat, or creating discussion rooms where students can work in group. In the last few years, due to COVID-19, video-conferencing tools have rapidly gained importance in the educational field as they became the only way to continue with classes during the pandemic.

On the other hand, asynchronous communication is the one that does not occur in real time, i.e., a communication in which participants do not interact at the same time. The best examples in this case are e-mail programs such as **Gmail** or **Outlook**, through

which students and teachers can write messages or even share documents. Currently, all the students are provided with an institutional account empowered by Outlook through which they can contact to their teachers.

Online boards and Organization of ideas tools

Online boards are digital walls where students can express their opinion or ideas about a specific topic. One of the most interesting and well-known online boards that exists is **Padlet**. Padlet is an online platform that allows teachers to create collaborative walls. The way Padlet works is very simple: the teacher proposes a topic and shares the URL with his students so that they can add comments through their mobile devices or tablets. Other popular online boards that have similar functions to Padlet are **Lino.It** and **Wakelet**.

Regarding organization of ideas, these tools help to convey information in a structured and logical way to facilitate its comprehension. Some organization tools are **LucidChart, Popples** or **Mindmeister** through which teachers can create diagrams and mind maps.

All the applications and web resources mentioned in this category need a free subscription.

Management tools

Management tools are online platforms that facilitate the management, storage, and presentation of educational materials. Their main purpose is to provide students access to learning anywhere and at any time. **Moddle** is, doubtlessly, the most common management tool for education in Spain.

Moddle is a free management tool to which any student with a username and password (usually provided by the educational institution) can have access. This platform offers different activities and resources such as forums, questioners or tasks that can be uses to improve students learning experiences. Besides, teachers can upload different files, share links, contact students, and display the marks in organized tables.

In 2014, Google also created an educational platform called **Google Classroom** which also includes of the previously mentioned resources (tasks, assignments, lessons, etc.), but still, it is not as popular as Moddle.

Assessing and gamification tools

Technology and Internet have provided teachers with interesting resources which emphasizes the idea of "learning through playing". Tools such as **Google Forms**, **Quizziz, Kahoot!** and **Nearpod** have change the way in which students learn, and also the way in which teachers evaluate their progression. All of them are online resources that can be employed to create questionnaires that students answer with their mobile phones or any other electronic device. Students enter a code that gives them access to the questionnaire, select a nickname (and in the case of Nearpod, they must also select a character) and wait for all the students to join to it. Once there they have some seconds to answer the questions, and in the end, the program tells who have obtained the highest score.

Other interesting tools that can be used to assess students' knowledge on the subject are **Liveworksheets.com, Superprof** and **EducaPlay**. Liveworksheets.com is a website that turns traditional photocopies into interactive activities that students can do with technological devices. Educaplay and Superprof are free online resources that can be used to create interactive games such as crosswords, word searches, matching and fill-in-the-gaps activities, map quizzes and many other games. In superprof there is even the possibly of creating a *Who wants to be a Millionaire?* contest.

Finally, the last resource which can help teacher with assessment is **E-rubrics**, a webpage with thousands of rubrics created by primary and secondary school teachers. In this webpage, teachers can create their own rubrics or edit the ones that other people have uploaded to the platform.

Educational Content tools

Educational content tools are those materials that complement or support the contents in the curriculum. In the case of foreign languages, some of the most useful educational content tools are **YouTube, Ted Talks, and online dictionaries.**

YouTube is by far the main video-sharing platform that currently exists. This platform contains videos of all kinds (music videoclips, documentaries, series, trailers, recorded lessons, etc.) in almost any language. Any user with a Google account is able to create a personal channel and upload the content he/she wants. One of the advantages that YouTube has over other pages with the same services, such as Vimeo or Dailymotion, is that a "parental pin" can be activated to prevent teenagers from accessing inappropriate videos. Additionally, it also includes some function like subtitles or the speed of the videos.

TED Talks is an online website that publishes videos about talks that have been given by experts and researchers. Normally, these talks are 18 minutes long and cover different topics such as education, economy, politics, culture or technology. These videos can be distributed and used for free.

Finally, other important educational tools are online dictionaries such as the ones powered by **Cambridge and Oxford.** Students can use these dictionaries to search for words they are not familiar with.

Apart from of all the categories suggested by Oliveros and Yuste Primo, it would be also interesting to add another one related to social networks considering their popularity among students.

Social Networks

Social networks, such as **Twitter** or **Instagram**, form part of every teenager's daily life. Even though many teachers and parents are against them, these tools, if used correctly, can also offer students learning opportunities. For example, in the case of Twitter and Instagram, they can write their opinion about a specific topic, post pictures, interact with other people and read news in the foreign language. However, it is true that teachers must be aware about the dangers of social networks and educate students to use them sensibly.

Therefore, it is important that teachers do not ignore these resources but become familiar with them and look for effective ways to introduce them in their lessons.

PART II. THE TEACHING PROPOSAL

3.1. Referent context[3]

Before beginning with the description of the center as such, it is important to say that even though this teaching unit has been created with a particular context in mind, it can be extended to others.

The center to which this proposal is meant to be implemented is a public high school located on the outskirts of a village of Valladolid (Castile and Leon). This educational institution offers two main levels of education: the Compulsory Secondary Education (ESO), and Bachillerato, this latter divided into the humanities and social science module and the science module. Besides, the Compulsory education is supplemented with two educational programs, PMAR and MARE, whose main purpose is helping those students who present learning difficulties. Specifically, PMAR is an extraordinary adaptation of the 2nd and 3rd year of ESO curriculum, while MARE is a program designed for 1st and 2nd year of ESO students to reinforce the contents they have seen in class.

Every year, between 500 and 600 students from the village and from different rural areas closer to it attend this high school. The vast majority of these students belong to Spanish middle class families that are composed by four members (two parents and two children); nevertheless, it should be noted that in the last few years, the number of immigrant students and single or divorced-parents families has increased exponentially, thus resulting in an interesting heterogeneous population.

The high school is composed by different spaces where both, teachers and students can carry out different activities:

- ➢ a big playground
- ➢ a small sport center.
- ➢ two main buildings, building A and building B, where the educational and administrative activities take place. Building A consists of seven classrooms,

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[3] Due to legal and data protection reasons, the name of the high school would be omitted in this paper.

a library (which is now used as classroom due to COVID-19), the A.M.P.A headquarters, the head's room and the teacher's room. On the other hand, building B consists of three floors with 18 general classrooms, two technology classrooms-workshops, two computer classrooms, an audiovisual classroom, a music classroom, two laboratories, an assembly hall, and several teaching departments for each subject.

Regarding the classrooms (25 in total), all of them are equipped with a digital whiteboard (or a roll-up screen), a projector, speakers, a TV and a computer with Internet connection. Additionally, this high school is provided with 30 tablets that can be used by teachers and students, prior notice.

3.2. Target Classroom

The level to which this proposal is oriented to a 1st year of ESO classroom which is composed by 24 students (11 boys and 13 girls). The most relevant aspect of this classroom is its cultural diversity, since there is an Arab student, two Chinese students and two gypsy students, all of them fully integrated into the group.

 In overall terms, this a class present a fairly good level of English for their age (A1+), especially if it is compared to other groups of students who are at the same level in this high school. These students do not present significant problems with the language nor special needs; hence no significant adaptation of the contents is required. As regards to participation, all the students in this class are quite active and interested in the subject. In other words, whenever a volunteer is needed, there is always someone who rises his/her hand to answer the question or participate in the activity.

3.3. Distribution of time and spaces

One of the most important aspects when building a teaching unit is to know the time teachers have to put it into practice. These students have four English language lessons per week (Tuesday, Wednesday, Thursday and Friday). Considering this, the teaching unit that has being designed includes eight sessions that are going to be carried out in the middle of the first term as the calendar shows.

NOVEMBER 2021	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3	4	5 Session 1 (Introduction of the unit)	6	7
	8	9 Session 2 (Completion of enabling tasks)	10 Session 3 (Completion of enabling tasks)	11 Session 4 (Completion of enabling tasks)	12 Session 5 (Script-writing)	13	14
	15	16 Session 6 (Video-filming)	17 Session 7 (Video-edition)	18	19	20	21
	22	23	24 Session 8 (Presentation of the final task)	25	26	27	28
	29	30					

Figure 5. Distribution of the sessions for this teaching unit

All sessions last 50 minutes except for the seventh one, which lasts 1 hour and a half as it will be carried out together with the Technology teacher during his class. He knows to speak English, and so, he is going to help students with the designing of the trailer in the target language. Even though this teaching unit is designed to last eight sessions, if we consider that students need more time to develop their final tasks, we can extend this unit one or two days more.

. The spaces that are going to be used are the classroom which, as already mentioned, is fully equipped with technological devices; the playground; and the computer lab. Inside the classroom, students are currently seated individually and separated 1,5 meters from each other due to the COVID-19 situation. Even though, it is not possible to carry out activities implying large groups, it is possible to make pairs and small groups (up to four people).

3.4. Legal framework

In legal terms, foreign language teaching in Spain is structured around three levels: the international level, the national level, and the regional level, also known as supra, macro and meso (Beacco et al., 2016). At the international level, CEFR, which has already been discussed above, is the main referent. This document determines a set of common levels (ranging from A1 to C2) that are used in all Europe and some other countries to measure the oral and written skills of learners. Besides, it also includes a

series of guidelines and tools, such as activities, strategies, or recommendations with the purpose of facilitating the development "of the curriculum and the orientation of language teaching and learning" (CERF, 2020, p. 21)

At a national level, the didactic unit that has been designed for this paper is backed by the Organic Law 3/2020 of 29 December (LOMLOE), the royal decree 1105/2015 of 26 December and the order ECD/65/2015 of 21 January. The LOMLOE is the law which currently regulates education in Spain. It modifies the text of the Organic Law 2/2006 (LOE) and substitutes the previous educational law, the LOMCE which was approved in 2013. One of the main objectives proposed by the LOMLOE is to modernize education and adapt it to the challenges of today's globalized society, giving ICT and language learning a privileged position.

As for the Royal Decree 1105/2015, the article 11 establishes the stage objectives corresponding to Secondary Education level. This teaching unit is mainly focused on the achievement of two stage objectives, **letter i.** which is related to the appropriate understanding and expression in foreign languages and **letter e.** which deals with the development of skills to use ICT. However, even though these are the main ones, other stage objectives that have been also considered have been **letter a.** (which is concerned with the students' duties and rights); **letter b.** which is concerned with the importance of individual and group work); **letter g.** (which is concerned with self-confidence, participation, and critical thinking); and **letter j.** (which is concerned with cultural aspects). All of them are gathered and explained thoroughly in the general table of the teaching unit included in Annex I.

The order ECD/65/2015 is the one in charge of describing the relationship between competences, contents, and assessment criteria for all the educational levels in Spain. This document was employed to establish the Key Competences that students will develop throughout this teaching unit. The main competences that will be contemplated are the linguistic communication one and the digital one, both developed throughout all the sessions. The rest of the Key Competences will be worked as follows:

1. Learning to learn competence: sessions 1,2,3, 4, 6 and 7;
2. social and civic competence: session 8;

3. sense of initiative and entrepreneurship: sessions 5,6,7 and 8

4. cultural awareness and expression: session 3

5. mathematical and basic competences in science and technology: session 1 and 3.

Finally, at the regional level, this teaching unit complies with the Order EDU/362/2015 through which the implementation, evaluation, and development of compulsory secondary education in Castilla y León is established. This document has been taken into account mainly to formulate the specific objectives of each session, including those of the final task, as well as to determine the contents and the general criteria on which the students are going to be evaluated. The specific objectives and the contents are going to be discussed in the following section. Regarding assessment, students will be evaluated in terms of the four blocks established in the above-mentioned Order as shown in table 2.

Block	No. of Assessment criteria according to Orden/EDU/362
First Block: **Comprehension of oral texts**	1, 2 and 6
Second Block: **Production of oral texts**	1, 5, 6 and 7
Third Block: **Comprehension of written texts**	1, 3 and 6
Fourth Block: **Production of written texts**	1, 5 and 6

Table 2. General Assessment criteria of the present teaching unit

3.5. Methodology and decision-making process

The teaching unit that is presented in this paper follows is a communicative proposal that follows the TBLT approach. To design it, the six-stage model proposed by Zanón and Estaire (1990) has been used as a referent.

Therefore, the first decision that was made was the selection of the topic. The topic selected for this teaching unit is cinema and films. Movies are a topic that normally students are quite interested in and that can be exploited in many ways due to the variety

of film genres that exists. Besides, this topic also provides teachers the opportunity to work on the five skills through authentic material such as trailers, written plots, reviews, scripts, etc.

Once established the topic, the next step for the elaboration of this teaching unit was to define the final task. In this case, the final task is the creation of a trailer. For the trailer, students will have to record a video acting as if they were the protagonists of a documentary about the typical life of famous people. In this trailer, they will have to tell what they usually do in their day and the things they like to do in their free time as if it were a teaser for the whole documentary. After this, they will present their trailer in front of the class in a fake Film Award Ceremony, provide an opinion about each of them and vote for the best trailer in the classroom according to a series of categories (best trailer of the class, best costumes, best acting, best setting, best special effects, funniest trailer).

The third and fourth stages in Zanón and Estaire's model are the formulation of specific objectives and contents for the unit. Apart from the general stage objectives established in the previous section, each session has a set of specific objectives. In the short term, these specific objectives aim at preparing students for the completion of the final task, and in the long term, to help them develop their Communicative Competence in the target language. These specific objectives have been gathered in the table sessions of the teaching unit (see Annex I).

Regarding the contents, this teaching unit presents the following ones:

- **Strategies:**
  - **Comprehension strategies (both oral and written):** distinguishing types of comprehension (general meaning, essential information, main points, relevant details).
  - **Production strategies (both oral and written):** conceiving and expressing the message with clarity.
- **Communicative Functions:** depending on their relevance, communicative functions in this teaching unit can be ordered as follows:
  - description of habitual states
  - expressing opinions
  - requesting and giving information

- **Lexicon:** Basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports.
- **Socio-cultural aspects:** Customs, values, and beliefs from other country

After these stages, the next step is to plan the process, that is, to determine and organize a set of activities and tasks that will allow students to develop the trailer. The proposal consists of seven sessions in which students work on different aspects that are going to be useful for the elaboration of the trailer, and a final one in which they present it. Sessions 1, 2, 3 and 4 include enabling tasks mainly, whereas sessions 5, 6, 7 and 8 communicative ones, thus combining both types of activities as Zanón and Estaire recommend. In terms of sequencing, almost all the sessions, except for the last three ones, follow the same pattern. The session starts with a warm-up task in which they normally review the contents covered in the previous session. After this, there is an introductory task that presents and raise students' awareness on the topic of the session. This introductory task is followed by one or two development tasks through which the learners practice the contents in a controlled way and, finally, the session ends with an implementation task where they demonstrate their ability to apply what they have learned.

Finally, the last step is the evaluation of the teaching unit. It has been designed two different types of instruments to evaluate the effectiveness of this unit (see Annex II):

- ✓ A google form with some questions that students must complete once finished the teaching unit to evaluate their work (self-evaluation), the adequacy and level of difficulty of the tasks, and the teacher's performance.
- ✓ A word template for the teacher with some questions to note down the quality of the TBLT approach and the use of ICT.

This evaluation will be carried out once the teaching unit has finished, that is, after the final session.

3.6. Sessions
3.6.1. First session

Time: 5 minutes

Type of Activity:

Warm-up

Materials: none

This session starts with a warm-up activity in which the teacher presents the topic of the unit and poses a series of questions related to cinema to the whole class. The type of question the teacher can ask could be: 'do you like going to the cinema?', 'how often do you go?', 'what films have you recently watched?'. Students will have to answer them by raising their hand and respecting their classmates' turns.

Time: 10 minutes

Type of activity:

Introduction

Materials: IWB, mind map, projector, computer

After this, the teacher projects in the IWB a mind map created with Mindmeister about film genres. The teacher asks the whole class if they know all the genres in the mind map and, subsequently, tells them to pair up to think about films that they have seen and that can be classified into these genres. They can take notes if they want to so that they do not forget the titles. It does not matter if the students do not know the names of the films in English because the main purpose of this task is for them to identify and understand film genres. Then, each pair shares their films with the rest of the class.

Time: 10 minutes

Type of activity:

Development

Materials: IWB, projector, computer, speakers, YouTube

For the next activity, the teacher gives students a worksheet with some questions that they have to answer after watching a video in which a man expresses his opinion about what makes a good movie. Before watching the video, the teacher reads the questions that the students must answer to make sure that there are no doubts. After this, students will watch the video twice and then, everybody will correct the answers.

Time: 10 minutes

Type of activity:

Once all the answers are corrected, students will complete a survey to know which film genre fits them best according to what

Implementation

Materials:

Worksheet

they consider to be important in a film. In pairs, students will be asking and answering the questions in the survey. The survey appears in the same worksheet as the previous activities. Again, before starting with the activity, the teacher and the students will go through the survey to make sure that all the questions are understood. When they finish, the teacher will show students a code with different values (A-1point, B-2 points, C-3 points) and they will have to sum up the points of their partner's responses and share the results with the rest of their classmates.

Time: 10-15 minutes

Type of activity:

Explanation of the final task

Materials: IWB, projector, computer

In the last 10 minutes, the teacher will briefly explain the final task by means of a presentation created with Genial.ly and will show the rubric with which they will be assessed. The presentation with the instructions and the rubric will be also uploaded to Moodle so they can go through them whenever they want to.

3.6.2. Second session

Time: 10 minutes

Type of Activity:

Warm-up

Materials:

The teacher welcomes students and hands in a worksheet with all the tasks they are going to do during the session. The first one is a crossword puzzle about movie genres. This activity will be used as a review of the vocabulary presented in the previous session. Students will have to read a series of definitions and complete the crossword, first individually and then, if they need help, they can ask the person who is seated next to them. This task has been done with EducaPlay so, when it comes to correction, the teacher can project it in the IWB and ask for volunteers to complete it there.

Time: 8-10minutes

Type of Activity:

After this, the teacher asks some questions related to today's session, which is going to be about opinions on fantasy films. 'Do

Introduction	you like fantasy films like Harry Potter or The Hunger Games?', 'why?', 'do you know that there are a lot of people who express their opinion about films through Twitter?' Today we will review some tweets posted on Twitter about a series of films ."
Materials: none	

Time: 10-12 minutes	Activity number two in the worksheet is a reading task in which students will have to read seven tweets about fantasy movies. All these Tweets are directly taken from real Twitter, to make the activity more authentic. Students will read the tweets out loud and the teacher will solve the doubts regarding unknown words. Then, students will individually answer some true/false questions to demonstrate they have understood the information and, later, they will correct them with the teacher and the rest of their classmates.
Type of Activity: Development	
Materials: Worksheet, tweets	

Time: 10 minutes	In the next activity, students will have to highlight all the words in the tweets that are used to describe movies in the tweets and classify them into positive and negative descriptions. This activity will be done in pairs and, again, corrected by the whole class once everybody has finished (the teacher will also show the answers in the IWB). If they do not know the meaning of a word they can ask the teacher, or either take a tablet from the wardrobe and search it in an Online Dictionary like the Oxford or Cambridge ones.
Type of Activity: Development	
Materials: Worksheet, IWB, projector, computer, tablet	

Time: 10 minutes	To conclude, the teacher will tell them to think of a film they have recently seen. Then, in the same pairs as in the previous activity, they will be asked to write a tweet giving their opinion on the film they have thought about. They will have to provide at least two reasons to support this opinion. Then, the teacher will ask some volunteers to express their opinion in front of the class.
Type of Activity: Implementation	
Materials: Worksheet	

3.6.3. Third session

Time: 10 minutes

Type of Activity:

Warm-up

Materials: Kahoot! Tablets, projector, computer, Internet connection

As every day, the teacher starts the lesson with a review of the previous session. In this case, students will play a traditional game, known as the *odd one out* with the words that are employed to describe films. This game is about selecting from a series of words the one that does not match with the rest. For example, if the words are exciting, amazing, and boring, the odd word would be boring because it has a negative connotation. To make it more fun and modern, the resources that have been employed are *Kahoot*!, and tablets through which students select their answer. Once finished, they will keep the tablet because it will be required later in the session.

Time: 5 minutes

Type of Activity:

Introduction

Materials: Youtube Tablets, projector, computer, Internet connection

To introduce today's lesson, the teacher hands students a worksheet with a text and tells them to read its title ('Go Bollywood Go!') and to try to guess what it means. If nobody guesses it after two or three minutes, the teacher will tell them that Bollywood is an Indian film genre and plays one minute of the dancing scene of the film Slumdog Millionaire on YouTube.

Time: 15 minutes

Type of Activity:

Development

Materials: Tablets, superprof.com, Internet connection

In the next activity, students will have to read a short article about Bollywood and free time activities in India aloud. Once they finish reading it, to make sure that they have understood the text, students will play the contest Who wants to be a millionaire with questions about the text (we have decided to use this contest intentionally because it appears in the Bollywood film Slumdog Millionaire). This game has been created with superprof.com tools. In groups, students will select a speaker in charge of providing the answer to the question that appears in the IWB. If they get it right, they will sum 1000$, if not, they will lose the game, and they will

have to start it again. They can also use some lifelines. Students will play this game in pairs with the tablets.

Time: 20 minutes

Type of Activity:

Implementation

Materials: Canva Flashcards

After this, the teacher will divide the class into two groups, one will be the cinema producers and the other will be actors and actresses. The teacher will give each student a flashcard (created with Canva) depending on their role. The flashcards for producers will contain information about the type of film they want to produce and the profile they are searching, for example:

You are going to produce a musical about Queen, the famous rock band. You need to find a person who likes singing, dancing and listening to music. Additionally, he/she must know some things about Queen.

The actor and actresses' flashcards would look like this:

You are an actor who loves listening to music and dancing. In our free time you like watching musicals and reading about the life of famous rock bands.

3.6.4. Fourth session

Time: 5 minutes

Type of Activity:

Warm-up

Materials: none

Again, the warm-up is a review about the previous lesson, focusing on the free time activities they have discussed. To do so, the teacher will ask them about the type of activities they usually do in their free time.

Time: 10 minutes

Type of Activity:

Introduction

Afterwards, the teacher asks students the following questions: "do you know what a villain is?' 'What do you think a villain does on a normal day?' Students will write their responses in *Padlets* with their tablets and then, the teacher will read some.

Materials: Tablets, projector, internet connection, IWB

Time: 10 minutes

Type of Activity: Development

Materials: projector, internet connection, IWB, speakers

Then, the teacher hands them a worksheet with the rest of the tasks and takes the tablets to prevent them from being distracted. After doing so, he/she shows them a trailer from the film 'The Grinch' in which the protagonist (a villain who wants to steal Christmas) appears doing everyday actions and activities. Then, they will compare them to the ones they wrote in Padlet to reach the conclusion that villains and superheroes are also normal people. After this, they will watch the trailer again and reorganize a series of sentences to complete the Grinch's daily routine. They can do this in pairs. When they got the order, they will correct it with the rest of their classmates.

Time: 15 minutes

Type of Activity: Development

Materials: schedules

Next, they will do an information-gap task in which students will work with villains' routines. In pairs, they will receive two complementing schedules (Schedule A and Schedule B) with some villains' routines and free time activities missing. The students must complete the schedules with the information they do not have by asking questions to their partner.

Time: 10 minutes

Type of Activity: Implementation

Materials: paper

To conclude, the teacher will ask students to write three sentences about their routine or free time activities: two of them will be true and the other one will be false. Later, the teacher will ask for some volunteers to share their three sentences and the whole class will try to guess the false one.

3.6.5. Fifth session

Time: 15 minutes

Type of Activity:

Warm-up

Materials:
computers, IWB,
projector EducaPlay

The teacher welcomes the students and begins with a reviewing game about all the aspects they have learnt in the last four sessions. To do so, students will play *The Alphabetical,* that is, the English version of the famous TV program *Pasapalabra.* Students in pairs will complete it with their tablets. Once they finish, the teacher can show them their result in a chart to see who has obtained the maximum score. This activity is made with *EducaPlay..*

Time: 35 minutes

Type of Activity:

Implementation

Materials: Film
Pitch, Grinch
activity.

Once they have done this, the teacher tells them to stay in the same groups and take the Grinch's daily routine. Once they have it, the teacher tells them that it is time to begin working on their trailer and explains the final task again to refresh the information about it, that is, the description of the daily routine of famous people. Then, she/he tells them to go to Moddle and download the film pitch. Then, the teacher suggests some topics about which they can do the trailer, for example, the routine of a famous rock-band, about soccer players, Bollywood actors, etc. They will have to fill the film pitch will with the following information:

- The name of the film
- The cast: who are going to be the actor/actress (the names of the members of the group)
- Do you think that it is going to be a blockbuster?
- Script of the video: The daily routine of the group. (Minimum three actions for each person)

3.6.6. Sixth session

Time: 10 minutes

Type of Activity:

The sixth session will take place in the playground. The students will have to recreate the scene to record their video with the costumes and the materials they have brought from home. To record

Implementation

Materials: Tablets and materials they bring from home to recreate the scene

the video they will use the tablets provided by the high school. If the weather is not good enough to film in the playground, the teacher will ask beforehand the assembly hall.

3.6.7. Seventh session

Time: 10-15 minutes

Type of Activity:

Development

Materials:
Computers, tablets, Internet connection, Powtoon,

As already said, this teaching unit will be developed hand by hand with the Technology subject. Hence, the seventh session of this teaching unit will be carried out in the computer lab and will last an hour and half as it will take an hour of the Technology class and an hour of the English class. In this session, the teachers of Technology and English will show the basic functions of Powtoon (adding pictures, videos, sounds, voice-over, or transitions) using the IWB. The explanation of Powtoon will only last 10-15 minutes, as it is a very intuitive program that students will easily understand.

Time: 80-75 minutes

Type of Activity:

Implementation

Materials:
Computers, tablets, wires, Internet connection, Powtoon

Then, the teachers give each group a google account that she/he has created exclusively to access Powtoon and the tablet that they have used the previous day with a wire to import the videos to the computer. After this, students will have the rest of the session to create the trailer, nevertheless if they are not able to finish it during this time, they will have a whole week to continue working on it.

3.6.8. Eight session

Time: 35 minutes

Type of Activity:

Implementation

Materials: IWB, Projector, speakers, Rubric

The last session is devoted to the 'Film Award Festival'. In this session, students present their trailers to the rest of the classmates. Once they have watched all the trailers, each group will be assigned another group (for example, group 1 will evaluate group 3) with a rubric that will be mainly centered in the communication and ditigital competences.

Time: 15 minutes

Type of Activity:

Implementation

Materials: IWB, Projector, speakers, tablets

After this, they will have to provide a brief opinion (just two or three lines) the trailer they liked the most and classify the rest of the trailers attending to the following categories:

- ✓ best trailer of the class
- ✓ best costumes
- ✓ best acting
- ✓ best setting
- ✓ best special effects
- ✓ funniest trailer

To do so, they will use their tablets and a survey created with Google Forms. Then, the teacher and the students will see the results.

3.7. Assessment

The use of a task-based model for learning English has allowed us to establish continuous assessment as one of the main types of evaluation in this proposal. With this type of evaluation, the teacher will have the opportunity to evaluate the students' progression as the teaching unit advances. To carry out this evaluation, the teacher will take notes about classwork, that is, about the tasks that students have to complete every day. Continuous assessment will be also complemented with formative assessment, competency-based assessment, co-evaluation and summative assessment.

Formative assessment is used along the teaching unit to provide students with feedback about their work. All the tasks included in this teaching unit are corrected either

by the teacher or automatically by a computer-program/online resource (e.g., in the *Alphabetical* activity or in the *Who wants to be a Millionaire?* game). Additionally, formative assessment allows teachers to evaluate and adapt the proposal to the students' needs if they consider so.

As already argued in the previous sections, in this teaching unit we have developed in one way or another the seven competences (see section 3.4.). Nevertheless, the ones that we were mainly focused on were the Linguistic Communication and the Digital competences. Hence, at the end of the teaching unit, the teacher will evaluate the trailer based on a rubric that considers aspects principally related to the two competences.

As for co-evaluation, this type of assessment will be employed in the last session when students evaluate the trailer of their classmates by means of a rubric. Apart from this, they will also give an individual opinion[4] about the trailer they liked the most and classify the rest of the trailers according to the already said categories (best trailer of the class, best costumes, best acting, best setting, best special effects and the funniest trailer). For co-evaluation, students will use a Google Form.

Summative assessment is used to evaluate the students' outcome at the end of the teaching unit. The final mark will be part of the first term and will be based on the following percentages:

Assessment tools	Percentages
Continuous assessment	25%
Final task	55%
Co-evaluation	20%

Table 3. *Assessment percentages for the present teaching unit*

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[4] The opinions will also form part of the continuous assessment

CONCLUSIONS

Considering the important role that languages and technology play nowadays, the main purpose of this paper was to show the possibility of bringing together the Communicative Approach and ICT to create a teaching proposal for the EFL classroom. In order to do so, we have first carried out a theoretical review about this approach, and then, an analysis on the influence that technology has in today's education. Besides, we have also provided a selection of ICT and web-based tools that can be employed by foreign language teachers to support their teaching practices.

The proposal that has been finally elaborated for this paper deals with the cinema world and it is intended for a group of students who are currently in their 1st year of High School. The type of syllabus we have selected to create this proposal is the TBLT one, which as already argued in section 1.4., is a communicative-based approach that is characterized for having tasks as its main unit of work. The proposal consists of eight sessions in which students will gradually acquire the knowledge and linguistic resources they need to create a trailer for a documentary about the life of a group of people (e.g a soccer team).

Even though this teaching proposal has not been carried out in real life, after its designing we have reached some positive and negative conclusions about the use of communicative approaches such as TBLT, and ICT to teach foreign languages. On the one hand, TBLT is an approach that helps teacher break with old-fashioned methodologies that are based exclusively on the realization of grammatical exercises and drillings to memorize language patterns. The implementation of TBLT means a focus on meaning rather than on form, and so, it emphasizes the interaction between students and the use of language in context. Besides, it also promotes autonomous learning because, even though students may need some instruction to proceed, it finally lets students to take decision about their project and use the language they want when doing so. On the other hand, ICT are tools that offer a wide range of authentic materials and tools that teachers and learners can employ to make the language learning process much more effective and motivating. Besides, the integration of ICT in the TBLT facilitates the development and the evaluation of Key Competences.

Up to here, we have only highlighted the positive aspects about TBLT and ICT, however there are also some negative points that every teacher must bear in mind when trying to design a proposal that combines these two elements. A negative aspect of TBLT unit is that creating teaching units form scratch requires a lot of time on the part of the teacher as he/she needs to find the appropriate materials for each lesson. Another problem related to TBLT is that, to create the final task, students use the mother tongue instead of the target one to communicate among themselves. Regarding ICT, the main problems we have think that they can bring to our proposal is that the students can get distracted or make an inappropriate use of them. Hence, it will require teachers monitoring constantly what learners do with these resources to avoid any problems.

We know that, despite we have put all our effort into building this proposal, it still presents some limitations. The first limitation that can be found in this our teaching unit is related to the selection of the final task. Trailers are difficult to elaborate because they are based on little fragments of the movies and, normally, they do not include entire conversations, but random sentences that do not conform a coherent speech. Perhaps, if the final task had been the creation of a short film or a scene of a movie instead of trailer it would have been easier for us to develop this teaching unit. Another limitation of this paper is that, due to time reasons, it has not been able to implement it in a classroom. Hence, for further studies it would be interesting to carry out this teaching unit and see the results. This way we will be able to spot its principal weaknesses and make possible adaptations that could improve it.

To conclude, we would like to add that the realization of this paper has allow us to increase our knowledge on different approaches to language teaching, experience firsthand the process of creating a proposal, and discover new apps and resources that can be useful for our future as English language teachers.

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ANNEXES

- ## Annex I. Tables

  - ## General Table of the Teaching Unit

Stage	Secondary Education
Level/Year	1st year of High School
Time	8 sessions of 50 minutes each (except for the 7th one) all of them carried out during the first term

General Objectives	Contents
The students should be able to... a) take on their duties responsibly, to know and exercise their rights respecting the others, to be tolerant, cooperative and supportive with the others, to be able to converse with others advocating human rights and gender equality as common values of a pluralist society, and to prepare themselves to exercise democratic citizenship**.** b) develop and consolidate habits of discipline, study, and individual and group work as a necessary condition for the effective fulfilment of learning tasks and as a means of personal growth. **e) develop basic skills to critically use resources of information to acquire new knowledge. Acquire basic experience in the use of ICT.** g) develop entrepreneurship and self-confidence, participation, critical thinking, personal initiative, and the ability to learn to learn, to plan, to make decisions and assume responsibilities. **i) understand and express themselves appropriately in one or more foreign languages.** j) know, value and respect basic aspects of their own and other people culture and history, and artistic and cultural heritage	**[First Block: Comprehension of oral texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual states and expressing opinions. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports 4) **Sociocultural and sociolinguistic aspects:** Customs, values, and beliefs from other country **[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** description of objects and habitual states, expressing opinions, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Third Block: Comprehension of written texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). Formulation of hypotheses about content 2) **Communicative functions:** description of objects and habitual states, expressing opinions. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports 4) **Sociocultural and sociolinguistic aspects:** Customs, values, and beliefs from other country **[Fourth Block: Production of written texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in written form. 2) **Communicative functions:** description of objects and habitual states, expressing opinions. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports

Assessment Criteria

[First Block: Comprehension of oral texts]

1) Identify essential information, the principal aspects, and the relevant details in short and well-structured oral texts, transmitted by voice or technical means, […] that deal with everyday matters in common situations.
2) Know and use of the text sociocultural and sociolinguistic aspects related to everyday life (leisure activities) […] to understand the texts.
3) Recognise common oral lexicon related to general and everyday matters […], and infer from the context, with visual help, the meaning of specific words and expressions.

[Second Block: Production of oral texts]

1) Produce brief and comprehensible texts, with simple language, to give, request and exchange information about daily-life or well-known topics, even if there may be interruptions, hesitations or pauses and a reformulation of the speech.
2) Show control over a series of frequent syntactic structures, and use simple mechanisms sufficiently adjusted to the context and the communicative intention to produce an oral message.
3) Know and use an oral lexical repertoire enough to communicate simple information […] in everyday situations.
4) Pronounce and intone in an understandable way, even if the foreign accent is evident and errors are committed.

[Third Block: Comprehension of written texts]

1) Identify the essential information in short and well-structured texts dealing with everyday matters [...], using simple structures and a common lexicon.
2) Know, and use the sociocultural and sociolinguistic aspects related to daily life (leisure activities), customs and traditions to understand the text.
3) Recognize common use written lexicon related to general and everyday matters […], and infer from the context, with visual help, the meaning of specific words and expressions.

[Fourth Block: Production of written texts]

1) Write short, simple and clearly structured texts about everyday topics, […], making adequate use of basic resources of cohesion, spelling conventions and punctuation marks, with very simple expressions and structures.
2) Show control over a series of frequent syntactic structures, and use simple mechanisms sufficiently adjusted to the context and the communicative intention to establish written communication.
3) Know and use a lexical repertoire of written vocabulary enough to communicate simple information in common and everyday situations.

Key competences

- ✓ Competence in Linguistic Communication.
- ✓ Competence in Mathematics, Science and Technology.
- ✓ Digital Competence.
- ✓ Learning to Learn.
- ✓ Social and Civic Competences.
- ✓ Cultural Awareness and Expression.
- ✓ Sense of Initiative and Entrepreneurship.

Activities included in each session			
1st Session	**2nd Session**	**3rd Session:**	**4th Session**
1. **Time for Questions** 2. **Guess the genre!** 3. **What does a good movie?** 4. **Which genre fits you better?** 5. **Explanation of the final task**	1. **Review: Genre crossword** 2. **Time for questions** 3. **Opinion Tweets** 4. **From positive to negative** 5. **Hey, I'm tweeting my opinion**	1. **Review: The odd one out** 2. **Time for questions** 3. **Go Bollywood go! Indian free time activities** 4. **Who wants to be a millionaire** 5. **Hiring actors/actresses**	1. **Review: What do you like to do in your free time?** 2. **Time for questions** 3. **The Grinch's daily routine** 4. **Villains don't just do evil things!** 5. **Don't lie to me…**
5th Session	**6th Session**	**7th Session**	**8th Session**
1. **Review: The Alphabetical** 2. **Film pitch writing**	1. **Behind the scenes**	1. **Graphic design is my passion (trailer design)**	1. **Film Award Ceremony**
Attention to diversity			

Attention to diversity

Attention to diversity is an important aspect that must be taken into account when designing a didactic unit, since it helps to compensate for the different lacks that students may have. The class 1oE presents a lot of sociolinguistic diversity as we can find an Arab student, two Chinese students and two gipsy students. Despite all this diversity, no adaptation of the material was required in this class.

- **Session tables**

SESSION 1	
Specific Objectives	**Contents**
The students should be able to… **[Listening]** 1) comprehend at least one aspect related to the world of movies. 2) identify at least one aspect that a man of the video *What does a good film?* considers to be important for the realization of movies. **[Speaking]** 1) Discuss at least one aspect related to the world of movies. 2) ask a set of questions included in a survey about the aspects that people consider important to make a good film. 3) reflect on the questions of a survey and provide at least two accurate opinions. **[Writing]** 1) classify at least two films within its corresponding genre. 2) provide an answer in written form to at least two questions of a YouTube video about important aspects of films.	**[First Block: Comprehension of oral texts]** **1) Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** expressing opinions, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema) **[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** expressing opinions, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema). 4) **[Fourth Block: Production of written texts]** 4) **Production strategies:** Conceiving and expressing the message with clarity in written form. 5) **Communicative functions:** requesting and giving information. 5) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema).
Assessment criteria	
The students will be able to… 1) understand the information given by their classmates about cinema and film-related matters. 2) discuss information about cinema and film- related matters with their classmates. 3) classify some films poster according to the genre of the films. 4) identify the main ideas from the YouTube video *What does a good film?* to answer some questions in written form.	

Tasks	Time
Time for questions	**5'**
Guess the genre!	**10'**
What does a good movie?	**15'**
What kind of genre are you?	**10'**
Explanation of the task	**10'**

SESSION 2	
Specific Objectives	**Contents**
The students should be able to… **[Listening]** 1) comprehend at least one aspect related to the world of movies. 2) understand at least an opinion of a film given by their classmates. **[Speaking]** 1) discuss at least one aspect related to the world of movies. 2) provide an opinion of a film orally. **[Reading]** comprehend at least two definitions about film genres. extract at least two main ideas in the text to indicate whether a set of statements are true or false. **[Writing]** 1) write the name of at least three film genres. 2) classify at least three words for describing films into positive and negative connotation. 3) provide at least one written opinion about a film in the form of a *tweet*.	**[First Block: Comprehension of oral texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** expressing opinions, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema) **[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** expressing opinions, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema). **[Third Block: Comprehension of written texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). Formulation of hypotheses about content 2) **Communicative functions:** description of objects and expressing opinions. 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema). **[Fourth Block: Production of written texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in written form. 2) **Communicative functions:** description of objects and expressing opinions. 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema)
Assessment criteria	

The students will be able to…
1) interpret the meaning of a series of definitions to complete a crossword about film genres.
2) understand the information given by their classmates about film-related matters.
3) discuss information about cinema and film- related matters with their classmates.
4) distinguish between positive and negative words to describe and give opinions about films.
5) comprehend written opinions about fantasy films that people have published on Twitter.
6) compose a written *tweet* giving an opinion about a film they have recently watched with the help of a classmate.

Tasks	Time
Review: Genre crossword	**10'**
Time for questions	**5'**
Opinion Tweets	**15'**
From positive to negative	**10'**
Hey, I'm tweeting my opinion	**10'**

Cco

SESSION 3	
Specific Objectives	**Contents**
The students should be able to…	**[First Block: Comprehension of oral texts]**
[Listening]	1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details).
1) comprehend at least one aspect related to Bollywood and Indian customs and free times activities.	2) **Communicative functions:** description of habitual states
2) understand at least two questions about daily routines and free time activities when playing the role of an actor who is looking for a job.	3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports
[Speaking]	**[Second Block: Production of oral texts]**
1) discuss at least one aspect related to Bollywood and Indian customs and free times activities	1) **Production strategies:** Conceiving and expressing the message with clarity in oral form.
2) provide at least one accurate oral answer when talking about free time activities.	2) **Communicative functions:** habitual states, requesting, and giving information.
3) make at least one accurate question related to free time activities and routines.	3) **Lexicon:** basic vocabulary based on free time, leisure activities (cinema), and sports
[Reading]	**[Third Block: Comprehension of written texts]**
1) distinguish from a set of words used to describe films at least three words that does not match with the rest.	1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). Formulation of hypotheses about content.
2) extract two or three ideas from the text "Go Bollywood Go" to answer at least three questions correctly in the game *Who wants to be a Millionaire?*	2) **Communicative functions:** habitual states.
	3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports.
Cultural elements	4) **Sociocultural and sociolinguistic aspects:** Customs, values, and beliefs from other country.
1) learn at least one aspect about Bollywood and the Indian culture	

Assessment criteria

The students will be able to…
1) make relationships between words that are employed when describing films.
2) understand the information given by their classmates about Bollywood.
3) discuss information about cinema and film-related about Bollywood and free time activities in India.
3) identify the key points in the text "Go Bollywood Go" to provide a grounded answer to the questions in the game *Who wants to be a Millionaire?*
4) request and provide answers about free time actives to hire/be hired for a film.
5) appreciate the values, the customs, the culture, and the lifestyle of Indian people.

Tasks	Time
Review: The odd one out	**10'**
Time for questions	**10'**
Go Bollywood go! Indian free time activities	**15'**
Hiring Bollywood actors/actresses	**15'**

SESSION 4	
Specific Objectives	**Contents**

Specific Objectives	Contents
The students should be able to… **[Listening]** 1) comprehend at least one aspect related to routines and free time activities. **[Speaking]** 1) discuss at least one aspect related to free time and leisure activities. 2) inform their classmates about at least two activities of a daily routine schedule. **[Reading]** 1) understand and rearrange at least two activities of a written routine based on the trailer of the movie *The Grinch.* 2) comprehend at least two daily routines and free leisure activities of a schedule. **[Writing]** 1) provide at least an opinion about a daily routine, habits or free time activity that they think villains do with. 2) put in written form three personal routines.	**[First Block: Comprehension of oral texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual states and expressing opinions. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** description of objects and habitual states, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Third Block: Comprehension of written texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual estates. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Fourth Block: Production of written texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in written form. 2) **Communicative functions:** description of objects and habitual states 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema)

Assessment criteria

The students will be able to…

1) understand the information given by their classmates about routines and free time activities.
2) discuss information about routines and free time activities with their classmates.
3) put the fragments of the Grinch's daily routine in a coherent order after watching the trailer of the film.
4) ask and offer information about daily's routines to complete a whole a schedule.
5) provide examples of personal routines and free activities

Tasks	Time
Review: What do you like to do in your free time?	**5'**

Time for questions	10'
The Grinch's daily routine	**10'**
Villains don't just do evil things!	**15'**
Don't lie to me…	**10'**

SESSION 5	
Specific Objectives	**Contents**
The students should be able to… **[Listening]** 1) comprehend the opinions of their classmates related to routines and free time activities to create a script. **[Speaking]** 2) discuss at least one aspect related to free time and leisure activities with their classmates to create a script. **[Reading]** 1) understand at least 12 definitions of words related to daily routines, free time activities and Indian customs. **[Writing]** 1) compose a script in Word containing at least 3 activities 8 activities and/or daily routines (two per person of the group) 2) suggest in written form a name for the trailer	**[First Block: Comprehension of oral texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual states and expressing opinions. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** description of objects and habitual states, requesting, and giving information, expressing opinions 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Third Block: Comprehension of written texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual estates.. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Fourth Block: Production of written texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in written form. 2) **Communicative functions:** description of objects and habitual states 3) **Lexicon:** basic vocabulary based on free time and leisure activities (cinema)
Assessment criteria	

The students will be able to…

1) understand the information given by their classmates about routines and free time activities to write the script.
2) discuss information about routines and free time activities with their classmates.
3) identify a word related to routines, free time activities, leisure, or Indian activities by their definition.
4) provide a written script in Word talking about daily routines and free time activities for their trailer

Tasks	Time
Review: The Alphabetical	**10'**
Scriptwriting	**40'**

SESSION 6	
Specific Objectives	**Contents**
The students should be able to… **[Speaking]** 1) provide orally at least two routines and/or free time activites from the script they have prepared in the previous session to record the video.	**[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** description of habitual states 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports
Assessment criteria	

The students will be able to…

1) express daily routines and free time activities to record videos that will be use for the creation of their trailer.

Tasks	Time
Filming	**50'**

SESSION 7	
Specific Objectives	**Contents**
The students should be able to… **[Listening]** 1) understand the instructions to use Powtoon and be able to follow at least 3 steps on their own. 2) comprehend the daily routines they have recorded and put at least five of them into a coherent order on their own. 3) comprehend at least one opinion of their classmates related to routines and free time activities to create the trailer. **[Speaking]** 4) discuss at least one aspect related to free time and leisure activities with their classmates to create the trailer	**[First Block: Comprehension of oral texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual states. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Second Block: Production of oral texts]** 1) **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2) **Communicative functions:** description of objects and habitual states, expressing opinions, requesting, and giving information. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports
Assessment criteria	
The students will be able to… 1) comprehend and follow oral instructions given by the teachers in English to create a video with Powtoon 2) understand their classmates' opinions about the routines and free time activities they want to include in their script 3) discuss information about routines and free time activities with their classmates 4) provide their opinion to their classmates to design the trailer 5) put the videos they have recorded the previous day in order to produce a coherent trailer.	
Tasks	**Time**
Video editing	**An hour and 30 minutes**

SESSION 8	
Specific Objectives	**Contents**

Specific Objectives	Contents
The students should be able to: **[Listening]** 1) comprehend at least one aspect related to routines and free time activities. **[Speaking]** 1) present a trailer in which each member of the group talks about at least 2 routines or free time activities. **[Writing]** 1) Provide an opinion of at least one of the trailers their classmates have created by means of an online form.	**[First Block: Comprehension of oral texts]** 1) **Comprehension strategies:** Distinguishing types of comprehension (general meaning, essential information, main points, relevant details). 2) **Communicative functions:** description of habitual states. 3) **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Second Block: Production of oral texts]** 1. **Production strategies:** Conceiving and expressing the message with clarity in oral form. 2. **Communicative functions:** description of habitual states 3. **Lexicon:** basic vocabulary based on daily routines, free time, leisure activities (cinema), and sports **[Fourth Block: Production of written texts]** 1. **Production strategies:** Conceiving and expressing the message with clarity in written form. 2. **Communicative functions:** giving opinions. 3. **Lexicon:** basic vocabulary based on free time and leisure activities (cinema)

Assessment criteria

The students will be able to:

1) present a trailer about daily routine of a group of people.
2) understand the information given by their classmates about routines and free time activities.

3) express an opinion about the trailers that their classmates have done and vote for the best according to a series of categories.

Actividades	Temporalización
CINEMA AWARD CEREMONY	**50 minutes**

- **Annex II. Evaluation of the teaching unit**

  o **Questions from Word document made ad hoc.**

  THE COMMUNICATIVE APPROACH (TASK-BASED LEARNING) + ICT
  1ST YEAR OF ESO 2021-2022

Task Based Learning

1. Are there any tasks that have not been completed? If yes, why?

2. The students have actively participated in the projects.

3. Has TLBT improved students' oral and written skills?

4. Was the time invested in each task enough? why?

5. List three aspects of the TBLT approach that you consider to be positive.

6. ¿Algún otro comentario que quieras añadir?

ICT in Learning

7. Have ICT increased students' motivation?

8. How often have ICT been used in the classroom?

9. Were all the task that involved any kind of ICT feasible for students?

10. Were there any tasks that presented major problems for the students? Which ones?

11. How can we improve the tasks in the previous questions for further occasions?

  o **Students Evaluation. Google Form Link**

https://docs.google.com/forms/d/e/1FAIpQLSdWtztkJJi9FFMX89eG8-ck4W_lXm-8u9ojYUYPgs019wcFwA/viewform?usp=sf_link