



Universidad de Valladolid

Facultad de Filosofía y Letras

Máster en Profesor/a de Educación Secundaria Obligatoria y Bachillerato,
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The application of cultural elements of modern times on the evolution and development of the methodology in second language teaching

Raúl Martínez Jacas

Tutorizado por Ana Isabel Alario Trigueros

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ABSTRACT

In the development of this end-of-course work, we are going to reflect how the current modern era in which we live affects the teaching of foreign languages at different levels. The aim is to provide a point of view in which the technological resources available are adapted to educational methodologies, in such a way that these resources are used as useful as possible so that the teaching and learning process is optimized and education is given added value to improve its quality. The subject will be dealt with from a critical perspective, as it is unavoidable to see not only the advantages but also the disadvantages of the use of technologies in teaching, and to consider whether it is worth using these tools and which ones, while also analyzing if the use of digital elements has been ideal up to now. The educational proposal associated with this paper attempts to exemplify one of the many ways of using these resources for foreign language teaching, in this specific case English.

Key Words: Technology, innovation, methodology, second language, contemporary times, digital resources.

RESUMEN

En el desarrollo de este trabajo de fin de grado se va a tratar de reflejar cómo la época moderna actual en la que vivimos afecta a la clase de enseñanza de lengua extranjera a diferentes niveles. Se trata de dar un punto de vista en el que los recursos tecnológicos disponibles se adapten a las metodologías educativas, de tal forma que se aprovechen estos recursos lo máximo posible para que se optimice el proceso de enseñanza y aprendizaje, y se le de a la educación un valor agregado para mejorar su calidad. Se va a tratar el tema desde una perspectiva crítica, pues no sólo hay que ver las ventajas sino los inconvenientes del uso de las tecnologías en la enseñanza, y valorar si vale la pena el uso de estas herramientas y cuáles, a la vez que se analiza si el uso de elementos digitales hasta ahora ha sido el idóneo. La propuesta educativa asociada a este paper trata de ejemplificar una de las muchas maneras de contar con esos recursos para la enseñanza del idioma extranjero, en este caso concreto inglés.

Palabras clave: Tecnología, innovación, metodología, segunda lengua, tiempos modernos, recursos digitales

INDEX

INTRODUCTION.....	5
1 JUSTIFICATION.....	8
1.1 STRUCTURE.....	10
1.2 OBJECTIVES.....	12
2 THEORETICAL FOUNDATION.....	13
2.1 MODERN RESOURCES.....	14
2.1.1 The introduction of technology in the school.....	14
2.1.2 Pros and cons of the modern resources.....	17
2.2 METHODOLOGY.....	21
2.2.1 What is methodology? Defining the concept.....	21
2.2.2 Technology vs approaches.....	23
2.3 THE EDUCATIONAL SYSTEM.....	25
2.3.1 The educational system nowadays.....	25
2.3.2 Proposals for improvement.....	27
3 EDUCATIONAL PROPOSAL.....	31
3.1 JUSTIFICATION.....	32
3.2 CONTEXTUALIZATION.....	34
3.3 OBJECTIVES.....	37
3.4 METHODOLOGY.....	38
3.5 ORGANIZATION OF THE YEAR.....	39
3.6 EVALUATION CRITERIA.....	40
4 CONCLUSIONS.....	41
5 BIBLIOGRAPHY.....	44
6 ANNEXES.....	47

INTRODUCTION

We are at a point where technological resources have progressively entered the classroom for good, but are we taking advantage of all the resources that technological facilities give us? In today's world, where globalisation is a concept all the rage, there are thousands of resources that we can draw from the technological and cultural advances that we have in our hands.

There has been plenty of concern about how the educational system should change and evolve to be up to scratch with the constant changes in culture, society and technology in the world. As these changes grow bigger and are more common nowadays, education needs a persistent need of adapting the methodologies and didactics to modern times and trying to make good use of it.

This study proposes the use of certain technological and digital tools, whose main purpose is leisure, to acquire the necessary competences and skills imposed by the curriculum regulated by law, so that students find learning a foreign language interesting and motivating and schools are at the forefront of technological evolution.

In the specific case of English as a foreign language, until a few years ago it was a subject that was relegated to the background and whose weight within the educational curriculum, due to the fact that it has always been regulated by the law decided by political groups, without much consideration for the real needs of the students. As time passed by, the subject acquired greater weight and was given the importance it has now, as it is one of the subjects that students start learning at an earlier age, and one of the ones that has the most hours per week available for learning. In addition to this, parallel projects have been implemented in the schools, such as the bilingual program, which are a direct benefit in the acquisition of the English language.

According to the Boletín Oficial del Estado (Order ECD/65/2015 of 21st of January) the key competences that must be reflected in the secondary education curriculum are as follows: Linguistic communication, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic

competences, Sense of initiative and entrepreneurship and Cultural awareness and expressions. Therefore, and although it is obvious, it should be noted that any methodology used in teaching foreign languages is focused on acquiring one or more of these competences, so that the methods used must be framed within this educational context.

This paper is established keeping in mind socio-economic and cultural contexts, especially all the research and information given in the theoretical section, to reflect a practical application of all the elements referred.

CHAPTER 1

JUSTIFICATION

The need for a technological revolution in the classroom is imminent. If we want students to acquire certain communicative, digital, linguistic or citizenship skills, we must make progress in the use and management of the resources that the modern era in which we live puts within our reach.

Virtually all secondary school students today have access to a mobile smartphone, and most to a computer with an internet connection at home. This gives us a great advantage when asking students to turn their learning into a digital process that they are so used to for other aspects of their day-to-day life such as chatting with friends or watching a series in streaming. In order to do this, the teacher must act as a guide and mentor in the process of introducing technology into the classroom in an organized and useful way, consisting of tasks and activities that the students can carry out and that bring them motivation and interest in the subject. And not only that, but it should help them to acquire the autonomy of self-learning so that they learn to develop that competence that will allow them to work autonomously for themselves, and at the same time teach them how to collaborate with other colleagues and how to work collectively to achieve a goal.

Technology and the use of the internet are present in the daily lives of both young people and adults, in quotidian agenda as paying for a purchase or planning a family reunion at the weekend. We cannot look the other way and pretend that it is not necessary that these technological advances are brought to the classrooms in order to update them and thus improve the quality of teaching. School should be the first area where the process of technological innovation happens, since education is the basis of society, and if it fails, we cannot expect society to move forward. Thus the need arises for education to constantly adapt to the changes and evolution of each time, and not having the concern about it becoming obsolete.

After home, school is the place where students spend the most of their time, so it serves to absorb knowledge and procedures in a natural way, regardless of the attention they pay. The amount of hours a student spends in class is more than enough to generate an acquisition of knowledge and skills that he or she will need, but in order to do so, it is necessary to convert those hours into effective ones and try to make the student achieve the objective he or she has when attending a class, which is learning.

Within the different disciplines that are worked on in schools, and despite the fact that the proposal and study of this work is so general that it could be applied to practically any subject, we have to focus on the teaching of foreign languages, and more specifically on the English language, as this is the subject to which the didactic proposal of this study is oriented.

English is the most important global language in the world today, spoken by around 1.5 billion people across the globe. This makes it undeniably important that students know how to use this language for its real application in future communicative situations, as it is more than likely that they will need this language to succeed in situations that could happen to them in real life.

1.1 STRUCTURE

In the development of this end-of-master's work, we are going to try to reflect on how the modern era in which we live affects the methodology and didactics in the foreign language class both on a cultural level and in terms of the autonomy of the students' own learning.

To contend the implementation of the ideas proposed in this paper, we will first specify

what this technological innovation proposed throughout the paper is about, what the context is in which schools find themselves today and how it has reached this point. Obviously, the disadvantages that the virtual classroom entails for both students and teachers must also be taken into account.

For this purpose, an analysis of the methodology over time, its foundations, evolution and importance in pedagogy will be carried out until the current context is reached and, once there, we will discuss the possible future in terms of foreign language teaching methods. Subsequently, information will be contrasted from different sources regarding new and innovative methodological resources and their implementation in the foreign language teaching class.

This whole situation will also be framed within the current education system, which will also be discussed at an innovative level in terms of technological resources. A series of possible improvements will be proposed in order to solve the problems that arise today in the classroom in this field and a list of contemporary tools that could be used to achieve an evolution based on statistics.

Once this theoretical framework has been established, a practical proposal will be presented in which these technological tools will be used to carry out an innovative Teaching Unit that will facilitate the introduction of technology in the classroom and achieve better learning of the foreign language in a motivating way for the students, who, as they already make daily use of many of these resources, will focus their attention on the subject.

To finalize, the conclusions of this end-of-master's work will be discussed, weighing up the pros and cons of the proposal suggested and presenting the reasons why it should be

implemented, given the temporal context of foreign language teaching seen in this paper, and what the disadvantages or problems that could arise from the implementation of these techniques are.

2.2 OBJECTIVES

The aim pursued with the study and elaboration of this paper in a general view is to analyze the effects of the introduction of modern technological resources in the classroom. In a more specific perspective, objectives are the following:

- The acknowledgement of how technology affects the school, specifically foreign language teaching classes, and how to make use of this resource to facilitate student learning.
- Analyzing the present situation of the current educational system in order to highlight any technological shortcomings it may have and to propose some improvements to solve these problems.
- Realizing the importance of adapting the methodology to modern times by making use of digital resources in order to remain in the current context and not to become out-dated with other areas of society.
- Finding a motivating method to bring students attention and interest to the subject and creating a classroom climate in which learning becomes a natural and flowing process.
- Applying modern digital tools to a Teaching Unit in a practical way to see how it would work in a real classroom context and what kind of problems would appear in the course of the project.

CHAPTER 3

THEORETICAL FOUNDATION

3.1 MODERN RESOURCES

Secondary education in our country comprises ages when students are in a difficult stage both for themselves and for relating to others. At this stage, situations arise which can lead to their performance at school being impaired and can end up becoming a case of school drop-out. This is why there is an urgent need to find methods and tools to motivate them and to encourage their interest in school. Behavioral problems, that is, behaviors that negatively affect oneself and the environment in which one lives (family, school, group of friends...), lead the individual to break the rules of coexistence and deteriorate personal and social development. Within the education system, it is necessary to promote a good climate and respect coexistence between individuals to make the school a better place and avoid problems such as violence, delinquency or drug addiction. Among the problems we find in the classroom today are the loss of attention, the lack of motivation of students, or the feeling of obsolescence of materials and repetition of content, to list a few.

The current situation invites us to adapt current approaches to the digital era and add some technological element to the methodologies being used to achieve a higher performance educational process and improve the quality of teaching. To do this, we must take into account the current situation in which we find ourselves and the most used methods today.

3.1.1 The introduction of technology in the school

The ICTs are present today in all sectors of society, which has entailed an enormous evolution in contemporary life. Ozoji (2003) defines the Information and Communication Technologies (ICTs) as "the handling and processing of information which may be in the form of texts, images, graphs, instructions and so on for use by means of electronic and communication devices such as computers, cameras, telephones, etc." Obviously this

process has affected the educational environment, with the appearance of what is known as e-learning, which is the use of technology through modern technological means in the teaching and learning process.

The introduction of technology in the classroom has a clear objective: to support teachers in their second language teaching process and to support students in their learning and the achievement of the objectives that the curriculum sets as basic standards for the level in which they are.

The list of possible tools to use in these cases is very long, as practically all the social networks and applications that currently exist can be used for this purpose, although some are more suitable than others. As I said in a paper for the subject Academic Oral and Written Expression in a Foreign Language I (English) for this Master (2019),

“There are plenty of technological tools to achieve this improvement in pronunciation, such as multimedia archives (videos and recordings), mobile apps, several uses of the Internet (online dictionaries, pronunciation learning websites, authentic material provided by the mass media...), video games, and a large list of new tools which are about to come. All of them can be used as tools by which tasks in the classroom or homework can be done, but also as a means for self learning or further information in any topic, giving the students plenty of possibilities when browsing the internet. For that purpose, the teacher has the responsibility of teaching his or her students whether to rely or not on a source when they find a piece of information, in order to distinguish what kind of information can be used for the study.”

For a while the education system in terms of foreign language teaching seemed to have acquiesced to the use of slides and radio cassettes as enough innovative elements to achieve a methodology adapted to modern times. What was not seen is that the technological revolution is a constantly changing process, which at no time stops

innovating and which is not at all a static process to which one can adapt once in a while, but which requires an effort of adjustment on the part of the educational methodology in order to keep up with a world of constant change. And in this way, the methodology for language teaching that at one time seemed to be innovative and up to date soon became obsolete both for educators, who saw that they did not have the necessary resources to work around to the moment, and for the students, who noticed that technological innovation in schools was far behind what they could find in their own homes or in other public areas.

It should be noted that technologies are not an end in the classroom of foreign language teaching, but a means for students to have a facility to achieve the true educational goal, which is the acquisition of the necessary skills to communicate successfully in a foreign language. Therefore, ITCs should be seen as a tool to help the teacher instil this knowledge in the students.

It is not possible to talk about the introduction of technologies in the current era without mentioning a concept that has promoted their appearance and use: globalisation. The World Health Organization explains this

“Globalization, or the increased interconnectedness and interdependence of peoples and countries, is generally understood to include two interrelated elements: the opening of international borders to increasingly fast flows of goods, services, finance, people and ideas; and the changes in institutions and policies at national and international levels that facilitate or promote such flows.”

The process of globalization that has taken place in the world has made it much easier to be connected to any place in the world, either virtually or physically. Something that was so uncommon just a few decades ago as travelling abroad has now become an obligatory step for students who want to learn English, either out of necessity for their academic training or for its usefulness in a future job. The proliferation of companies and

organizations involved in managing these trips and courses is proof of this, and studies state that 94% of people interested choose English-speaking countries as their destination ¹. Another example is the agreements between countries to subsidise these student exchange trips or study abroad grants. This allows students of the foreign language subject to consider something as important as the culture of the target language country, which will ¹ give them a greater awareness when acquiring intercultural skills that language study alone would not give them. Likewise, the institutions of different countries share data and statistics on the methods used in each country, which allows the education system to always be on the lookout for improvement in each of the countries, being able to take the characteristics of other education systems that it considers beneficial and apply them. Spring (2015) even suggests a competition in terms of different countries and institutions striving to be at the forefront of the quality of their teaching.

“Globalization of education refers to worldwide networks, processes, and institutions affecting local educational practices and policies. The key work is “worldwide”. Events happen on a global scale that affect national and local school systems. Global educational policies and practices exist in a superstructure above national and local schools. Nothing is static in this superstructure. Nations continue to independently control their school systems while being influenced by this superstructure of global education processes. Today, many nations choose to adopt policies from this global superstructure in order to compete in the global economy.”

3.1.2 Pros and cons of the modern resources

Like any new resource that has been proposed in the improvement of education, it must be treated with caution, and at no time should it be taken for granted that being new and

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<https://www.lavanguardia.com/vida/20160511/401719256851/comunicado-crece-la-demanda-de-cursos-de-idiommas-en-el-extranjero.html>

innovative means that it will be beneficial. The use of Information and Communication Technologies has its advantages and disadvantages, and it is necessary to take them all into account when deciding whether and to what extent introducing them into the classroom will really help the students' learning process. In this part the key concept will be the "good use" of technologies.

One of the main advantages of using technology from school age onwards for students is that it will prepare them for future life. As can be seen from several years ago, technology is increasingly present in everyday aspects of our lives, and in things as simple as shopping or making an appointment with a doctor. There are more and more apps that allow us to carry out these day-to-day tasks from our mobile devices without leaving home, and the adaptation of students to these new tools will make it easier to use them in the future. For example, it is rare for older people to use a smartphone, but things would have been very different if they had had the opportunity to use them from an early age and had become accustomed to these devices.

One thing that seems to have a consensus throughout the educational community regarding the management of ICTs is the increase in student motivation. Digital tools are something that attracts their attention and invites them to want to use them for foreign language learning. The key lies in the type of use that is made of them, since there is no point in creating a virtual classroom without a specific objective and an organisation of elements that pursue that end, which is the acquisition of knowledge. If we go further, ICTs can even be used to motivate those more problematic learners who find it difficult to bring interest to the subject through traditional methods, as long as they are made good use of them. As Passey, Rogers, Machell, McHugh and Allaway (2004) state

"There was evidence that ICT, used appropriately, helped to motivate pupils who were disaffected with traditional forms of learning. Of the teachers in secondary schools who talked about disaffected children, most felt that pupils

who were disaffected in some way (or who were at risk of being disaffected because they were of ‘lowest ability’) could be supported through the use of ICT. ICT was increasingly seen to be an effective means of supporting pupils in PRUs, given effective interaction with those who were supporting through teaching or mentoring. Youth workers and educational welfare officers reported similar examples of how ICT was being used to support young people at risk (p.7).”

When introducing technologies into the classroom, it is not only the students who must be taken into account; there is a key factor in this, and that is the teacher. And at this point we find a problem: veteran teachers who are afraid of using ICTs or who directly do not want to use them and prefer to continue with traditional methods, as they do not trust the use of technology as a tool for a job that they have been doing all their working life in a classic way. We must also consider that, despite the fact that we find ourselves with the case of a teacher who is an expert in technology, we may come up against the problem that he or she does not have the necessary tools to carry out the digitalisation of the classroom, as not all centres have access to it yet. As Guerrero and Kalman (2010) point out in their article,

“Las demandas de este profesor ideal, "conectado" a la tecnología, se agudizan y originan inquietudes y cuestionamientos respecto a las acciones específicas que se emprenden para lograr el perfil de profesor deseado. Se desarrollan numerosas acciones o políticas específicas para "conectar" a los profesores, pero en menor proporción se diseñan e implementan acciones destinadas a contribuir a que los docentes tengan acceso y no solamente disponibilidad de las tecnologías. Se diseñan interactivos o materiales específicos para cada contenido curricular, lo que alimenta la idea, popular entre los profesores, de que debe haber una relación directa entre el *software* y la agenda curricular, un material que se puede "aplicar" en el aula o desplegar a los estudiantes (p.216).”

That is why we must place emphasis not only on technologies, but also on training teachers to be able to make good use of them in the classroom. By having more trained teachers and students who take advantage of the use of ICTs, we would be giving education an added value, which would improve the quality of teaching in this country. However, the mere fact of introducing technology into the classroom, if it is done in an uncoordinated way and without a goal, would end up being counterproductive and generating a decrease in the quality of teaching. It could be said that with the use of digital formats in the classroom we are not looking for the quantity, but the quality of education. It would be better to make good use of a few modern technological resources than to turn the foreign language class into a totally digitised place without knowing how to make good use of any of these tools. An education that mobilises different means does not have to be mean a quality education, but an education that mobilises more means, therefore more resources, has the potential to become quality education by offering different ways of codifying realities (Martínez Sánchez and Prendes Espinosa, 2007)

One of the drawbacks to this proposal is that technology cannot be trusted 100%, as sometimes it fails. The technological tools are inaccurate, and depend on external factors such as the supply of energy or access to the internet in most cases. This is why teachers must always have a plan b that does not make use of digital tools, to avoid having to improvise or pause the development of the class. This makes many teachers lose confidence in using ICTs, as they are not as reliable as traditional methods. As Cuban, Kirkpatrick and Peck (2001) expose in their study:

“Teachers also said that the technology itself is unreliable and they expressed deep ambivalence about powerful machines that often broke down. We heard repeatedly from administrators, coordinators, teachers, and students about inadequate wiring, servers crashing, and constant replacement of obsolete software and machines. Hardcore advocates of technology prepared back-up lessons just in case the Internet search, the on-line curriculum, Power-Point presentation, or word processing program would disappear either because a server went down or because the system was too slow to warrant using it at all.

Professionals who depend on technologies on a daily basis require reliable machines and software. If technical glitches occur weekly or a few times a month, then confidence in the technology's worth erodes and contributes to sustaining current teaching practices (p.829).”

On the other hand, care must be taken to ensure that students make good use of the ICTs. We know that today's young people spend a lot of time in front of the computer, tablet, TV or smartphone in their free time. There are studies that state that a student spends more than six hours in front of digital devices ². If we add to that an education model in which new technologies are used for another five or six hours, we are faced with a serious problem. The continued use of digital screens has side effects on young people, as a study by psychologist Kim Knull says. According to this, students can see their mental health reduced, with effects such as increased stress, a greater propensity for irritability, a distortion of social relationships or a discontinuity in sleep cycles ^{3,2}

3.2 METHODOLOGY

3.2.1 What is methodology? Defining the concept

The Real Academia Española defines methodology (from the Greek method and the Latin suffix -logia) in its second meaning as “el conjunto de métodos que se siguen en una investigación científica o en una exposición doctrinal”. This definition is perhaps too generalised to be applied to the teaching of foreign languages, although we will keep the part that defines it as a set of methods, that is, a series of disciplines that have been applied

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<https://www.heraldo.es/noticias/aragon/2020/03/04/los-adolescentes-pasan-mas-horas-delante-de-las-pantallas-que-de-sus-profesores-1362065.html>

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<https://www.heraldo.es/noticias/aragon/2020/03/04/los-adolescentes-pasan-mas-horas-delante-de-las-pantallas-que-de-sus-profesores-1362065.html>

to improve the learning of a foreign language for a student who does not speak it. Merriam-Webster proposes the methodology as "a body of methods, rules, and postulates employed by a discipline : a particular procedure or set of procedures".

It is therefore necessary to take account of this set of methods so that the evolution of the different methodologies in terms of foreign language teaching can be seen. This evolution has taken place over time, with the methodology gradually being adapted to the times, and innovative elements from each period have been introduced which have helped to facilitate this teaching. Therefore, it will be necessary to consider where the methodology stands today and what the possible future paths might be within this evolution, since as long as there is still teaching and learning of foreign languages, the methodology will not cease to evolve and adapt its methods and approaches to the times in which it is found. In this sense, it is necessary to observe how contemporary technological resources can affect this methodology in a positive way, being the means by which the teacher achieves learning by the students.

But how could we change the methodology to encompass the technological advances we want to implement? There is really no need to change the methodology. For several years now, methods have ceased to be used and there has been a proliferation of approaches, which are nothing more than new methodological perspectives that take the most useful part of the previous methods and give it a new point of view, adding new characteristics but without losing the didactic elements that have worked until now. Richards (2013) proposes this differentiation between an approach and a method:

“When an instructional design is quite explicit at the level of theory of language and learning, but can be applied in many different ways at the level of objectives, teacher and learner roles and activities, it is usually referred to as an approach. Communicative language teaching is generally regarded as an approach, because the principles underlying it can be applied in many different

ways. When an instructional design includes a specific level of application in terms of objectives, teacher and learner roles and classroom activities, it is referred to as a method. With a method, there are prescribed objectives, roles for teacher and learners and guidelines for activities, and, consequently, little flexibility for teachers in how the method is used.”

According to the Boletín Oficial del Estado (Orden ECD/65/2015 of 21st January) the key competences that must be reflected in the secondary education curriculum are as follows: Linguistic communication, Mathematical competence and basic competences in science and technology, Digital competence, Learning to learn, Social and civic competences, Sense of initiative and entrepreneurship and Cultural awareness and expressions.

Therefore, and although it is obvious, it should be pointed out that any methodology used in the teaching of foreign languages is focused on acquiring one or several of these competences, so that the methods used must be framed within this educational context.

3.2.2 Technology vs approaches

The process of adapting methodology to the technological era has not been simply by digitizing classrooms, but also by adapting teaching methods and rules to the era. No matter how much a classroom becomes a highly equipped space in terms of computer and technological improvements, it is useless if the methodology of language teaching is not adapted to the aims of the education, taking advantage of its resources and making use of the tools available.

The first work on the use of computers for foreign language teaching dates back to the 1960s, and was based on the practice of grammar and syntax and on translation. However, it was not until the 1970s that the interest of education in the use of computers began to become apparent, and programmes specifically designed for language teaching began to

appear, in which, in addition to language practice, correction of answers appeared. During the 90s and with the arrival of the Internet, a revolution arises, as computers begin to be able to be used for interaction, either between the student and the computer itself, or with other social individuals thanks to the worldwide connection, thus simulating communicative situations that could happen in real life.

Methodologically speaking, the method used in the 1960s was the audiolingual method, so it is more than normal that the use of computers was limited to the repetition of grammatical and syntax content to acquire the language, in addition to the translation of texts, all influenced by the Grammar-Translation method that was being used decades ago. At the end of the 1970s, suggestopedia began to emerge, which encouraged the use of concentration and relaxation for language acquisition, so that little could be done by the use of computers, beyond the use of music to promote that state of relaxation. The same could be said of the Total Physical Response method, which required the use of the psychomotor apparatus, so that the digital tools for this method were relegated to the background. Finally, in the 80s and 90s, the approach began to be used in methodological terms, starting with the communicative approach, and this is when the appearance of the internet meant that due to the use of computers we could achieve a communicative interaction that reflected reality. The task-based approach also emerged, allowing the introduction of objectives in the classroom for whose achievement students need to use computers to succeed.

Another way that helps us see the relationship between technology and the methods used for teaching foreign languages is the use of audio-visual supporting materials, which are all the tools used in the classroom that the students can see and hear. Using them motivates the students to keep their attention, as Gopal (2010) says: "audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because, they seem to evoke the maximum response of the whole organism to the situations in which learning is done". These materials are necessary in foreign language teaching, since the

purpose of this teaching is to be able to handle a specific communicative situation. That is why the more authentic the audiovisual materials used in the classroom, the more correct the learning will be and the more application it can be given in real life for a lived communicative situation. ICTs help us to introduce these real-life communicative situations into the class in an easier and more motivating way without it being tedious for the teacher to be talking during a whole session or for the students to have to listen to it and end up diverting attention, and it encourages the absorption of knowledge by the students in a more authentic way.

3.3 THE EDUCATIONAL SYSTEM

3.3.1 The educational system nowadays

The Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE) is the state law that currently governs the country's education system and has been in force since the 2015/16 school year. It contains the general principles and provisions, objectives and general contents of the secondary education stage, and then it goes into the specifics of each subject and course.

These provisions are set out in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, published in the Boletín Oficial del Estado. In it we can find the contents, learning standards and evaluation criteria required at each stage of education in a common way for the whole national territory. However, as Spain is a country in which the educational competences reside in the autonomous regions, the latter can regulate these criteria, contents and standards at their will. Therefore, in order to develop a Teaching

Unit, we must consider the *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León.*

It should be borne in mind that current trends in language teaching rely on a communicative methodology, which means that language is acquired in a practical way, communicating in a way that is similar to natural language use. This is why in principle it would be difficult to think that digital tools are the most appropriate channel for putting this approach into practice, since communicative methodology emphasises communication and oral language practice. However, studies have shown that the characteristics of virtual reality recreated by the Internet make it an almost 'natural' tool for the teaching-learning process, since the capacity for simulation facilitates learning.

Technological and digital tools help teachers to prepare their students to learn autonomously, pursuing the learning to learn competence so that they acquire autonomy and can do so individually. Achieving reflexive thinking is a goal that is given high priority today, because in this way we will make sure that students do not conform and are able to perform self-criticism when it comes to learning, which will translate into improved academic results. Therefore, it is also necessary for the teacher to teach the importance of self-evaluation. Santos (2019) makes a reflection on self-evaluation and its importance in learning:

“El protagonista del aprendizaje es el que aprende, no el que enseña. La didáctica tiene que trasladar su foco de la enseñanza al aprendizaje. De la misma manera, el protagonista de la evaluación es la persona evaluada. Quien aprende tiene que saber si ha aprendido o no. Ha de saber, además, si no ha aprendido, cuál ha sido la causa. Desde las explicaciones que da la atribución se pueden tomar decisiones de mejora. El alumno tiene que saber también para qué

le sirve el aprendizaje. No hay conocimiento útil si no nos hace mejores personas.”

The education system must progressively transfer responsibility and control of learning from teachers to apprentices, in order to become capable of building their own learning. The teacher, an authoritarian and unquestionable figure a few years ago, is now simply a guide and mentor for the pupils, whose purpose is not to introduce knowledge into the heads of the pupils, but to ensure that they are the ones who acquire it. As I mention in another paper:

“Fifty years ago, the teacher was the main character in the play of education; he or she gave the lesson and students were simple listeners, the authority of teachers was very clear and strong, and there was little place for innovation. All this teacher-centered mode of education has completely changed through the past two decades, becoming the student the nuclear figure of importance in the learning process. All that changes imply that teachers are now moderators and counselors for the students, losing that strong authority but making it much more easy for them to innovate and use new tools and techniques for teaching, since every possibility can be accomplished whenever its aim is to benefit the student in his or her learning development.“

3.3.2 Proposals for improvement

We are in the most appropriate time to make the digital classroom a reality and implement the use of new technologies to improve the educational experience. There are millions of resources to achieve that, and as time passes by, more resources appear to stay. This evolution of technological resources takes us to a position in which it is possible to personalize the way we teach our students, and not just follow a textbook. ICTs bring an

interactive and collaborative way of learning a second language, because its role is not just providing students with information, but putting into practice other skills and competences in a communicative way.

To do this, the most important thing is to invest in teacher training. Ideally, teachers should become experts in ICTs so that they can make good use of them as a channel for student learning. The current situation tells us that we are still a long way from that point, as only 28.5% of teachers use ICTs on a regular basis. According to this study (Vaillant, 2013), the most widely used tools are those that have been used for decades as "new technologies", generating an outdated perspective regarding the adaptation of the classroom to the digital age in which we live:

“Los docentes usan las TIC en sus prácticas pedagógicas con frecuencia moderada a baja. Los recursos más utilizados son las computadoras, los sistemas de proyección y distintos tipos de software, a pesar de que el software educativo se utiliza muy poco (p.25).”

If we want to move forward and be at the forefront of the use of ICTs we must go further and analyse which social networks and digital phenomena are on the rise today and turn them into a tool for knowledge acquisition in the classroom. These are some examples of what could be introduced in the classroom as innovative measures for foreign language teaching:

- Platforms for series or movies in streaming such as Netflix or Amazon Prime. It can be a good support idea or even the basis for a project where learners watch a series and have to complete a number of activities to develop their foreign language skills based on it. Depending on the type of project, the choice of which series or film is crucial, since apart from practising listening and writing skills (subtitles) in

the foreign language, it will provide them with phonetic and cultural skills and intrinsic motivation thanks to the series' plot.

- Tik-Tok. It brings multiculturalism apart from vocabulary and generates in an informal way communicative situations. It is one of the most popular social networks among students, and well guided it can provide activities that attract the interest of students.
- Youtube: The most complete video platform in the world is an ideal tool for any subject, since nowadays you can find videos of any subject and category. As far as language teaching is concerned, in the case of English we have the advantage that most of the videos on the platform are in this language. It is a perfect option to improve the oral skills of the students, you only have to look for a topic that interests them.
- Instant messaging applications such as Whatsapp or Skype It allows the improvement of written skills, but also oral skills by providing a video call service. With them came the possibility of calling anywhere in the world without incurring an economic cost, so they are a good tool for creating communicative situations with people from other parts of the world.
- Social networks such as Facebook or Instagram. Who hasn't used Facebook as a means of finding those foreign students they met on that exchange programme and corresponded with? This tool provides the possibility of meeting people from any country in the world and learning about them not only through chat, but also through their photos, tastes and publications.
- Video games: An element that has been around for years but has been constantly renewed. Today there is even a type of them created to learn while having fun. Others provide, as well as entertainment, a real context in which students acquire skills not only in language but also in autonomy, decision-making and

problem-solving. In addition, the group mode that has become so fashionable encourages cooperative work and the acquisition of social skills with other learners.

The list could go on for pages and pages, but the idea is to briefly exemplify some of the options available (and more specifically those used for the design of the Teaching Unit), since the goal of this paper is not to list all the tools that can be used in the classroom but to argue for their introduction into the current educational system.

CHAPTER 3.
EDUCATIONAL PROPOSAL

1. JUSTIFICATION

The practical proposal consists of the design of a Teaching Unit that promotes the use of ICTs..This Unit is contained within a term programming dedicated to the introduction of new technologies in the classroom that are shared by several subjects, and within an Annual Programming which is talked about but which cannot be mentioned more extensively due to the time and length of this paper. Nevertheless, it is taken into account.

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

- **Literacy/linguistic competence:** The basis of this competence is to achieve effective communication. To get this, both oral and written expression and comprehension must be worked on, as well as the interpretation of one's own language and the adaptation of each individual to the specific communicative situation in which he/she finds himself/herself. This competence is basic in a

subject such as Foreign Language, in which the main focus of study is the language itself.

- **Digital competence:** For the topic discussed in this paper, this is perhaps the most important of the skills to be worked on. The use of ICTs as an aid to completing tasks, making time profitable or looking for information is essential for students today. Thanks to the Teaching Unit, students will be able to learn more about the use of some computer and technological resources, as well as social networks, and use them to their advantage in carrying out projects and gaining an advantage for getting a job in the future.

- **Learning to learn competence:** With this competence, the pupils play a self-taught role in which they set themselves objectives and are able to see what their strengths and weaknesses are, so as to improve the parts where they need it most and become better, not only intellectually, but also emotionally and physically. The improvement in this competence will be very useful for the pupils for what awaits them in adult life, as it will demand from them a constant desire to improve.

- **Citizenship competence:** To improve, students must be aware of the social context in which they find themselves and know how to integrate into the society in which they live, respect its rules and social conventions and contribute to the improvement of the society. By working on this competence they will acquire what is called politeness in order to get along regularly with other social beings with whom they coexist.

- **Entrepreneurship competence:** In order to succeed in the educational stage, besides each student's own abilities, certain skills need to be worked on, such as decision-making or the loss of fear of making a mistake. This Teaching Unit is designed to help students improve these aspects by practising them with the help of the teacher.

- **Cultural awareness and expression competence:** Due to the particular social context of the school in which the Teaching Unit will be taught, cultural competence has a great weight, as students must be aware of the great variety of cultures that exist worldwide and the possible differences they will encounter due to this. Succeeding in communicating with people from other cultures is especially important in a subject such as Foreign Language, as despite speaking the same language, the cultural shock will always be present in these situations.

2. CONTEXTUALIZATION

The Unit has been designed to be applied in a public school located in the neighbourhood of Pajarillos, in the city of Valladolid. It is a mid-lower class neighbourhood and their people have different ethnical origins, so the classes are composed by a variety of students, so interculturality is a characteristic present in every classroom. The nature of the area makes the school a combination of different cultures and races. Nevertheless, the center is perfectly adapted to bring the students as many educational improvements as possible, being at the forefront in technological and social terms. The center is on a British Council program and on a bilingual section one for the secondary education period, in which students take lessons in English in some of the subjects, what makes them more proficient in this language. For upper stages (Bachillerato) they also have a bilingual program called BIE, which gives the opportunity to students to keep improving their level on the second language, as well as coursing a third one (choosing between French or Italian), being one on the only two schools in the city working on that program.

The Unit is designed for a fourth-year of Compulsory Secondary Education class with students aged 15-17, who come from the school's bilingual programme, so their level of English is at or above the standards required for this course. As they know it, their motivation in this subject is unusually high, so they keep improving and do their best in the

activities and projects proposed, so it is easy to try new methods of teaching or introduce innovative ideas for learning a second language. They course four lessons of English per week, each one lasting fifty minutes. A native conversation assistant is able to attend one class every week to help students improve oral comprehension and expression.

The classrooms have digital blackboards and students have the possibility of bringing their own tablet to follow the class. There are also several computer labs available for the teachers to use, which makes this Teaching Unit easier to implement. The groups are not very large, having an average of 15 to 20 students for class.

During the implementation of this Teaching Unit the students will work in the computer lab, as it is necessary that they have constant access to the internet for the development of it, although it will also be possible to use their tablets. They will need tools for audio and video recording and will make use of the shared network folders to observe the work of the other groups. The final activity will be shared through platforms for uploading content with other classes and with a British High School which the center has agreements with.

There are a total of 18 students in the class, so they will be divided into four groups, some with four components and others with five. The students will have to work in groups and cooperate to show a final worked, attractive and contemporary project, which will be evaluated in two parts: on the one hand a written script and on the other hand the representation of that script in front of the rest of the class.

In this project the students, divided into four groups, are asked to design a news broadcast on a specific topic from among four to a draw (sports, climate, culture and technology) and represent it in the final class activity in front of the rest of their classmates. To do this, they have to use any modern technological tool that they will see in class or any other of their

choice. Each group will have a certain amount of time to present their proposal to the rest of the class, using complementary material to help them with their representation. The practice with the different technological tools, as well as the instructions for the good development of a newscast, will be seen in the different sessions, so the whole teaching unit is a guided process to achieve a final objective, which will be evaluated, but at the same time the Teaching Unit itself gives rise to improvisation and innovation in terms of the tools used and the creative processes of this newscast, which will be taken into account favourably when it comes to evaluation.

As an innovative proposal, this Teaching Unit has the condition that it distances from what the educational system understands as a traditional class, since it is based on a series of activities that the students will carry out, which will not cost them a superlative effort nor will it demand from them a great investment of time, since most of the tasks are carried out in the class itself throughout the session, so it prevents the pupils from getting bored and helps to keep their attention. It is also worth mentioning the fact that the whole project takes place in an informal and relaxed atmosphere, where students feel comfortable and free to give their ideas or choose their own working method. As the project has very contemporary elements on a technological level, students feel that they are in their element, as most of the tools they will be working with are commonly used in the day-to-day lives of young people in this country. This increases their motivation and makes it possible to introduce technological elements, whose habitual use is leisure, in an educational context in which they come to the aid of learning a foreign language. It could be said that the pupils are learning by entertainment.

This Teaching Unit has been designed to work with a concrete group of students, in which there is no one who needs special attention, so there is no need of adaptation for the activities proposed for the different sessions. In any case, the activities would be changed to suit these special needs and to be for them as easy to accomplish as for the rest of the students.

3. OBJECTIVES

This Teaching Unit aims to make the most of the technological and social tools available in the current era we re living, in order to improve the quality of teaching, reduce the time and effort of teachers and students when doing certain tasks and maximise the performance of classes, always in a language teaching context and with concrete examples for teaching the English language.

Furthermore, another objective pursued with the design of this Teaching Unit is to prepare students for a technological era in which the use of technology is increasingly being present in professional situations regardless of the work they do, and in everyday situations such as shopping or travelling by plane, where students will be forced to work hand in hand with technological tools, social networks or the use of the Internet. Being familiar with these methods from the school stage will prevent students from having problems in handling these future situations or even stand out in handling them.

The objectives pursued with this Teaching Unit are:

- The exploitation of technological and computer resources that help learners in the acquisition of the foreign language and leverage the time and effort invested to this end.
- The introduction in the class of innovative, contemporary and modern elements that are within everyone's reach.
- The communication in English language between the students in the class in an effective, real and successful way.
- Learning through tasks and activities which students find engaging, attractive and motivating, in a way that promotes their interest in the subject and in learning the language.

4. METHODOLOGY

This Teaching Unit has been designed following two main teaching methods. On the one hand, we rely on the communicative approach, as the final project has the clear objective of transmitting a message in the foreign language and that others receive it satisfactorily. This interaction is not only oral, but the written aspect is also included in the Unit's activities. The foreign language in this project is seen as a means for the pupils to reach an end. In the different parts of the project, the pupils are obliged to negotiate meaning with the knowledge that is put into practice in the sessions alongside the knowledge that the pupils themselves already have, and in this way interact with others in the foreign language in order to overcome the tasks they are asked to complete. As the final project of the Unit is a role play, it provides an excellent opportunity for the students to use this method of teaching to learn the foreign language.

On the other hand, the Teaching Unit is framed within the Task-Based Approach, which is an evolved form of the Communicative Approach, since it aims to use language in real communicative situations, and not just focus on learning how to use it. In this project the students are given the necessary resources for learning the language, and they are put into practical and concrete communicative situations in which they have to demonstrate their language skills in order to achieve the objectives that the teacher is setting. The acquisition of linguistic competence is carried out through the use of one's own language in real communicative situations, which is very similar to the natural acquisition of a language by a native speaker.

5. ORGANIZATION OF THE YEAR

This project is encompassed in a full-term major project to bring ICTs to the classrooms and make the most of them. It is carried out in several subjects such as Music or Spanish Language and Literature, occupying one session in each and never simultaneously, as there will be a team of teachers and some students monitoring the project. It is scheduled for the second term, as it is too early to place it in the first term, in which students have to adapt when they return to school, and too late to develop it in the third term, in which their main concern is to pass the final exams of each subject and the course as a whole.

The idea is to adapt a session of each subject so that it focuses on the use and exploitation of technologies for the acquisition of knowledge and necessary skills, and thus encourage the motivation of students for the different subjects by relating them to topics of interest such as social networks, video games or the Internet. This is planned strategically and in a specific order for the whole term.

In the case of Foreign Language, it is going to be held in the second week of the second term, just after it is held in Spanish Language and Literature, as in both subjects the object of study is the language itself, which means that the technological and innovative elements learned and introduced in the session can be used for future tasks and for the acquisition of the language for the rest of the school year, even though the successive sessions are not focused on the use of ICTs in the classroom.

The ideal proposal would be to give a more extended contextualization of the year in which this proposal would be framed, to give more favorable arguments to its implementation and to be able to support it with projects of other subjects or extracurricular activities of the cross-curriculum, but as it is exposed previously, the time and the extension of this paper does not allow it.

6. EVALUATION CRITERIA

The assessment criteria for this project will be evaluated on the basis of the final work presented. It has two parts, one written in script form and another oral in the form of a news program. For both, students will be guided through the six sessions and given the resources and information needed to carry out the required activities. In the final task, the implementation and use of technological and computer tools and resources, innovation and creativity, the interest fostered and originality will be assessed.

It is taken for granted that they should be carried out with a command of the English language in accordance with their own level and criteria stipulated by law. Although the projects are in groups, each student will be evaluated individually on the basis of the final work done, as each will have his or her own performance time and personal script. Although the final work is what will decide the grade of each student, the teacher has to take into account the work done throughout the sessions of the Unit.

At a term level, this Teaching Unit will be evaluated like any other within the school year. This means that continuous evaluation will be followed, as it is usually done in the Foreign Language subject, so that if a student does not pass the final project, he or she will be able to get over it later with the work of successive units.

CHAPTER 4

CONCLUSIONS

With this end-of-master's work, it is clear that the use of technological resources in the classroom is not currently optimal; there is still much more that can be done to take advantage of digital tools to gain benefits in foreign language teaching. Therefore, we are still on the verge of a technological revolution in which we will turn the classroom into a digital space, but the sooner this process begins, the sooner the benefits will begin to be felt.

The methodology has been adapted to the era and context in which education was found over time in a natural way through methods and approaches that favour student learning, but it is now time to adapt it to a digital era in which the use of technology is as beneficial to the educational process as it is in other areas of society, in which there is much more progress in the use of technological tools.

To reach this point, a great deal of responsibility is required from teachers, as they need to be trained in the use of ICTs to support them and help them implement teaching based on their use. The teacher is the key figure in this process of implementing technology in the classroom, as they will have to guide the students to acquire the handling of a technological competence, apart from the other competences that they must inculcate in the students normally, to ensure that they achieve a mastery in the use of them so that they reach a level in which they do not need the help of the teacher and can make use of these technological tools autonomously.

To conclude, I must say that the use of technological tools is mostly beneficial for students, but we must never lose sight of the possible adverse effects that their use can have on students, so it is necessary to regulate the integration of digital systems in the classroom, in a way that education is also supported by more traditional methods. Even so, the benefits

of using technology in foreign language teaching are more than justified, and a change and adaptation of methods is needed as soon as possible, to avoid the education system becoming obsolete.

CHAPTER 5

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CHAPTER 6

ANNEXES

GENERAL TABLE

YEAR AND LEVEL	GENERAL OBJECTIVES	CONTENTS		ACTIVITIES
Fourth year of secondary education (known in Britain as the end of Key Stage 4) in a bilingual modality.	a, b, c, e, i, j	Student: <ul style="list-style-type: none"> ● Mobilizes prior information on the task type and the subject. ● Formulates hypothesis about context and content ● Narrates past punctual events, describes states and present situations and expresses future events ● Communicates interest, approval, appreciation, sympathy and satisfaction and their opposites ● Establishes and supports the communication and organization of the speech. ● conceives the message clearly, distinguishing its main idea or ideas and its basic structure. ● Readjusts the task after assessing the difficulties and the resources available. 		<ul style="list-style-type: none"> ● Word Search Puzzle ● Explanation of Final Activity ● Adding new elements to the list ● Listening and speaking. Homework ● Facebook news debate ● Introducing the election. Summary ● Choosing a picture ● Taboo ● Jigsaw from a song ● Revealing fake news ● Structure of a notice ● Creating “Frankenstein” piece of news ● Writing the script ● Adding supporting material ● Presentation rehearsal ● News broadcast
TIME The task-based program lasts one and a half weeks in which there are six sessions of 50 minutes each.	ASSESSMENT CRITERIA <ul style="list-style-type: none"> ● Bloque 1 → 1 y 3 ● Bloque 2 → 2 y 3 ● Bloque 3 → 2 y 6 ● Bloque 4 → 1 y 2 		EVALUABLE LEARNING STANDARDS <ul style="list-style-type: none"> ● Bloque 1 → 4 y 7 ● Bloque 2 → 1 y 3 ● Bloque 3 → 2 y 6 ● Bloque 4 → 3 y 5 	
Competencias clave <i>Según RECOMENDACIÓN DEL CONSEJO de 22 de mayo de 2018 relativa a las competencias clave para el aprendizaje permanente</i>		According to 2018 key competences: <ul style="list-style-type: none"> - Literacy competence - Multilingual competence - Digital competence - Personal, social and learning to learn competence - Cultural awareness and expression competence - Citizenship competence 		

(Diario Oficial de la Unión Europea)	- Entrepreneurship competence
DIVERSITY OUTREACH	In this concrete class there is not any student with special needs, so the activities and the Teaching Unit need no adaptation.

TABLE SESSION 1

Activities	Assessment criteria	Learning Standards
1. Word Search Puzzle 2. Explanation of Final Activity 3. Adding new elements to the list 4. Listening and speaking. Homework	The student should be able to: <ul style="list-style-type: none"> ● Identify essential information and relevant details of oral texts articulated at medium speed. ● Comprehend oral texts about socio-cultural aspects relative to culture, climate, technology and sports. ● Define simple and more complex elements related to modern topics generally presented on television. ● Include in his/her speech socio-cultural knowledge acquired in the personal and academic fields . ● Extract words related to the specific vocabulary of the unit from a written text. 	Student: <ul style="list-style-type: none"> ● Distinguishes the main and the more specific aspects of TV news, for instance: where, when and what happened. ● Analyses explanations, justifications and opinions on class activities and TV news' videos. ● Participates in informal conversations about topics such as climate, culture, technology and sports. ● Answers simple questions about his/her interests and opinions about the possible tools for creating a news broadcast.
Time Total: 50' <ul style="list-style-type: none"> ● Activity 1 → 10' ● Activity 2 → 10' ● Activity 3 → 10' ● Activity 4 → 20' 	Contents Student: <ul style="list-style-type: none"> ● Recalls previous information about a topic. ● Delivers hypothesis around a topic and a context. ● Expresses interest, satisfaction, trust and their opposites. ● Expresses the message clearly and coherently. ● Narrates past events and habits, describes states and present situations. 	

TABLE OF SESSION 2

Activities	Assessment criteria	Learning Standards
1. Facebook news debate 2. Introducing the election. Summary 3. Choosing a picture	The student should be able to: <ul style="list-style-type: none"> ● Write on paper format a short text, coherent and with a clear structure, on topics “news” in a formal or informal register, making appropriate use of cohesion resources, spelling conventions and the most common punctuation. ● Understand, select and apply the most suitable strategies to produce short written texts, e.g. by rephrasing structures from other texts with similar characteristics and communicative purposes, or by writing previous drafts. ● Produce short texts in a face-to-face conversation in an informal register in which information, ideas and opinions are exchanged. ● Interact in a simple but effective way in clearly structured exchanges, using current formulas or indications to take or give the floor. 	Student: <ul style="list-style-type: none"> ● Participates appropriately in face to face informal conversations on the matter of the chosen news (according to the topic assigned) in order to exchange information, express a brief opinion, and choose one piece of news. ● Manages the use of technological resources to look for concrete information. ● Identifies the structure of the chosen piece of news and its main ideas with the objective of composing a summary. ● Interpretes a piece of news and finds a suitable image to accompany it. ● Guesses the possible theme of news by looking at a picture.
Time Total → 50’ <ul style="list-style-type: none"> ● Activity 1 → 15’ ● Activity 2 → 20’ ● Activity 3 → 15’ 	Contents Student: <ul style="list-style-type: none"> ● Describes physical and abstract qualities of people, objects, places and activities. ● Narrates specific and habitual past events, description of present states and situations, and expression of future events. ● Produces the message clearly, coherently, structuring it appropriately. ● Expresses the will, intention, decision, interest, approval, appreciation, sympathy, agreement, surprise, and their opposites and formulates suggestions. 	

TABLE OF SESSION 3

Activities	Assessment criteria	Learning Standards
<p>1. Taboo 2. Jigsaw from a song</p>	<p>The student should be able to:</p> <ul style="list-style-type: none"> ● Identify essential information, the main points and the most relevant details in brief oral texts with a medium length. ● Use socio-cultural and socio-linguistic aspects related to daily-life (behaviour such as body language, voice tone , visual contact, kinesthetic abilities, gestural abilities). ● Take advantage of the most suitable strategies to produce monologist or dialogic brief oral texts, within a simple and clear structure, using socio-cultural and socio-linguistic knowledge. ● Find and apply the most suitable strategies to comprehend most of the written text, the main information, main ideas or the most relevant details. 	<p>Student:</p> <ul style="list-style-type: none"> ● Interprets different points of view, explanations and justifications upon various topics of general interest, formulating hypotheses or describing abstract concepts (climate, technology, the news, culture and current affairs) in an informal conversation. ● Participates successfully in informal face-to-face conversations; expressing his/her points of view, exchanging useful information, formulating hypotheses and giving suggestions about a written text or a guessing game. ● Comprehends the main ideas and relevant information in a piece of text where he/she can find topics of interest, such as climate, culture, technology or sports.

<p>Time Total (50')</p> <ul style="list-style-type: none"> ● Activity 1 → 25' ● Activity 2 → 25' 	<p>Contents Student:</p> <ul style="list-style-type: none"> ● Expresses and defends his/her idea/s clearly and with determination. ● Debates successfully in an informal conversation, listening to and helping the rest of the group. ● Demonstrates previous knowledge through the description of vocabulary learnt in class. ● Organizes the separated pieces of a text in a logical way, by talking to the rest of the group and guessing the missing parts to reunify the text.
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TABLE OF SESSION 4

Activities	Assessment criteria	Learning Standards
<ol style="list-style-type: none"> 1. Revealing fake news 2. Structure of a notice 3. Creating “Frankenstein” piece of news 	<p>The student should be able to:</p> <ul style="list-style-type: none"> ● Identify the main information in a brief oral text, in a formal register and narrated at medium speed on a topic of his or her interest as long as the message can be listened to two times. ● Consider the sociocultural and sociolinguistic aspects about daily life, habits and behavior of this type of information to clarify its meaning. ● Apply in a meaningful way syntactical structures information in a formal register for a brief written text. ● Collaborates with the 	<p>Student:</p> <ul style="list-style-type: none"> ● Lists the main ideas (important points, curious facts, ...) of a short oral text in a formal register narrated at medium speech on a concrete topic of his or her interest (news about culture, technology, climate or sports) to distinguish its truthfulness. ● Interprets the structure of a medium written text in a formal register and the elements compounding it (headline, body, ...) on a topic of his or her interest (news about culture, technology, climate or sports). ● Constructs meaningful complete statements

	<p>rest of the students of his/her group expressing his/her ideas and accepting or rejecting the others' ones.</p>	<p>applying syntactic and grammatical knowledge (connectors of place, mode, time,...) in a formal register of written short pieces of texts in a coherent way</p>
<p>Time</p> <p>Total: 50'</p> <ul style="list-style-type: none"> ● Activity 1 → 15' ● Activity 2 → 15' ● Activity 3 → 20' 	<p>Contents</p> <ul style="list-style-type: none"> ● Comprehends regular or past events in a formal register. ● Applies syntactical rules to express an idea. ● Identifies the type of text and its composition. ● Takes into account sociocultural aspects, habits and values. 	

TABLE OF SESSION 5

Activities	Assessment criteria	Learning Standards
1. Writing the script 2. Adding supporting material 3. Presentation rehearsal	<p>The student should be able to:</p> <ul style="list-style-type: none"> ● Write on paper format a short text, coherent and with a clear structure, on topics “news” in an informal register, making appropriate use of cohesion resources, spelling conventions and the most common punctuation. ● Understand, select and apply the most suitable strategies to produce short written texts, e.g. by rephrasing structures from other texts with similar characteristics and communicative purposes, or by writing previous drafts. ● Produce short oral texts maintaining the rhythm of the speech, in a face to face conversation, in a formal register. ● Incorporate into the production of the monological oral text the socio-cultural and sociolinguistic knowledge. 	<p>Student:</p> <ul style="list-style-type: none"> ● Rehearses a brief presentation with his or her group colleagues about a concrete topic (news) in a coherent and structured way and in a formal register. ● Writes a brief script in a formal register summarizing information about a concrete topic previously selected (news) in a coherent, clear and structured way. ● Creates a very brief visual presentation in electronic format (powerpoint, prezi,...) to support her/his performance in a formal register. ● Selects concrete material referred to his/her topic to support the message.
<p style="text-align: center;">Time</p> <p>Total: 50’</p> <ul style="list-style-type: none"> ● Activity 1 → 20’ ● Activity 2 → 15’ ● Activity 3 → 15’ 	<p style="text-align: center;">Contents</p> <p>Student:</p> <ul style="list-style-type: none"> ● Produces the message clearly, coherently, structuring it appropriately ● Describes physical and abstract qualities of people, objects, places and activities. ● Narrates specific and habitual past events, description of present states and situations, and expression of future events. 	

TABLE OF SESSION 6

Activities	Assessment criteria	Learning Standards
1. News broadcast	<p>The student should be able to:</p> <ul style="list-style-type: none"> ● Perform a previously rehearsed presentation organizing the information coherently. ● Identify the main idea and the significant information of television news. ● Makes use of technological resources as social media or the internet as means to accomplish his/her work. ● Comprehend the main and specific points of a PowerPoint presentation. ● Express his/her opinion on a specific topic and defend it of opposite points of view. 	<p>Student:</p> <ul style="list-style-type: none"> ● Conducts a coherent and clearly organized presentation about a specific piece of news, previously selected and rehearsed, in front of an audience. ● Recognises the main and the specific information of a piece of news related to the topics: culture, technology, climate and sports. ● Participates in a debate regarding the topics culture, technology, climate and sport, using a neutral register. ● Writes notes making brief comments on what the heard news. ● Distinguishes the different formats or channels used to perform a news broadcast.
<p>Time</p> <p>Final Activity → 50'</p>	<p>Contents</p> <p>Student:</p> <ul style="list-style-type: none"> ● Presents clearly, coherently and with an appropriate structure a piece of news in front of an audience. ● Distinguishes the general idea and significant elements of the presentation. ● Lists the main information of an oral text to use in a discussion. ● Applies the use of technological resources to a project. 	

ACTIVITIES

<u>ACTIVITY 1 - SESSION 1</u>		
TITLE: Word Search Puzzle	TYPE: Introduction	TIMING: 10'
CLASSROOM MANAGEMENT: Students will be initially sitting as they normally do, one in each desk.	RESOURCES: Blackboard and a piece of paper for each student.	
EVALUABLE LEARNING STANDARDS: Student: <ul style="list-style-type: none"> ● Finds words referred to elements related to the unit. ● Explains what he/she already knows about the elements found. 		
DESCRIPTION: The teacher says hello to the students, and he distributes pieces of paper with a wordsearch puzzle written on them. In these puzzles there are key words for this unit, and the students have to find them. These keywords set up a list of elements that are going to be used in the following lessons. Once they find all the words, with the help of the teacher if needed, he asks about the elements to evaluate the previous knowledge of the students about them.		

ACTIVITY 2 - SESSION 1

TITLE:
Explanation of Final
Activity

TYPE:
Introduction

TIMING:
10'

CLASSROOM MANAGEMENT:
Students will be initially sitting as they normally do, one in each desk.

RESOURCES:
Blackboard and four small pieces of paper for each of the topics: culture, climate, technology, sports.

EVALUABLE LEARNING STANDARDS:

- Enunciates words and short sentences related to the topic “news”.
- Answers coherently to the questions asked by the teacher.
- Justifies his/her opinion about the topics culture, technology, climate and sports.

DESCRIPTION:

The teacher explains the project of the end of the unit to the whole class, to set the objectives followed in the rest of the sessions. The students have to create a brief news program on the topic given to their group and perform it in front of the class. It is compulsory that they introduce in their presentation as many modern cultural elements as they want to make their performances (new technologies, mobile apps, social media, etc...). The teacher lists a bunch of them to exemplify what kind of elements they can use.

Apart from performing it, they will also have to record it and upload to youtube, as one of the features of this unit is the interaction and cooperation with a classroom of a british High School, and this final project will be shared with the british partners. In the rest of the sessions, students will be explained about the different elements of the new technologies they can use; nevertheless, if they know a different one it is up to them to use it for their final project. Then students are given a piece of paper in which the topic for their presentation is written, so this will mark the different groups for the rest of the project.

ACTIVITY 3 - SESSION 1

TITLE: Adding new elements to the list	TYPE: Reinforcement	TIMING: 10'
CLASSROOM MANAGEMENT: Students will be initially sitting as they normally do, one in each desk.		RESOURCES: Blackboard
EVALUABLE LEARNING STANDARDS: Student: <ul style="list-style-type: none"> ● Thinks about different elements to use in class ● Checks the validity of the examples given 		

DESCRIPTION:

In this activity the teacher, after having explained and given a list of examples to be used for the final project, asks the students if they know or think of different elements of modern culture to be used in the final project. As young people are more aware of the new social media resources and novelties, they can give new ideas to be used in class. The teacher has to decide if the proposals fit in the list or discard them.

ACTIVITY 4 - SESSION 1

TITLE: Listening and speaking. Homework	TYPE: Reinforcement	TIMING: Total: 20' <ul style="list-style-type: none">• 10' for videos• 10' for comments
CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.	RESOURCES: Projector and screen	

EVALUABLE LEARNING STANDARDS:

Student:

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

DESCRIPTION:

The teacher shows the students some videos of news reports about the four different topics for their final project. Students have to watch them and then answer some questions asked by the teacher, who has to choose which pupil answers the question asked, to bring their attention. The teacher asks them about different pieces of news they know on the different topics, and if they think they could perform a similar one using the elements of new technologies seen in previous classes.

Then, a task is asked for homework; students have to look for a piece of news of their own topic on the internet and bring it for the next session, as they will have to use it.

ACTIVITY 5 - SESSION 2

TITLE: Facebook news debate	TYPE: Warm up	TIMING: 15': 7' for watching 8' for debate
CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.		RESOURCES: Students should bring to class their papers with a printed piece of news regarding the topic assigned

EVALUABLE LEARNING STANDARDS:

Student:

- Distinguishes the register and form of the news as seen in a social network.
- Participates appropriately in face to face informal conversations on the matter of the chosen news (according to the topic assigned) in order to exchange information, express a brief opinion, and choose one piece of news.
- Summarizes the news and pinpoints the main aspects.

DESCRIPTION:

The teacher today brings some news taken from the social network Facebook, on topics that are interesting to the students. He/she shows how a piece of news looks like when seen in an informal platform like this, and asks the students what are the main differences with a piece of news seen in the newspaper or tv, for example. Then he asks the students to work in groups and to list the pro and cons of a piece of news like the ones seen previously and to discuss if it could be a good way to perform in their final project. They have to pay attention to the register and structure of the news as well, as the teacher should point out.

ACTIVITY 6 - SESSION 2

TITLE: Introducing the election. Summary	TYPE: Reinforcement	TIMING: 20'
CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.		RESOURCES: Paper and pen Dictionaries Piece of paper with the piece of news chosen

EVALUABLE LEARNING STANDARDS:

Student:

- Identifies the structure of the chosen piece of news and its main ideas with the objective of composing a summary.
- Writes the essential aspects of the piece of news with a clear structure, making use of connectors that give sense to the whole text.

DESCRIPTION:

It is the turn of the news chosen by the students. The teacher explains how they have to introduce the piece of news chosen at home to the rest of the group. As they are real news, they may be too extensive to perform in a final activity, so in this activity the aim is also to summarize their piece of news to a paragraph or two, identifying the main ideas and dismissing the less important parts. Teacher has to monitorize this activity and help the students, to prevent them from making long summaries.

ACTIVITY 7 - SESSION 2

TITLE: Choosing a picture	TYPE: Relaxing	TIMING: 15'
CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.		RESOURCES: Paper and pen Tablet/computer with internet access

EVALUABLE LEARNING STANDARDS:

Student:

- Interpretes a piece of news and finds a picture that fits in.
- Manages the use of the internet and looks for information.

DESCRIPTION:

The teacher explains to the students this is the last activity for today, and it is a funny one. They have to take their computers and look for a picture related to the piece of news they had previously chosen. It is not necessary to pick up a picture, as they can also use a gif or a meme to make it more trendy. For this task students will be asked to use 'ecosia', a search engine that helps the deforestation by seeding a tree for each search in their webpage. Once they have selected their images, they have to save it in a shared folder, as the final part of the activity is to compare the different images of the groups, and try to find what kind of news they will bring to the final activity just by looking at their pictures.

ACTIVITY 8 - SESSION 3

TITLE:	TYPE:	TIMING:
Taboo	Reinforcement	5' for speaking 20' for taboo

<p>CLASSROOM MANAGEMENT:</p> <p>Students will be sitting in groups of four/five depending on the topic assigned.</p>	<p>RESOURCES:</p> <p>-Cards used to play the “Taboo game” (twenty per group). Each card will contain one word referred to a series or tv show -One sand timer per group (four as a whole)</p>
<p>EVALUABLE LEARNING STANDARDS:</p> <p>Student:</p> <ul style="list-style-type: none"> ● Finds different synonyms to express an idea. ● Applies a coherent discourse in an informal conversation. ● Recalls vocabulary and structures learnt when watching tv or series in english. 	
<p>DESCRIPTION:</p> <p>For this session, the teacher brings a couple of games to encourage learning through games and not only practical activities and theory. For the first five minutes, he would ask the students if they watch tv or series in english, what are the names of this series, if they make use of subtitles and why to watch them in english instead of the translated version.</p> <p>Then he will explain the first game, in which they have to describe a character, location or thing from a tv series but avoiding using a set of 4 words that are shown in the cards. One member of the group describes, while the others try to find out the word. The group that gets more correct words at the end of the activity wins.</p>	

<p><u>ACTIVITY 9 - SESSION 3</u></p>		
<p>TITLE:</p> <p>Jigsaw from a song</p>	<p>TYPE:</p> <p>Reinforcement</p>	<p>TIMING:</p> <p>5’ for speaking 20’ for jigsaw activity</p>

<p>CLASSROOM MANAGEMENT:</p> <p>Students will be sitting in groups of four/five depending on the topic assigned.</p>	<p>RESOURCES:</p> <ul style="list-style-type: none"> - Twenty four paper cuts (six pieces per group) of a piece of news. - Media player
<p>EVALUABLE LEARNING STANDARDS:</p> <p>Student:</p> <ul style="list-style-type: none"> ● Demonstrates a good reading/listening comprehension and explains what the song was about. ● Analyzes coherence and cohesion in a written text in a song format and organizes it. ● Distinguish and provides linking words or expressions and shows agreement or disagreement. 	
<p>DESCRIPTION:</p> <p>The second activity of the session is a jigsaw game. It consists of a written song cut into pieces, and the students' duty is to put together the different parts of the song in a way that makes sense and forms the original song. The teacher has to select a contemporary song, belonging to a genre that is striking to the students, and which fits the knowledge of English for this level. He/she can make use of streaming platforms like Tidal or Spotify, which apart from streaming millions of songs, make a list of the most listened and successful tracks in each country, so he/she can be sure that the one selected is current and trendy for the students' motivation. The first five minutes of the class the teacher asks the students if they know any streaming platform, and what kind of music they listen to, as well if they pay attention to the lyrics (some platforms display the lyrics while playing the song). To start the activity, he/she plays the song once. Then he/she distributes the pieces of the song written in different papers. The students have to read and understand it, and try to join the papers to arrange the whole song. The teacher monitors and corrects the students if they make a mistake finding the right order.</p>	

<p>ACTIVITY 10 - SESSION 4</p>		
<p>TITLE: Revealing fake news</p>	<p>TYPE: Introduction</p>	<p>TIMING: 15'</p>

<p>CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.</p>	<p>RESOURCES: A projector and internet connection.</p>
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<p>EVALUABLE LEARNING STANDARDS: Student:</p> <ul style="list-style-type: none"> - Analyzes a short oral text (headline of a piece of news) - Comprehends the main idea of each oral text. (headline of a piece of news) - Determine the details contained in the oral text. (headline of a piece of news) - Distinguishes the veracity of the oral text. (headline of a piece of news)
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<p>DESCRIPTION:</p> <p>The teacher starts this new lesson by warning the students about the veracity of the news they can find, particularly the ones found on the internet, a source that anyone can manipulate to create or modify content. He/she brings some headlines of true and false news and reads them out loud. The students have to decide if each one is a real piece of news or not, paying attention to the elements of the headline, the register, the information contained or especially the source, an element that they always have to consider. At the end, he/she plays a video about selecting news to avoid falsity.</p>

<p><u>ACTIVITY 11 - SESSION 4</u></p>		
<p>TITLE: Structure of a notice</p>	<p>TYPE: Reinforcement</p>	<p>TIMING: 15'</p>

<p>CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.</p>	<p>RESOURCES: Four highlighters of four different colors. Four pieces of news, each one on the topic of the group (culture, technology, climate and sports)</p>
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<p>EVALUABLE LEARNING STANDARDS: Student:</p> <ul style="list-style-type: none"> - Identifies the structure of a medium length written text in (piece of news). - Infers the main idea of the whole written text. - Categorize the different parts of the written text.

<p>DESCRIPTION:</p> <p>The teacher distributes four pieces of paper, one for each group, containing news on the topics previously given. Then students have to pick four different colours of pens. The teacher explains that the previous activity material were headlines, but there are other parts of a piece of news like byline, body or conclusion. All the news he/she has selected have these four parts to be found and delimited from the other parts, and the students have to use a different colour to each part of their piece of news. The teacher has to answer possible questions while monitoring to make sure they understand how a notice is structured.</p>
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<u>ACTIVITY 12 - SESSION 4</u>		
<p>TITLE: Creating “Frankenstein” piece of news</p>	<p>TYPE: Relaxing</p>	<p>TIMING: 20’</p>

<p>CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.</p>	<p>RESOURCES: Notebook Computer or tablet with internet access Four pieces of paper with the different parts of news written (for the raffle)</p>
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<p>EVALUABLE LEARNING STANDARDS: Student:</p> <ul style="list-style-type: none"> - Invents the theme and content of a piece of news - Interacts with the rest of the students in the group to achieve the goal. - Recalls the information previously acknowledged about the structure of a piece of news
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<p>DESCRIPTION:</p> <p>Once the students have understood the structure of a piece of news that they will have to use in the final project, the teacher gives each group a piece of paper, in which the name of each part of a piece of news is written , conforming the four parts previously seen. They have some minutes to invent their part of the news (headline, byline, body or conclusion, told by the paper the teacher gave at the beginning of the activity) on a very concrete and contemporary topic chosen by the teacher. Then they have to take a computer per group and log on into a chat (like Teams or Zoom) and join a private group created by the teacher. Once logged on, group 1 writes a headline, group 2 a byline, group 3 writes one paragraph of the body and group 4 the conclusion. Finally, the teacher reads out loud the result of gathering the four parts of the piece of news created isolatedly by each group in a unique piece of news. The students later give their opinion on the piece of news created in the last minutes.</p>
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<u>ACTIVITY 13 - SESSION 5</u>		
<p>TITLE: Writing the script</p>	<p>TYPE: Reinforcement</p>	<p>TIMING: 20'</p>

<p>CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.</p>	<p>RESOURCES: Paper and pen Computer or tablet with internet access</p>
<p>EVALUABLE LEARNING STANDARDS:</p> <p>Student:</p> <ul style="list-style-type: none"> • Writes a short script in an informal register, summarizing the information of a piece of news in a coherent, clear and structured way. • Uses correctly connectors such as however, moreover, in addition... to relate the information in the piece of news. 	
<p>DESCRIPTION:</p> <p>The teacher starts this session by making clear that today they have to create the script they are using in the final activity, so this is the last day to decide which tools they are going to use for their presentation. They should summarize their scripts as much as possible in order to have enough time for all the groups of the class. They should use the summaries from previous activities and transform them into a kind of script that adapts to the tool they are going to use. Once the script is finished, they have to attach the previous selected image from activity 7 to the file, as this is going to be evaluated as the written part of the final project. They have to consider also that the final project is a group task, so they have to decide the order in which each student is going to perform his/her piece of news and create cohesion between the different pieces of news of the group. The teacher has to monitor the activity giving the students his/her approval of their scripts.</p>	

<p><u>ACTIVITY 14 - SESSION 5</u></p>		
<p>TITLE: Adding supporting material</p>	<p>TYPE: Reinforcement</p>	<p>TIMING: 15'</p>

CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.	RESOURCES: Computer or tablet with internet access	
EVALUABLE LEARNING STANDARDS: Student: <ul style="list-style-type: none"> • Creates supporting material for the performance using technological tools. • Decides which is the best platform to help with the presentation. 		
DESCRIPTION: Now the students have time to add any supporting material they consider necessary to help their presentations to be more clear and attractive to the audience. The teacher gives them some examples of presentations (with Powerpoint or Prezi), background music (using spotify or youtube), images and pictures (with Pinterest or Google images) or filters (like the ones on Instagram or Snapchat). The teacher has to recall that one of the aims of the final project is to be attractive and stand out for the viewers, so this supplementary material could be a good way to achieve it.		

ACTIVITY 15 - SESSION 5		
TITLE: Presentation rehearsal	TYPE: Relaxing	TIMING: 15'

CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five depending on the topic assigned.	RESOURCES: Their scripts and supporting material	
EVALUABLE LEARNING STANDARDS: Student: <ul style="list-style-type: none"> ● Rehearses the part of the presentation with his or her group colleagues about the assigned topic in a coherent and structured way using supporting material ● Participates actively in face-to-face informal conversations on the presentation matter in which he or she exchanges information and briefly expresses and justifies opinions and points of view. 		
DESCRIPTION: Students have some time to practise their performances in the final activity of this session. The teacher has to encourage them to practise and not be afraid of making mistakes, as this is just the rehearsal. He/she has to emphasise the fact of group rehearsal, as this is the opportunity of the students to have a look at how all the news of the group are seen together. The rest of the group members who act as viewers have to give their opinion on the presentations of their partners to improve them. Before the class ends, the teacher asks the students to keep rehearsing at home so they could do it professionally for the final session.		

<u>ACTIVITY 16 - SESSION 6</u>		
TITLE: News broadcast	TYPE: Final activity	TIMING: 50' <ul style="list-style-type: none"> ● 40' presentations (10' each) ● 10' talking activity

<p>CLASSROOM MANAGEMENT: Students will be sitting in groups of four/five people. Desks will be moved to the back of the class.</p>	<p>RESOURCES: Projector and screens Scripts on paper Computer or tablet with internet access</p>
<p>EVALUABLE LEARNING STANDARDS: Student:</p> <ul style="list-style-type: none"> ● Conducts a coherent and clearly organized presentation about a specific piece of news, previously selected and rehearsed, using technological tools, in front of an audience. ● Recognises the main and the specific information of a piece of news related to the topics: culture, technology, climate and sports. ● Participates in a debate and gives his/her opinion about others' performances. ● Writes notes making brief comments on what the heard news. 	
<p>DESCRIPTION: For the final activity, the teacher asks the students to move all the desks backwards to allow free movement. He/she calls the first group to start their presentation of the news in their own format, and takes some notes of the performance that will help evaluate the students later. Then he/she thanks the group for their efforts and does the same process with the rest of the groups. Each of these groups can make use of the computer and projector of the class to support their presentations. While one group is on the spotlight, the rest of the groups have to take notes of the topics of the news to answer some questions. Once all the groups have finished their presentations, the teacher asks the groups about the news seen, their opinions on the formats and tools used, and feedback of their own group and the others. All this final activity is recorded on video to be later uploaded to Youtube, an online video platform, and shared with other classes from the school or with a british school that has an exchange program and an agreement with our school.</p>	

