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**The digital and multilingual competences. A
good teaching practice for the EFL classroom of
Secondary Education**

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ABSTRACT

In the context of modern education, the European Commission has recommended 8 key competences for lifelong learning. When considering the enhancement role played by the digital competence in the development of the all other ones, nurturing this competence becomes paramount. From the perspective of EFL education, the usage of ICTs in the classroom is directly linked to an improvement of communication skills. This is due to the fact that technology affords numerous opportunities in the form of digital resources and platforms available for educators to experiment with. On the other side, students seem more engaged and motivated to take part in class lessons. They want to actively interact in group activities and let their creative voices be heard. With that in mind, the paper presents a 10 session proposal, conceived as a good teaching practice directed at 4th of ESO EFL students.

Keywords: multilingual competence, digital competence, communication skills, good teaching practice, English as a foreign language

RESUMEN

En el contexto de la educación moderna, la Comisión Europea ha recomendado 8 competencias clave para el aprendizaje permanente. Al considerar el papel potenciador que desempeña la competencia digital en el desarrollo de todas las demás, cultivar esta competencia se convierte en algo primordial. Con respecto a la enseñanza del inglés como lengua extranjera, el uso de las TIC en el aula está directamente relacionado con la mejora de las competencias comunicativas. La razón es que la tecnología ofrece numerosas oportunidades en forma de recursos y plataformas digitales disponibles para que los educadores experimenten. Por otro lado, los alumnos parecen más comprometidos y motivados para participar en las clases. Quieren interactuar activamente en las actividades de grupo y dejar oír su voz creativa. Así pues, se presenta una propuesta de 10 sesiones, concebidas como una buena práctica docente dirigida a alumnos de inglés de 4º de la ESO.

Palabras clave: multilingual competence, digital competence, communication skills, good teaching practice, English as a foreign language

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1. Introduction

This paper deals with the multilingual and digital competences. As information and communication technology evolves, so thus the interlocutors. With the boundaries of communication now evaporated, everyone wants to find effective ways to interact with each other. Hence the importance of both these competences. The reality is that the rapid modernization of the world has created a new standard for learning which must be deciphered. It is in this context that international government bodies step in, attempting to elaborate guidelines to assist overwhelmed educators wanting to meet this new standard.

The theoretical framework begins with an overview of the European Council recommendation on *Key Competences for Lifelong Learning*. As mentioned above, the multilingual and digital competences are underlined for holding exceeding importance and being intrinsically interconnected. Here, authors such as Redecker (2017) are the main frame of reference. The *European framework for the Digital Competence of Educators* is an invaluable document serving as the model for all educators who want to learn the new objectives, tools and methodologies available. At the end of the day, they are the ones responsible for instructing the next generation and therefore, are striving to provide learners with all the necessary tools and resources essential for life in society.

This first part of the paper also deals with the numerous advantages/benefits of developing the digital competence in all students. Here, the influence of Lai and Allan (2006) is strongly felt, as they dissect the many ways integrating technology in the classroom leads to outstanding positive results. At the same time, the most commonly cited problems of using technology in education are addressed. By describing the specific roles both educators and learners should play when integrating technology in school, the problems are easily circumvented. Then the study places the focus on English as a Foreign Language (EFL) teaching/learning. That portion is devoted to the role ICTs play in the effective improvement of English communication skills.

The methodological framework, on the other hand, deals with the elaboration of a didactic proposal meant to exemplify a good teaching practice in EFL education. This proposal is justified with a clear context in mind, attending to the Spanish educational system guidelines and directives. The end result is a 10 session unit consisting of diverse activities, some to be

conducted individually, and others in small groups, aimed at developing students' communicative competence.

2. Aim and objectives

This paper aims to highlight the various advantages that technology provides in language learning as well as proposing the integration of key tools as teaching aids for EFL teachers. For that purpose, the first priority is to analyse the proposal made by the European Commission pertaining to the eight key competences for lifelong learning. Here, the multilingual and digital competences need to receive the most attention. Afterwards, the discussion shifts to an overview of the general benefits of employing technology in education while acknowledging the potential issues which may arise in the process. The last objective of the theoretical framework is to explore in detail, the direct and indirect effects various platforms and applications can have at the time of improving English communication skills.

The second portion of the paper is dedicated to putting theory into practice. The main goal is to design a didactic proposal which encompasses all the good practices established until that point. Subsequently, the research is directed at a thorough description of a 10 session action plan, consisting of multifaceted activities intended to increase EFL student's motivation and achievements in the classroom.

3. Theoretical Framework

3.1. The effects of globalization in education

Over the last few decades, we have observed an increasing role of science and technology around the world that directly contributed to the modernization of our society. The major technological advances in the 21st century have significantly accelerated the process of globalization, for instance. Nowadays we speak of a global village, with everyone being interconnected and everything being a click of a button away. “Globalisation, structural changes in the labour market and the rapid development of new technologies require us to develop and update skills throughout life.” (Directorate-General, 2019, p.3). Consequently, this phenomenon brings new demands to the educational sector.

Meeting these new challenges has been the focus of educational government bodies for the last few decades. The European Commission is adamant that countries should devote all the necessary resources to better assist the educational staff in their endeavor of shaping students' minds. “They need to go beyond the boundaries of subjects, enable cross-discipline learning, cooperate better with businesses and further promote networking and cooperation with stakeholders.” (European Commission, 2019, p.3). But the problem seems to be more complex than just a simple lack of investment in the education system by the different governments of the world. Achieving a successful or fruitful education is determined by more than one factor. The approaches and methodologies employed, for instance, play a major role in the process of transmitting and assimilating knowledge and information. This is the area that has received the most attention.

3.2. European Commission's response: key competences

In the attempt to ameliorate the teaching and learning processes, the European Commission began promoting and recommending a new standard. “For some years, we have been experiencing a transition from an education model centred on teaching and content transmission towards a methodological model focused on the acquirement of competencies” (Romero-Garcia et al., 2020, p.1). This recommendation comes in the form of eight competences, which have been declared essential to develop in every learner and trainee.

In *Key Competences for Lifelong Learning* (2019), the following is stated:

“All key competences are considered equally important and aspects essential to one domain will support competence development in another. For example, skills such as critical thinking, problem solving, teamwork, communication, creativity, negotiation, analytical and intercultural skills are embedded throughout the key competences.” (p.5)

Following the model proposed, the eight competences are: literacy competence; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social and learning to learn competence; citizenship competence; entrepreneurship competence; and cultural awareness and expression competence.

The literacy and multilingual competences encompass the ability to adequately communicate, both in the first language (L1) and in a first foreign language or second foreign language (L2, L3). The mathematical competence refers to an empirical understanding of the natural world in order to develop the student’s critical thinking and problem solving. The digital competence deals with a beneficial usage of information and communication technology (ICT) in every facet of everyday life. The learning to learn competence focuses on self-assessment, a crucial skill to acquire on the road to self-improvement. The citizenship competence emphasizes the social and moral obligations everyone should possess as a productive member of modern society. The entrepreneurship competence highlights self-reliance and autonomy when acting or making important decisions. The cultural awareness competence is directed at the appreciation and understating of different avenues of artistic expression, aimed at developing the student’s creative thinking.

3.2.1. Linguistic competences

To delve further into the topic, and as mentioned above, the first two competences are directly tied with linguistic communication. If to be literate requires the ability to read and write, this implies a capacity to interpret and express oneself efficiently. Of course, there are stages to this procedure. Basic literacy, for instance, is usually achieved at an earlier stage of the educational process and becomes, in essence, the basis for the entire learning experience since every area or field of knowledge is hinging on an elementary management of a first language. This competence is then developed throughout subsequent formative years as new communicative demands/needs emerge.

In addition to nurturing a proficiency in their first language, students are required to study foreign languages as a way of expanding upon their linguistic aptitude. It has been proven

that “learning a foreign language can also help us gain a better understanding of our native tongue, including vocabulary, grammar, pronunciation, and language structure.” (Shikhabayev, 2016, p.1), a perspective also acknowledged in *Key competences for lifelong learning* (2019, p.7). Moreover, learning other languages is a productive method for enriching the linguist repertoire and interaction skills of the individual, as well as raising cultural awareness. Therefore, both linguistic competences are intrinsically connected.

However, when the discussing shifts to the multilingual competence, a common question arises: how proficient must one be when communicating in a foreign language to be considered multilingual? Figuring out the answer to this question is crucial if the aim is to establish the objectives and guidelines desirable in an effective foreign language education model.

According to Kang (2013), multilingualism no longer implies a native level of proficiency in each target language, as opposed to previous definitions of the concept. This notion emerged as the byproduct of the connection between the communicative and language competences. “From a usage-based perspective, ‘language’ is not considered an independent system but is seen as emerging from concrete instances of communication, appearing as a “process rather than an object”.” (Ruuska, 2016, p.355). Learning a language must be synonymous with learning how to efficiently use it in a practical manner outside of the academic environment.

The fact is, depending on the context or the communicative goals, multilingual speakers vary the way they utilize a foreign language. Therefore, the level of proficiency will never be the same when compared to monolingual speakers, and this should be recognized by the educational system. On the topic, Kang (2013) defends that:

“Such an understanding on the uniqueness of multilinguals’ proficiency of implies that an appropriate and attainable goal of multilingual education is developing a different level of proficiency in each language based on learners’ needs, rather than fostering native-like competences of all target languages.” (p.56)

Related to this question, and following up on the European educational context, the Council of Europe has assembled a framework officially titled *Common European Framework of Reference for Languages: Learning, teaching, assessment*, or simply known as CEFR. The CEFR serves as a guideline which tracks achievements, provides linguistic goals, offers a novel

teaching/learning methodology and proposes assessment criteria for language education on the continent. At the same time, “the CEFR is intended to promote quality plurilingual education, facilitate greater social mobility and stimulate reflection and exchange between language professionals for curriculum development and in teacher education.” (Council of Europe, 2020, p.11). In other words, it attempts to streamline linguistic requirements and provide recommendations on how to efficiently develop the multilingual competence in all learners.

Blossoming the multilingual competence has become indispensable nowadays if we consider that to be part of a global society it entails intercultural interaction to be extended to politics, business, scientific research, education, the media, etc. For this reason, the need for a shared means of communication in the form of a lingua franca is pressing, now more than ever. It is in this context that the English language began being used to fulfil this function. The reasons for this could be attributed to the cultural and language spread brought by the British colonization endeavors of the previous centuries. “Churchill said that diffusion of the English language is a merit of English explorers and colonists. The language, on which talked only inhabitants of one island became general language and expanded all over the world.” (Giorgi & Nana, 2018, p.54).

Not surprising, alongside the widespread of the English language, we have also observed a major push for English language education on a global scale. As the demand grows, language teachers find themselves with the difficult task of having to keep up with the rapid change of the times. “As the number of English learners is increasing different teaching methods have been implemented to test the effectiveness of the teaching process.” (Shyamlee & Phil, 2003, p. 150). As such, searching for good teaching practices has become an increasing concern of many educators and researchers over the last few years.

3.2.2. The role of the digital competence in EFL education

Fortunately, the cause that brought about these social and linguistic changes can also be the solution. The digital revolution offers an array of exciting opportunities in language education never seen before. “The tradition of English teaching has been drastically changed with the remarkable entry of technology. Technology provides so many options as making teaching interesting and making teaching more productive in terms of improvements” (Shyamlee & Phil, 2003, p.150). According to Mujtaba and Mubarak (2013), the introduction of computer technology in EFL teaching has also “led to significant changes in teacher’s

approaches, methodologies, and strategies” (p. 45). For instance, the introduction of computer programs in the classroom provides learners with new avenues to practice their listening, reading, writing and speaking skills. “For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively” (Basheer, 2013, p.111). This would mean, unequivocally, that the integration of technology as a tool in English language education is not only incredibly beneficial but has become an essential component in the teaching and learning processes of modern times.

However, learners also find their fair share of struggles and issues which need to be overcome. As future citizens of the global village, pupils and students must learn to adequately navigate the digitized and intercultural world, which may prove arduous at times. Here, the importance of the digital competence is brought to the forefront. Redecker (2017) defends the following:

Children and young adults are growing up in a world where digital technologies are ubiquitous. They do not and cannot know any different. This does not mean, however, that they are naturally equipped with the right skills to effectively and conscientiously use digital technologies. (p.12)

If the literacy competence is considered the foundation of the entire learning process, the digital competence plays an enhancement role in that system. According to Redecker (2017, p.23), it can be denominated as a ‘transversal’ competence in this regard, given it helps foster all other competences. “Digital technology, when deployed skillfully, equitably and effectively by educators, can fully support the agenda of high quality and inclusive education and training for all learners.” (European Commission, 2020, p.1). Using digital technologies in the classroom opens the door to creative and unique methodologies and resources, as well as it provides flexibility to both teachers and learners when carrying out their respective duties. More on the benefits of nurturing this competence, it is instrumental in the development of other crucial skills such as problem solving and critical thinking (European Commission, 2019, p.10).

Technological skills are necessary to live in an advanced society, whether it is because we use ICT at work, at school or in our free time. As such, proper development of the digital competence in all students has become an educational priority in the 21st century. “National and European policies acknowledge the need to equip all citizens with the necessary competences to use digital technologies critically and creatively.” (Redecker, 2017, p. 12). The concern is not just on teaching how to properly manage digital technologies in a beneficial way in all

matter of subjects but also to teach responsibility in their usage. The reality is, handling technological devices, the internet and other computer programs involves certain risks. These risks can affect our cybersecurity (e.g., identity thefts, leak of sensitive and private information, the compromise of operating systems, among others) as well as our own physical well-being (e.g., attention problems, mood or attitude swings, sedentary lifestyle, visual fatigue, irritability, lack of sleep, addiction). Therefore, educators must be knowledgeable on both the benefits and the risks of using these tools in order to promote good digital etiquette. “Digital literacy... is instrumental to developing an understanding of the risks and opportunities of digital technology and encouraging healthy, safe and meaningful uses of digital technology.” (European Commission, 2020, p. 9).

In the same fashion as the multilingual competence addressed by the Council of Europe’s framework; the European Commission has put forward a couple of frameworks that contribute to the efficient development of the digital competence. First, we have the *Digital Competence Framework for Citizens* (DigComp), a document which provides a holistic overview of this key competence and emphasizes the importance of its diffusion to all members of society. The source directly establishes that the “aim is to create a common understanding using an agreed vocabulary which can then be consistently applied in all tasks from policy formulation and target setting to instructional planning, assessment and monitoring” (Vuorikari et al., 2022, p. 4). In the same vein, a supplemental guideline was designed in the form of the *European Framework for the Digital Competence of Educators* (DigCompEdu), specifically directed at education professionals. Teachers are not just required to possess the same knowledge, skills and attitudes of learners but also separate aptitudes geared towards instruction. “As professionals dedicated to teaching, they need, in addition to the general digital competences for life and work, educator-specific digital competences to be able to effectively use digital technologies for teaching.” (Redecker, 2017, p. 15). Learning about new tools, resources and methodologies is instrumental in maintaining/regulating a healthy and productive educational system.

Everything mentioned thus far regarding digital competence has been in service of EFL instruction since, as stated above, nowadays the latter is influenced by the former. According to Blommaert and Backus (2011), learning a language entails the support of a “range of tactics, technologies and mechanisms” (p. 7) to help students better assimilate linguistic features. Which means, by definition, proficiency in digital technology is implied when becoming

proficient in a foreign language. “Recent years have seen an explosion in the use in ELE [English language education] of on-line learning, the electronic whiteboard, mobile computing” (Waters, 2014, p. 107). However, it would be disingenuous to treat technology has an enhancement tool exclusively for EFL teaching. In truth, the advantages can be applied universally to any subject or area of expertise.

3.3. The benefits of using digital technology in the classroom

Speaking of the general benefits of using digital technology in education, Professor Lee (2000) defends that there are eight main advantages that come with the integration of electronic devices and programs in the classroom. These are:

- it improves practices for students through experiential learning;
- it increases the number of authentic materials;
- it enhances the invaluable teacher/student interaction as well as peer interaction; it permits individual needs to be attended;
- it offers multiple avenues of information;
- it expands students’ global understanding through connectivity;
- it motivates students;
- it leads to better overall achievements.

Over the next paragraphs, these are explored in detail.

The first advantage arriving with the entry of technology in the classroom, is the perceived update to the learner’s role. According to Pourhosein (2017, p. 98), this role transitioned from passive to active. Unlike in traditional classes where the teacher acts as a sort of ‘authoritarian leader’ that provides knowledge and all kinds of information to their students, technological sessions allow the students to take center stage. Learners are going to have a bigger responsibility because they are in control of their own learning and, most importantly, their own teaching. “When learners use technology, they are not only recipients of information they have also active role in learning and teaching. They select, receive information and then transfer and use them. Technologies permit learners to identify their interests and capabilities” (Pourhosein, 2017, p. 98). All in all, technology offers the possibility for students to have more freedom and autonomy in the classroom, which in turn helps them develop much needed motor and cognitive skills.

Truth is that digital technology offers an amazing opportunity in the form of computer programs and the internet for students to develop these skills by practicing while they learn. Nowadays, there are a variety of online platforms designed specifically to aid teachers in their instruction, filled with interactive activities and didactic games for students to enjoy. Diversifying the way learners can test their knowledge is crucial to augment their attentiveness with the content being transmitted. “Thus, digital technologies can be used to facilitate learners’ active engagement, e.g. when exploring a topic, experimenting with different options or solutions, understanding connections, coming up with creative solutions or creating an artefact and reflecting on it.” (Redecker, 2017, p. 22). Ultimately, allowing students to be more hands on with their learning reaps certain perks and rewards such as increasing interest and motivation.

The second advantage on the list addresses a crucial aspect known to influence the students’ interests mentioned above. This is in reference to the extraordinary benefit of being capable of selecting authentic and rich materials which support what is trying to be conveyed by teachers. The internet plays a huge role in this regard since it permits access to real world examples of math problems, historical patrimony, language in use, scientific experiments, to name a few. This is a preferable alternative to the usage of artificial materials, specifically designed for didactic purposes (although they should not be dismissed entirely). Websites such as YouTube have seen a rise in popularity due to the variety of videos made available to the public and can offer tremendous assistance in this area since they present educators with a close to infinite number of resources which can be exploited. Using these authentic materials can result in increasing student’s engagement in class significantly.

Moving on to the third benefit, the implementation of technology not only updates the ways we communicate in the classroom but outside of it as well. With the emergence of communication technology such as smartphones, email addresses and chatrooms, interacting has never been as straightforward and direct. According to Lai and Allan (2006, p.3), by using these communication tools, learners can communicate with people they never met before (the risks of this activity should be considered) and easily interact with their own teachers and classmates outside of the classroom. For that reason, and because we live in an age of constant connection, the relations between teachers and learners have seen a rise. The simple fact that nowadays, educators can make themselves more accessible to students by breaking barriers of communication, brings positive effects to the teaching and learning processes. Digital

technologies can “offer timely and targeted guidance and assistance.” (Redecker, 2017, p. 54). Students can ask questions via email address or Moodle platforms. At the same time, teachers can take the same opportunity to share information regarding assignments or specific instructions they would like their learners to draw their attention to. In turn, this sort of interaction contributes to a productive organization and the overall flow of class sessions since students know what to expect and can prepare accordingly.

Furthermore, information and communication technology does not just encourage interaction between teacher and student but also fortifies peer interaction. Nowadays, the usage of smartphone applications such as WhatsApp have become quite popular. These apps offer a new avenue for instant communication which can prove very useful for learners to share their experiences. These channels create the opportunity for peer assistance with assignments and other school duties. Still on the subject, peer interaction is not just limited to student-on-student interaction but teacher on teacher as well. It can help in increasing synergy between educators which can then lead to better coordinated classes and activities and overall, improve peer collaboration significantly.

The fourth advantage is geared towards attending the individual needs of each student. According to the European Commission (2020), “Accessibility, inclusiveness and learner-centred design are vital.” (p. 11). It is inevitable that in a group of learners, we encounter diversity of some kind. There will be slow learners, fast learners, learners who are struggling in a specific area or with an individual skill and even learners with disabilities. In other words, the rate at which the eight key competences are developed will not be the same for everyone. When classes are oriented around the management of some sort of digital technological tool or computer program, it allows students to tackle the task at their own pace. They oversee their own learning and therefore, can work through their own individual challenges, always with the guidance of their teacher. According to Lai and Allan (2006, p. 3), this could prove beneficial for those students who are shy or introverted, with the pressure being somewhat alleviated when dealing with a screen instead of their teacher (when the main goal of the task at hand is not human interaction).

Moreover, after being properly instructed on how to use a specific tool or program, students can take the learning home and keep practicing. One extremely important component of using technology is trial and error. These programs are designed to be used and reused, time and time again. By working from home, students are allowed to experiment and “repeat the

lessons as often as necessary” (Lai & Allan, 2006, p. 2), where failing is considered part of the learning process. The unfortunate reality is that when instructing, the teacher is incapable of attending to every single person’s needs, at least not at all the same time. It is in this context that technology can serve as the essential missing link, aimed at covering those unique and individual variables.

Continuing, tied to the usage of the internet is the benefit of choice and accessibility. Fortunately, network-based technology can offer an array of different sources of information for both teachers and learners. This is once again, invaluable for teachers that seek to diversify or simply update their teaching materials. Furthermore, according to Redecker (2017, p. 21), ICTs “can contribute to directly monitoring learner progress, to facilitating feedback and to allowing educators to assess and adapt their teaching strategies.” The options are limitless, and it is up to educators to remain alert to any potential new resources available which aid class instruction.

Another big advantage of having free access to the internet is global connectivity. It has already been explained above how interaction increased on a small scale with the introduction of ICTs in our lives, but its global implications have yet to be addressed. Globalization brought world societies closer together. Intercultural communication is the new norm, and this affects school life as well. “Students must participate in multilingual communities at home and around the world by using the language, both within and beyond the school setting” (Pérez, 2003, p. 92). At the same time, more and more information on social and cultural changes arrives each passing day. Those sources provide crucial data on how the world around us works and some are vital to transmit to learners and trainees. At the end of the day, educators have been trusted with a most important task of molding the minds of tomorrow’s citizens; intellectually, emotionally, socially and ethically. The more informed teachers are on the inner workings of the global village, the better they will be at preparing their students for what the future brings.

The last two advantages are strongly intertwined thus it is best to address them together. Undoubtedly, employing technology in the classroom as a practice helps to create a fun and entertaining environment for learners and trainees. “Currently, computer technology can provide a lot of fun games and communicative activities, reduce the learning stresses and anxieties” (Lai & Allan, 2006, p. 2). This advantage combined with all the others mentioned above, contributes to the rise of students’ motivation when it comes to their own education. In turn, this results in a ‘snowball effect’. By being motivated or stimulated, students tend to

participate and engage more during class sessions. The more they participate, the more confidence they gain, and this eventually leads to achieving better results in that subject. In other words, all these variables are intrinsically connected and form part of an open system that deserves further attention.

3.3.1. Experimental learning: video games

On top of all that was brought up until this point, there is one area still yet to be tackled: experimental learning. Technological resources also allow for experimental practices aimed at supporting the learning process. Although not universally acknowledged, a great example of such practices is the usage of video games in education. Everyone is familiar with educational TV shows; however, video games are also being developed every day for the same purposes. To cite a few popular examples of educational video games we have: *Democracy 3* (Harris, 2013), a game designed for adults which offers an intricate simulation of various political affairs taking place in a nation; *Storybook Workshop* (Konami, 2009), a game aimed at assisting young children on learning how to read; and *National Geographic Challenge!* (Gusto Games, 2011), a trivia game for all ages which tests the knowledge of its players.

Moreover, recent studies have concluded that video games can significantly help with the development of cognitive skills required for a productive life in society. Chiappe et al. (2013), for instance, studied if video games could be helpful in developing the ability to multi-task, reaching the conclusion that a correlation does exist between the two. Similarly, Green and Bavelier (2012) argue that action video games contribute to enhancing spatial and temporal attention control. At the same time and keeping in mind those cases of students with learning disabilities, video games can be an invaluable support system in that department. Franceschini et al. (2013) defend that action video games have a positive impact on dyslexic children's ability to read. Lastly, Li et al. (2011) proved that playing video games can lead to an increase in plasticity in the visual system of people who suffer from amblyopia, a problem also known as 'lazy-eye'.

3.4. The disadvantages of using digital technology in the classroom

Notwithstanding, there are also certain disadvantages associated with technological advances in education. First, and the most cited one, is how expensive it can be for schools and parents alike. Activities highly dependent on ICTs require schools to be well equipped which

does not account for low budget centers in rural areas, for instance. At the same time, and involuntarily, these tasks might also promote unfairness and inequality since there are families who struggle financially and cannot afford certain hardware or software devices. It is stated in the DigCompEdu that “care must be taken not to exacerbate existing inequalities (e.g. in access to digital technologies or digital skills) and to ensure accessibility for all learners, including those with special educational needs.” (Redecker, 2017, p. 22). Something as simple as a using phone app can potentially bring accessibility issues. “There are three times as many premium apps as free apps, which are typically “trial or light versions.” The pricing ranges vary based on the quantity of data storage and the number of bells and whistles the devices have.” (Adash, 2021, p. 1222).

Second, integrating digital technologies in the classroom implies an extensive preparation by teachers which may go beyond the skills and knowledge they currently possess. In other words, some educators are unfortunately ill-equipped to adapt to the new technological advances of the modern age and cannot take full advantage of the tools available to them. “Correct development of digital competence in the educational system requires teachers to have sufficient training in this competence, as the introduction of ICT in classrooms does not guarantee improved educational quality unless teachers have suitable digital competencies” (Romero-Garcia et al., 2020, p.2).

It is worth mentioning that, even at the peak of the technological revolution, teachers are still considered one of the most crucial elements in the practice of educating students. They are the ones responsible for planning the sessions, selecting the materials students will work with, integrating helpful technologies in the classroom and providing the methodology that needs to be employed for effective language learning. “Teachers design lessons, identify the objectives of the lessons, and give feedback to their learners” (Pourhosein, 2017, p. 98). The idea is not for technology to supplant the role of the teacher but to serve as a tool that assists in the teaching process. “Though technology cannot play the crucial role of a teacher, it can be used as an additional tool for improving teaching methods in classroom” (Waheeda, 2016, p. 121).

In a similar vein, educators also play a key role in facilitating a productive learning process. According to the European Commission, “teaching and learning approaches typically associated with competence development put even more emphasis on the qualities and competences required of effective educators.” (European Commission, 2019, p. 16). They need

to be competent in using the technology they want to introduce in order to efficiently guide their students throughout the technological session. As a requirement, they must come prepared to answer specific questions related to the tool students are using as well as regulate the various assignments given. “If we do not consider their role in implementing technology, it will bring about just limited effects for the learning process” (Pourhosein, 2017, p. 97). All these implications and demands cannot be overlooked.

Third, one of the increasing concerns in education relates to the disinformation and misinformation students can find online and how it negatively impacts their learning. Disinformation can be defined as “false information intentionally created and disseminated to deceive people whereas misinformation is false information regardless of intent to deceive or mislead people” (Vuorikari et al., 2022, p. 64). Having access to close to an infinite volume of sources daily could be considered dangerous since finding inaccurate information will be inevitable at some point. Most of the time students are not going to be diligent enough to check the validity of their research and they will not be aware that they are doing something wrong until it is too late.

The last disadvantage has to do with the amount of cheating and plagiarism found in schools. Regrettably, digital technologies open the door to new cheating methods that can prove to be an overwhelming challenge for teachers to deal with. Nowadays, smartphones and smartwatches have become the standard and they come with an array of tools at everyone’s disposal that make cheating easier than ever. The same can be said for high tech scientific calculators which “can store formulas, fractions and text” (Curran et al., 2011, p. 57). In addition, plagiarism has also never been this enticing. “The cut and paste function of computers turns copying a vast amount of information into a few keystrokes, making plagiarism easier than ever” (Harper, 2006, p. 673). According to Strom and Strom (2007, p. 110-111) the issue lies in a common lack of self-awareness which prevails within students, of not recognizing that their conduct of making someone else’s words their own is unethical.

3.5. Improving EFL communication skills with ICTs

Despite all these inconveniences which appear as consequences of the modernization of teaching materials and tools, the belief remains that technology is incredibly beneficial in education and should be taken advantage of. Even more importantly, developing the necessary competence to be able to properly manage these devices is instrumental in a productive

teaching/learning process. Therefore, this study shall now be diverted towards a thorough explanation on how technology can enhance multilingual teaching. To be more specific, the role ICTs play in EFL instruction and how they contribute to the improvement of the five communication skills. The belief is “Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills” (Lai & Allan, 2006, p. 2).

A good place to start is with the effects it has on students ‘listening’ capabilities. “Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker’s accent or pronunciation, speaker’s grammar and vocabulary, and comprehension of meaning” (Basheer, 2013, p. 112). Being able to understand the meaning of a spoken language is a key component in language learning. Traditional teachers struggle to find good listening material, having to rely solely on the listening tasks included in the text or virtual book. As it was explained above, technology creates an endless opportunity for exploiting new materials and resources. There are two main tools teachers should consider implementing in their classes to help students improve their listening comprehension. Those are didactic web platforms and the various broadcasting channels.

In the realm of network-based tools, there are plenty of online platforms specifically designed for teachers and learners of languages. Some of these websites have become extremely popular as of late for how easy they are to use and for offering a slew of the remarkable functions. Platforms such as TeachVid (<https://www.teachvid.com>) for instance, construct various listening comprehension activities from YouTube samples. These engaging activities can explore different aspects of speech such pronunciation, register, form, vocabulary, among others, and can vary when it comes to the degree of difficulty. Students can choose the tasks they want to work on, which, reinforces once again, the individualization of their needs. Usually, these platforms also allow users to register as teachers, with the added advantage of being able to select the videos and create activities freely. Moreover, some may include a classroom feature, a virtual room shared by teachers and their learners. In this classroom, teachers can assign a multitude of activities to the students and easily track their progress and results.

On the other hand, there are other types of free platforms such as SpeakPipe (<https://www.speakpipe.com>) which focus exclusively on the audio components of speech. These voice recorder websites are known for having extremely practical applications. All one

must do is press the record button and the file is automatically uploaded to a cloud. Teachers could easily share the link with their students in order to give them verbal instructions of any kind. This could be used to summarize the class lesson, to give listening homework or to simply share important information. The improvement most noticeable when using these platforms is in pronunciation. This probably has to do with the fact that learners can listen to their teacher enunciate the words in an environment with less distractions (when compared to the environment that exists in the classroom) and replicate the effect.

In the same vein, the various broadcasting sources such as TV, radio and podcasts have significantly improved learners listening skills. The globalization of media was a massive contributor in this regard. Nowadays, learners are bombarded with information originated from English speaking countries. News channels and radio programs are no longer just local experiences, they are now part of a global news network. In this context, there is also new forms of audio production emerging. Listening to podcasts is quickly becoming one of people's favorite pastimes. "Podcasts are audio (sometimes video) programs on the Web which are usually updated at regular intervals. New episodes can be listened to on the computer or downloaded to an MP3 player or iPod for later listening" (Man-Man, 2006, p. 116). And this includes educational podcast programs produced with the intent of supporting language learning. As for examples of these types of podcasts we have *ESL Podcast* (McQuillan, 2005-present) and *Luke's English Podcast* (Thompson, 2009-present), to name a couple.

We then switch our attention to how technology has helped improving learners 'reading' skills. "Reading is the process of understanding a written text by the learner. It is an important input skill which depends on the vocabulary and background knowledge of the learner in the second language" (Basheer, 2013, p. 113). Reading is another essential skill when learning a foreign language since it is the skill that learners use the most. As mentioned above, language literacy serves as the basis for the entire learning process. In this department, there are also fantastic technological tools at everyone's disposal directly aimed at improving students reading comprehension. Those are online reading programs, electronic dictionaries and virtual libraries.

As for online reading programs (many with additional app versions), they are known for providing significant advantages in the development of EFL reading skills. Platforms such as Readworks (<https://www.readworks.org>) and Reading A to Z (<https://www.readinga-z.com>) for instance, offer a good selection of reading comprehension activities which enhance the

acquisition of authentic vocabulary to be used in real life scenarios. These can also include adapted reading materials for different proficiency levels helpful to those learners who are struggling. Then there are other programs such as Accelerated Reader (<https://www.renaissance.com/products/accelerated-reader>) whose main goal is to aid teachers with an assessment of students' progression. "Accelerated Reader is a program designed to supplement reading curriculum by assessing reading levels, suggesting materials based on that level, and testing comprehension on those materials via a computer" (Hansen, 2014, p. 10).

Additionally, special reading online programs were created in order to attend to and overcome reading disabilities such as blindness and dyslexia. These inventive programs exist for all levels of English proficiency and target groups. Their extensive libraries of reading comprehension materials and didactic activities tend to include audiobooks which facilitate the learning process and have a direct positive impact in students' reading skills. Learning Ally (<https://learningally.org>) is a popular one within this type.

Electronic dictionaries are another useful tool, although the name can be deceiving. Electronic dictionaries could refer to those outdated model devices resembling advanced calculators, but this is not the case. Nowadays, computers and smartphones have replaced the physical dictionary. Everyone has unlimited and unrestricted access to one of these two tools, which can prove invaluable at the time of learning new vocabulary, in turn leading to better reading achievements.

Lastly, the internet offers all its users access to huge collections of books, academic papers, journals and newsletters. "It provides unlimited access to all types of texts of varied degrees of specialization, which is now accentuated by the current trend toward sharing open access resources" (Arnó-Macià, 2012, p. 92). All these virtual libraries at the click of a button are vital tools for learners. Aside from doing reading comprehension activities, the best way to improve reading skills is through extensive reading. Some of the most well reviewed ones are Virtual Library (<https://www.virtuallibrary.info>), Bookshare (<https://www.bookshare.org/cms>) and Open Library (<https://openlibrary.org>).

The third vital communication skill is 'writing'. "The writing process can be very difficult for learners of English language as they must do tasks like generating ideas, organization, and perfect use of grammar and vocabulary" (Basheer, 2013, p. 114). Developing the ability to write in English is also deemed fundamental in EFL instruction. Fortunately, we

have extremely accessible tools at our disposal which can raise our skill level. These are writing programs, social media, email address and online courses.

The most used and prolific writing program is Microsoft Office Word. Writing things down on a piece of paper is no longer productive or practical in the age of constant updates. By simply using a computer or smartphone to type words, we are developing our writing skills unconsciously. When writing in a foreign language, learners will make spelling mistakes and construct sentences poorly sometimes, it is only inevitable. That is why having the ability to type, noticing a spelling error pointed out by the program, instantly deleting and rewriting a word has significantly improve writing production. Not to say that the program is not doing the work for the user but receiving constant feedback on our spelling can expand our linguistic repertoire and force people to be more aware of the correct forms of language in use.

Moreover, typing posts on social media and chatrooms also help in this regard. Seeing other forms of expression by different people can lead to the acquisition of new vocabulary and production styles. Other form of online communication can be email addresses which have become the norm in modern times. “With regard to email communication, previous studies have confirmed that electronic dialogue journals are beneficial for language productivity as measured by number of words produced” (Pérez, 2003, p. 91).

Lastly, there is an abundance of online courses specifically designed for teaching writing strategies and improving sentence structure. Extracurricular classes on writing are becoming exceedingly popular nowadays. Through online programs aimed at all levels, students can be coached on how to plan, structure and execute their writing assignments and receive feedback from veteran professionals. Learners would then have to make the necessary changes and try again, leading to an improvement in writing skills. As an example of these free courses, we have Write and Improve (<https://writeandimprove.com>), developed by the University of Cambridge.

The next communication skill on the list is ‘speaking’. “Both speaker and listener have a positive function to perform in simple terms. The speaker must convert his message into spoken language, while the listener must understand the language of the speaker” (Basheer, 2013, p. 113). Being able to effectively communicate meaning is considered one the most important skills to develop in language learning. For this reason, speaking skills must be nurtured at all costs. Fortunately, the modern teacher has an array of technological tools to

support an efficient development of students' speaking abilities. These are recording software, speech synthesis programs, pronunciation apps, audio chats and video conferencing.

Recording software present a critical aspect that cannot be ignored: what is called 'instant feedback'. Being able to recognize how one sounds, how one pronounces and enunciates certain words and sentences is critical for improving oral production. It is a form of self-assessment. Using these tools, students want to record themselves repeatedly, through trial and error, in order to obtain better results. Due to a very competitive market, some of these software are offered for free and are incredibly intuitive to use. Of such tools, Audacity (Audacity Team, 2000) is perhaps one of the most popular ones.

Then we have speech synthesis programs such as eSpeak (Dunn, 2006). These types of programs transform text into audio recordings and are mostly used by people with visual disabilities. They are also very popular among students as a tool to practice pronunciation. "Speech recognition software can also assist students improve their speaking skills by converting spoken words into machine-readable input" (Adash, 2021, p. 1219). However, nowadays, there are other more assessable and effective tools to help in this regard such as pronunciation apps. The aim of these pronunciation apps is to train users in all the phonetic features of a target language (e.g., short vowels, voiced consonants, voiced and unvoiced sounds, etc.). Phone apps are also advantageous in the sense they present easy-to-use interfaces without any sacrifice in quality. Some well-rated ones are English Pronunciation IPA (Scott, 2017) and English Pronunciation British (Study Center, 2018), to cite a couple.

Lastly, we have audio chats and videoconferencing programs such as Skype and Google Talk. Every time we are encouraged to interact with someone in the target language that could be considered a form of speaking practice. Not long ago, the entire world came to find out the true utility of these programs during COVID-19 lockdowns since they became the only viable means of communication. As a matter of fact, "the COVID-19 crisis has led to the widespread use of digital learning practices in education and training across the EU" (European Commission, 2020, p. 5). Without them, general education would not have been possible in the slightest.

In a recent development, a 5th communication skill began being recognized among language education professionals: interaction. According to the CEFR (Council of Europe, 2020, p. 30), learners need to be treated as social agents and this brings with it certain

implications. For instance, “it implies recognizing the social nature of language learning and language use, namely the interaction between the social and the individual in the process of learning.” (p. 30). Therefore, all students must partake in activities designed to develop this communication skill. It is worth noting that interaction can occur in written or spoken format. During the latter, they should not solely rely on voice performance but also on body language. Here the importance is placed on body language because without it, speakers are not capable of properly convey emotions or express themselves fully. All the tools mentioned above for the development of writing and speaking skills can be used here as well.

4. Methodological Framework

4.1. Context

This next section of the paper is devoted to presenting a didactic proposal centered on the usage of digital technologies in the classroom. In the theoretical framework, it was argued that developing students' digital competence is essential when learning a foreign language, the perspective adopted being EFL instruction. It is not only incredibly beneficial for teachers and students alike for all the advantages provided, but also comes highly recommended by educational government bodies such as the European Commission. Working towards a modernization of teaching practices should be the main goal moving forward and this didactic unit attempts to embody that notion.

While understanding this point of view might not be difficult, problems arise when trying to put it into practice. The main issue being that there is no exact guideline for language educators to follow on how to properly implement digital technologies in their instruction. Even if referential frameworks can be cited (e.g., DigCompEdu), selecting technological tools, looking for sources, coming up with unique teaching strategies/methodologies and preparing interesting activities can be a daunting task for many.

Here, the disadvantages mentioned in the previous section become poignant. The job entails making judgments on what tools to use while balancing the cost and efficiency of the product; acquiring the necessary knowledge on how to manage such devices or programs; and making sure students cannot cut corners while using them. All these hurdles imply a personal commitment, effort and dedication by education professionals to the improvement of the teaching and learning processes. In other words, the disadvantages of using digital technology in the classroom must be considered if we truly want to achieve significant progress.

4.2. Justification

It is in this context that this proposal was created. The main objective is to provide an example of what can be accomplished through the usage of ICTs and how it can contribute to the overall increase in proficiency with the English language. It consists of various activities directed at boosting communication skills in a natural and engaging way. At the same time, it aims to circumvent all the inconveniences/disadvantages brought up until this point.

Fortunately, the internet grants us a decent amount of accessibility to good and free resources which are going to make the selection phase extremely cost-effective. Moreover, these platforms and programs are all easy to use, even by people with basic proficiency in digital technology (digital competence). This would mean that it can be replicated at anytime and anywhere by most educators if the minimum requirements were met. In addition, the tasks were designed to be personalized enough in a way that ensures the students are the ones performing them to the best of their abilities.

The didactic unit would be implemented in a public and urban school in the autonomous community of Castilla y León, Spain. The specific province would not be a relevant variable in the execution of the proposal. Furthermore, the school in mind would be located in a medium socioeconomic status community, ready to embrace the cultural diversity of its students (different cultural backgrounds, belief systems and values). As for the target group, the proposal is aimed at fourth year class of Compulsory Secondary Education. The only other requirement is that the school computer lab set-up must include functional headsets (headphones and microphones) available to all students. This would be an absolute must since the main goal is to ensure everyone is afforded the same opportunity to work on the tasks at hand within a reasonable timeframe.

As stated above, through the planned activities, learners would work on improving their English communication skills while, at the same time, developing their digital competence. Furthermore, the unit was designed to increase students' motivation in class as well as lowering their affective filter. This is achieved by allowing them to use their imagination and self-reliance in individual writing tasks and to cooperate and communicate with their peers during group assignments.

Regarding this last point, it is worth noting that every time students perform class activities in groups, not only serves to increase their motivation but also forces them to practice their speaking and interaction skills. It is a known fact that communication is essential when collaborating and since everyone is organized into small groups, the students can help each other with the task in front of them. Already addressed in the theoretical framework, this is also beneficial for those students who are shy or introverted. With the pressure being somewhat alleviated when dealing with their peers, it is an opportunity for them to provide their input and to feel heard.

With all these aspects previously stated in mind, the present didactic unit focuses on creative writing. This topic was selected for it is highly flexible, as it encompasses genres of storytelling such as science-fiction and fantasy. The reason science-fiction and fantasy are being highlighted here, is twofold: students' interests and accessibility. The idea was to select a genre that suits their interests while still fulfilling the didactic needs of the class. In this department, fantasy and science fiction are the best contenders. Firstly, because teenagers find them extremely engaging, and secondly because both genres provide us with a great variety of texts to pick from. In addition, by exploring this unique form of literature, students would have the opportunity to experience different forms of expression, which in turn, could enhance their own way of thinking and creating. In other words, it serves to stimulate students' creative thinking and artistic expression, essential transversal skills to develop alongside the main competences.

Nowadays, we find creative writing everywhere we look as it quickly became a favorite social pastime. We can observe it in mediums such as films, TV shows, comic books, whether western or oriental, music, video games, short-stories, stand-up comedy, theatre, among others. In the past, all these mediums have contributed in some form or another to pop culture, which guarantees to capture learners' interests. Besides, working with foreign media creates a formidable avenue to promote cultural awareness. Understanding cultural background, that is the art, the literature, the lifestyle of a specific country, or countries, helps students reach an adequate proficiency while keeping them engaged more actively with the foreign language.

On the other hand, all these stories are complex forms of text which can be deconstructed into pieces. Knowing how a story is structured, how a story is told, how the different components synergize are all examples of useful information to be extracted from studying fiction. Analyzing and reaching a general understanding of these storytelling elements could prove beneficial for students in the long run. Through the lens of creative writing, they could learn about indispensable technical aspects such as cohesion and coherence as well as organizing their ideas better. Learners would then be able to apply this knowledge to all their future text productions, be it written or orally, improving significantly the way they communicate using the English language.

Concerning the typology of the syllabus, the present didactic unit is method-based, because it follows the task-based approach. The aim of using this approach is to develop the students' communicative competence. Ideally, throughout the activities the students would gain confidence in writing and speaking, as well as in cooperating with others. All these activities

lead to a final task, in which the students must apply the competences and skills they have developed, to create a story book. This story book would then be presented during the last session of the unit to the entire class.

This didactic unit is also globalized since it includes activities related to diverse areas surrounding the topic of creative writing. These include, not only literature, but also cinema and television, mediums there are intrinsically tied to popular culture. The aim is not to focus on one area in depth, but that the students acquire an overview of different cultural aspects related to fictional media and are able to perform activities related to those different forms of artistic expression. The emphasis would be on creativity and individualization, allowing students to become the main agents of their own learning.

4.3. Legal framework

Furthermore, this unit contributes to the development of four of the eight key competences for lifelong learning established by the European Commission (2019): 1, 2, 4 and 8. These are: the literacy competence, the multilingual competence, the digital competence and cultural awareness and expression competence, respectively. At the core, the digital competence would serve as the vehicle allowing students to increase their proficiency with the English language. Concretely, this would be accomplished through the exploration of art and literature, avenues of expression which hold notable cultural significance. In truth, these four competences are equally present in every single session of the unit. Students would be required to utilize different platforms and devices to perform various communicative assignments, finding their own creative voices in the process.

Apart from the key competences for lifelong learning, the didactic unit is designed to develop three specific competences for foreign language learning, part of the core curriculum included in the *Real Decreto 217/2022*: 1, 2 and 3, which are devoted to comprehension, production and interaction, respectively. Interpreting and understanding texts represent fundamental aspects which must be nurtured in all language learners because it is only through analyzing writing conventions and standards that they will become capable of reproducing them. If the main goal is to improve text production in our students, be it oral or written, the job of EFL teachers should be to provide good models for them to emulate. At the same time, learning to efficiently interact and cooperate with their peers leads to a better work rate,

something that would be valuable for the rest of their lives, especially when they step into the professional world.

Also gathered in the *Real Decreto 217/2022* are the assessment criteria and basic knowledges set for this target group. The selection of assessment criteria to be included in the proposal is connected to the specific competences mentioned above (comprehension, production and interaction). Contemplating the activities conceived, the following parameters were chosen: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1 and 3.2. As for the basic knowledges, some related to communication (a.1, a.2, a.4, a.5, a.7, a.10 and a.13), one related to plurilingualism (b.3) and a couple related to interculturalism (c.1 and c.3) were deemed applicable.

To further delve into topic of assessment, the proposal rigorously follows the directives contained in the *Real Decreto 984/2021*. As stated in article III of the document, the assessment has to be continuous, formative and integrative. The role of the teacher must not simply be to evaluate student's learning progress but also their own teaching methods. Knowing how to properly adapt the materials to answer individual learning needs is an essential skill to possess in the teaching profession.

Additionally, the proposal includes activities of different types mentioned in the CEFR (Council of Europe, 2020) associated with literature. Regarding reading comprehension, the focus is on "reading as a leisure activity" (p. 58). Encouraging students to read as a pastime activity is extremely important for educators. The ultimate end goal should be to make learners start taking the initiative on their own and to see the value in doing such an activity.

Which begs the question: how can it be accomplished? The secret may lie in the selection of the texts. By choosing a type of literature more suited to the specific tastes of a younger audience, it ends up working in everyone's favor. It is with this in mind that the reading materials for the unit include short stories and manga, mediums which teenagers find exceptionally captivating, as it was mentioned above. These mediums have seen a rise in popularity over the years due to a saturated entertainment market. With an overwhelming number of products to 'consume', people tend to gravitate towards easily digestible forms of entertainment rather than wanting to make bigger commitments with long form media. Short and thought-provoking fiction is the key to keep students engaged and participative.

Pertaining to oral production, the unit includes activities closely related to “sustained monologue: describing experience/putting a case” and “addressing audiences” (p. 61). During classes, students are required to properly describe and convey their ideas and experiences when discussing different stories and narratives. At the same time, while collaborating with their peers, they need to make a case for their unique creative vision and eventually reach an agreement on how to perform the tasks in front of them. Lastly, they are going to address the rest of their class in the form of an oral presentation, prepared and rehearsed in advance.

As for written production, the activities which receive the most attention are obviously those involving “creative writing” (p. 66). The unit was designed to specifically highlight students’ imagination and artistic input at the time of practicing the English language. Notwithstanding, the importance of production strategies must also be underlined. They are of great importance overall but specifically for the achievement of a major free writing task in the middle of the unit. Learners are encouraged to apply strategies such as “planning, compensating, monitoring and repair” (p. 68), in order to significantly improve their written production.

The last essential topic on the list deals with interaction, a common byproduct of oral and written production. Throughout the unit, students are required to carry out discussions during various group activities. Therefore, these tasks strongly resemble those described as “goal-oriented co-operation” (p. 76). Simultaneously, for a productive and efficient collaboration between peers, learners must use interaction strategies such as “co-operating and turn taking” (p. 87). Learning or developing negotiation tactics becomes crucial when aiming to get the best overall achievements in the classroom.

As alluded to above, the proposal was conceived with the intention to make the students take center stage and be in charge of their own learning. If the focus is on individuality, this means thinking outside the box, trusting one’s own judgment and finding original forms of expression. In this context, the EFL teacher is simply responsible for guiding them along and foster their development. From a pedagogical standpoint, assuming the role of the facilitator would be considered an adequate approach to the teaching practice.

4.4. Approaching a good teaching practice

But it does not end there. This proposal also strives to be a good teaching practice in EFL education. To start with, it seeks to incorporate ICTs in the classroom which, in of itself, is not considered innovative anymore but undoubtedly still offers versatility in terms of application. As mentioned numerous times above, promoting a healthy and productive usage of ICTs is an essential component of modern education. The inescapable truth is “that our minds now tend to work faster when assisted with the use of modern technology, be it any part of life, here we talk about education.” (Raja & Nagasubramani, 2018, p. 33). Not only does technology grant easy access to knowledge sources, but it also creates interactive channels for learners to expand their language repertoire. Furthermore, by developing their digital competence through the usage of various tools, it can positively impact their performance in other subjects as well.

Another major aspect encapsulated within the proposal when it comes to good EFL practices, is the gamification of the tasks. Gamification can be defined as “the application of game mechanisms in non-gaming environments with the aim of enhancing the processes enacted and the experience of those involved.” (Caponetto et al., 2014, p. 50). In the ambit of education, the main purpose of this approach is to add ludic elements to real assignments. This way, students are actively motivated when working alongside their peers to overcome entertaining obstacles while also learning in the process. Despite the fact the entire unit is designed with this distinctive mindset, this becomes more evident when analyzing how the second session is organized. In it, we find games related to listening comprehension and vocabulary acquisition, respectively.

There was a concentrated effort when elaborating the proposal to create non-traditional activities closely linked to the interests of 4th of ESO students. Throughout the class sessions, they always play the role of active participants. They need to interact and cooperate with their peers to effectively perform the creative writing tasks, occasionally asking for instruction. As stated above, the teacher is only there to provide the necessary tools but it is them, the learners, who work together to construct meaning. During group work, they want to contribute with their unique ideas, singular mindsets and previous experiences. By discussing and negotiating, they learn from each other, and the result is the production of texts, not only of a superior quality, but which they are proud of.

These are the unique advantages this proposal has to offer. When students are given the freedom to explore and be creative, it often leads to a positive mental stimulation. During these types of activities, their engagement becomes palpable and their enthusiasm contagious. Unconsciously, they are improving their communicative skills while having fun, which ultimately steers them towards better overall results. This way, the proposal contributes to the improvement of the quality of language education, making it a definitive example of a good practice in EFL teaching.

4.5. Description of the proposal

The sessions in the present didactic unit were meticulously conceived to follow a progression of activities which take full advantage of 4th of ESO students' technological expertise. This is only possible to achieve due to the continuous preparation and development of the digital competence conducted in previous school years. The tasks in question are multifaceted, covering multiple sets of skills, mediums, genres, platforms and educational demands.

Every resource and material used is purely digital. They have all been arranged beforehand but can easily be adapted to serve different didactic needs. Canva, for instance, is used as a recurring tool in this proposal to provide instructions on class activities, serving as the fitting replacement to a school's virtual platform.

Measures which attend to diversity have also been regarded. Specifically speaking, students suffering from Dyslexia have been taken into account. The activities of the unit were designed to follow the proper procedure when dealing with this distinct type of learning disability.

Although the size of the target group the proposal is directed at is completely unpredictable, the current version is set up with a class of twenty students in mind. This matter becomes relevant at the time of distributing and assigning group activities. Here, it falls on the EFL teacher to be mindful and attentive to the different proficiency levels of the specific group in question. They must account for the individual competences and skills of each student, their ability to cooperate with others, potential social issues between members and other obstacles which may affect productivity. Ideally, a balance should be struck between the various groups in order to keep the students' morale at the highest.

All of these sessions would be conducted in the school's computer lab except for the final one which could be in a regular classroom. Although, this plan may only exist in a vacuum, without knowing the availability of the lab and how the specific school operates internally. In the worst case scenario, the unit would have to be fragmented into individual sessions to be conducted in isolation from one another, as opposed to a continuous and consistent schedule.

On that note, the unit consists of ten sessions in total, each one thought to be fifty minutes in length. In the context of Castilla y León, this would automatically mean that a minimum of 4 weeks would be necessary in order to complete the proposal. The reason for this is that, as established in the *Orden 362/2015*¹, 4th of ESO students only have 3 EFL sessions per week. They would be implemented sometime in the spring, during the third term. The reason why this worth pointing out is because a few prerequisites should be met. First, students must already have knowledge and practice with peer-editing. This aspect is extremely important for a major activity in the unit. Second, learners are assumed to be familiar with the platforms selected for the tasks. Placing the unit in the middle of the third term, allows for some leeway in this regard. The EFL teacher would have had enough time to effectively prepare their students for the tasks at hand. The proposal is not meant to be a tutorial and dedicating time in each session to teach them the basics would take away from the ultimate goal.

Realistically, time is difficult to manage and a lot of unforeseen circumstances can occur during a class lesson. The assigned time for each activity may vary, meaning, they might finish early or later than expected, although, the latter seems to be the more common occurrence. Nevertheless, the EFL teacher should always come prepared with additional material to fill that time in case these situations do transpire. If this were to happen during the first four sessions of the unit, fast achievers would be advised to divert their efforts to the planning phase of their free writing task, to be conducted in the fifth session.

Still, the temporalization of the activities reflects the intention to give all students ample time to finish their duties while taking into consideration a much needed revision phase. It is of the utmost importance not to rush them in any capacity throughout the sessions when the goal is to make learners assimilate strategies for comprehension and expression of the English language. Moreover, all the assignments are meant to be worked on at school and not taken as homework. This way, it attempts to account for inequality of means and resources, seeing as it

¹ *Orden 362/2015* is still the point of reference seeing that there is no official publication of the new one.

guarantees all students to have the same amount of time and the exact same access to the required devices.

With the main objective already established above, that being improving 4th of ESO students' communication skills through the usage of computer technology, the unit diverges into other smaller objectives as well. Students are expected to achieve these several objectives naturally throughout the progression of the activities present in the proposal. It is best to tackle them two sessions at a time until we reach the final task of the unit.

In the first session, learners would work in groups to assemble a logical and consistent short story and fill out speech and thought bubbles of various manga panels. In the next session, they would have to watch a live performance of a short story and extract its message and themes. Afterwards, they would be asked to answer a listening comprehension quiz with a 100% accuracy. To end the session, they would form groups to find synonyms and other matches of specific terminology in a short story and write a coherent and comprehensible radio message.

In the third session of the unit, students would be required to work in groups again to write a structurally sound synopsis for a short movie using six images as inspiration. They would then split from their group to create an artistic movie poster of the short film written previously. In the fourth session, they would team up to write a sitcom scene conveyed exclusively through dialogue. At the end of the session, learners would individually organize and plan their ideas coherently in a way which helps with the production of a short story.

During the fifth session, they would have apply everything they had learned to produce the first draft of short story employing the standard structure of utilizing both narration and dialogue. In the following session, students would edit their peer's drafts by providing useful and constructive feedback aimed at improving the overall quality of the text. Afterwards, they would be asked to make the necessary adjustments to their own short stories following their peer's feedback.

The last four sessions of the proposal are dedicated to completing a final task. In this last activity, students would be working side by side with their editors to merge aspects of their narratives organically to form a new story. Then, they would be required to create a virtual story book of said story which must include props, backgrounds, written dialogue and audio

recordings. To end the unit, learners would need to orally present their story book with intelligible speech and a confident delivery.

As it pertains to methodology, the main teaching method employed throughout the unit is the communicative approach. The EFL teacher is there to introduce and set the activities, answer related questions and provide the specific context for communication to take place. They must observe the students behavior and conduct in these contexts and guide them through the entire process, to the best of their abilities. There also must be a push on the part of the teacher for the students to communicate in English as much as possible during group activities. It is only through consistent practice that they can effectively negotiate meaning and increase their proficiency. This goes in line with everything established until this point.

4.5.1. Description of the sessions

- Session 1: it would be divided into 3 distinct activities.

Task 1: “To be creative!”

The first part of the activity would consist of a brief introduction to the creative writing style and it would serve as a preview to all the following activities of the unit. Ideally, each student would be seated at their individual computer station, listening to their EFL teacher. While doing a visual presentation using [Canva](#), the teacher would try to go back and forth with their students, asking them various questions pertaining to the topic (e.g., what types of fictional mediums do you enjoy?). The main intentions here would be to assess their prior knowledge regarding the topic at hand as well as gauge their personal interests and tastes. Depending on the answers, the educator would have the option to adapt the materials utilized in the following sessions. After hearing from them, the EFL teacher would give a definition on creative writing and name popular fictional mediums and genres. Following that, short stories would be emphasized, as they would become relevant very soon. This first part of the activity is schedule to last between 3 to 5 minutes, depending on the feedback provided by the class.

The second and last portion of the activity would begin with an allusion to the final task of the unit: the creation of a virtual story book, although, this would not be elaborated on at this time. What would be thoroughly explained however, would be another extremely important assignment students would have to complete throughout the fifth and sixth sessions. The goal

of introducing this activity here would be to give learners time to plan and prepare, following the specific instructions required. The assignment in question would be the writing of a fantasy short story about a summer vacation in their preferred setting. This story would have to include both elements of: narration of plot events and character dialogue. This last section of the activity is predicted to last 5 minutes.

The communication skills developed during the activity would be: listening comprehension, oral expression and interaction.

Task 2: “What happens next?”

In order to complete this next activity, the students would be grouped together in small groups of 3 and one remaining group consisting of only 2 members. Even if they would technically be working in groups, as a means to streamline the task, they could use their individual computer stations, as long as they would all be near each other. This way, they could easily communicate and cooperate with each other.

This second task of this first session would be a jigsaw puzzle activity. The students would be asked to follow a link which would take them to a [Google Slides](#) presentation. Immediately after, the EFL teacher would instruct them to download the file to their devices in PowerPoint format. As soon as these steps would be accomplished, the educator could finally begin explaining the activity. By opening the downloaded document, learners would be faced with a thirteen fragment detective short story for them to read. The catch, however, is that the story would be completely jumbled, meaning, the slides would be all out of order. Their job would be to assemble the puzzle, providing the story with a logical progression of events. At the end, the EFL teacher would ask students to discuss their puzzle solutions. Overall, the activity should take around 20 minutes to complete.

This story under study would be presented as the model students should follow when writing their own fantasy short stories. In particular, the teacher would tell them to pay close attention to the structure; how the story handles narration and intertwines it with character dialogue. Moreover, this activity would serve as a good practice to aspects students of this level usually tend to struggle with, those being: coherence and cohesion.

The communication skills developed during the activity would be: reading comprehension, oral expression and interaction.

Task 3: “Funny line”

The third and final activity of the day would focus on character dialogue. The students would remain in the same groups formed before, only this time, they would be advised to work together on the same computer screen. As they would come to find out, this would be the most efficient way to complete the assignment.

The EFL teacher would instruct everyone to follow a new link, taking them to a [Google Docs](#) page. Similar to the last activity, they would be recommended to download the file in Microsoft Office format (word) in order to productively perform the task demanded. The document would contain 3 different pages of popular manga series, with most panels possessing blank captions. They would then have to negotiate among the group members the best way to fill out the speech and thought bubbles in these panels. The teacher would remind them to be creative while still trying to give sense to what they were observing in the images. At the end, students would share their versions with the entire class and be given the chance to compare them with the originals panels. For that, they would have to follow a new link provided by the EFL teacher leading them to a PDF document uploaded to [Google Drive](#). Supposedly, the activity would last for the remainder of the class lesson.

The communication skills developed during the activity would be: written expression and interaction.

- Session 2: it would be divided into 4 unique activities.

Task 4: “They’re made out of meat”

At the beginning of the session, the teacher would assign each student to their respective computer station. Afterwards, learners would be instructed to follow a link, either embedded in an email sent by the teacher or found in the school’s web platform. This link would take them to a [Canva presentation](#) set up beforehand, with all the activities of the session and the subsequent resources necessary to perform the tasks.

The entire session would be dedicated to interpreting and analyzing a science fiction short story titled *They’re Made Out of Meat*, by Terry Bisson. The fact that the text is of short length creates the opportunity of it being listen to and then read in class. This is beneficial for the EFL teacher because of two main reasons. Firstly, the story would be fresh in the students’

minds and secondly, doing it this way instead of asking students to read or listen to the story at home, guarantees that most people would experience it. These two reasons lead to students being able to actively participate in the activities which would follow.

The first would comprise of a listening comprehension task lasting 12 minutes. It would be an enactment on YouTube of the short story in question. The video chosen makes for a fun and quick watch, offering a captivating dialogue between two alien explorers regarding human nature. The language is simple and straight-forward, perfectly suitable for this target group. Moreover, if we dig a little deeper, we realize the narrative is very thought provoking. The extra-terrestrial beings represent humanity, and this entails all the positive and negative aspects. They share our wonder for discovery and need of belonging, yet they fear and reject everything which is foreign to them. This is brilliantly conveyed in the story through the usage of satire, which allows the author to deliver a poignant social message on prejudice and discrimination.

The communication skill developed during the activity would mainly be listening comprehension.

Task 5: “Space invaders”

After listening to the video twice, students would continue going through the [Canva presentation](#). Following the link in activity number 2 would lead them to [Genially](#), where they would ‘play’ a quiz about the story. This short quiz was made in game format, with a type of level up system. In order to progress forward, the students would have no other choice than to select the correct answer to the questions posed. This quiz was designed with a science fiction-based aesthetic, involving monsters and a spaceship. The activity would last around 5 minutes to complete.

The communication skills developed during the activity would be: listening comprehension and reading comprehension.

Task 6: “Peculiar words”

For this activity, learners would be allowed to work in groups of 3 (and one of just to 2 members) made by the EFL teacher. Each student would be seated at their respective computer station as it would take multiple computers per group to perform the task. The groups would

compete, in a sense, to see which ones could finish the activity with 100% accuracy. They would not be scored, however.

Following the instructions provided by the [Canva presentation](#) once again, students would be required to open two tabs at the same time. One would comprise of a written version of the short story and the other would be a [Wordwall](#) interactive lesson. It would be explained to them that they would have to complete a reading comprehension task devised as a vocabulary game, using the text as reference. There would be 10 mystery boxes in Wordwall containing two definitions or synonyms which correspond to a specific word in the text. At the same time, each one with also include one scientific term commonly used in other school subjects. Those could be either: Math, Biology, Chemistry or Physics. All students would have to do, would be to find possible matches in the text as a way of completing that particular box. While conducting their search, they would be advised by the teacher to take note of the words already found, either in word or notepad. At the end, they would share the fruits of their labor with everyone in the class. The completion of this activity is estimated to take 15 minutes.

This activity follows the language-based approach since it deals with vocabulary present in the text. The goal would be to make students cognizant of the scientific terminology present in the story since those are concepts they learnt in other subjects. This is a way to create some valuable synergy between different areas of knowledge and expand learner's horizons.

The communication skills developed during the activity would be: reading comprehension, oral expression and interaction.

Task 7: "Radio message"

The final activity of the session would also be performed in groups, the same which were made earlier. It would take them the remainder of the session to do a written expression task designed as a radio message. To be more specific, students would be asked to write a greeting message in Google Docs, to be transmitted via radio waves to everywhere in the known universe, in search of sentient life forms.

The goal would be to produce an effective message which paints human beings in a good light, as a species worth communicating with, worth exchanging knowledge with,

technology, etc. The EFL teacher would tell them to let their creative minds flow. They could use the text as inspiration and add their own experiences, mindsets, knowledge and understanding of the world in order to create something personal and meaningful. To end the session, they would all share their messages with rest of the class. If there would be any time left on the clock, the teacher could even promote a discussion of ideas.

The communication skills developed during the activity would be: written expression, oral expression and interaction.

- Session 3: it would consist of 2 activities.

Task 8: “Blockbuster movie”

This session, students would explore the medium of cinema as a form of creative writing. But before they could be introduced to the activities, the EFL teacher would start the class by grouping them up in small groups of 3 (and one of just to 2 members). Despite this, they would still be instructed to work from their individual computer stations since they would be using Google Docs.

For this first activity, learners would be provided with a link to a [Canva presentation](#), where they would be presented with six, completely unrelated images. It would then be explained to them that they would be assuming the role of screenwriters who have to make a movie pitch. Essentially, they would have to write the synopsis for a movie using all the images seen on screen, following a strict word limit of 200 words. Students could include those elements in any sequence they would see fit. After 20 minutes would pass, the synopsis would be read out loud by one of the group members.

The communication skills developed during the activity would be: written expression, oral expression and interaction.

Task 9: “Movie poster”

This activity would be a follow-up to the previous one and would end the session as well. Having now written their movie, students would be told to jump into Canva once again to create a movie poster of said movie. The teacher would provide a model poster for them to base their design on, which would also be included in the original [Canva presentation](#). They would

have to include all the task requirements: the name of actors, a stylized title, a catchy tagline, a suitable background, the image of some narrative element, the release date and a fictional website of the movie.

Although students would have written their movies in groups, this task would be for everyone to conduct individually. The main idea is for the EFL teacher to be able to evaluate learner's digital competence. For this to happen, they would have to work on their own this time. The obvious results would be multiple posters of the same movie being shared with the teacher. Here, visual language would do most of the talking and that would be the main aspect required.

- Session 4: it would be composed of 2 different tasks.

Task 10: “Sitcom writer”

At the beginning of the fourth session, students would be told they would be working with the same groups from the previous class. The first thing demanded of them would be to once again follow a link directing them to a [Canva presentation](#). Immediately after this, each group would have to pick a number from 1 to 7. Now committed to their choice, they would click on their respective group number, leading them to a different TV series.

TV shows would be the fictional medium explored this session. More specifically, popular sitcoms of the last few decades. Each deviation would look the same: a still frame of a scene belonging to one of these series. Learners would then be provided with the task requirement. They would have to interpret the image on screen and write the appropriate dialogue using Google Docs. The scene would have to consist of exclusively dialogue, with 0 narration. Furthermore, they would be instructed to come up with 2 or 3 character's names to be used in the scene. The rest could simply be background characters with no lines. Creativity would once again be valued above all else. The students would have between 25 to 30 minutes to complete the assignment and then share it with the teacher.

The communication skills developed during the activity would be: written expression, oral expression and interaction.

Task 11: “Brainstorming”

The last activity of the session would be dedicated to allowing students some needed time to plan and structure their fantasy short story. Here, the free writing task to be conducted next session would again be reintroduced, now with its own [Canva presentation](#). The EFL would remind everyone of the task requirements: to write about a summer vacation in a specific setting of their choosing, while incorporating both narration and dialogue. For the remainder of the class, they would work alone brainstorming ideas and concepts to appear in their narrative. They could use whichever platform or resource they desired in order to conduct the planning phase.

The communication skill developed during the activity would mainly be written expression.

- Session 5: it would be dedicated to 1 singular assignment.

Task 12: “My fantastic story”

The only activity in this session would be the writing task introduced previously. The main objective would be the production of a structurally sound short story. This would imply the story having a clear beginning, middle and end, containing natural vocabulary for students at this skill level and proper grammatical constructions. Even if this style of writing heavily focuses on allowing students to freely express their own thoughts and ideas, it would still be required of them to adhere to general writing conventions.

To get into further details, this individual assignment would be performed using Google Docs, with the link to the document being shared with the teacher. Speaking of which, the role of the EFL teacher in this case would be to check on students’ progress, answering their questions and provide the necessary assistance. The product of this session would be a first draft of the short story, to be reworked during the next class.

The communication skill developed during the activity would mainly be written expression.

- Session 6: it would be divided into 2 related activities.

Task 13: “Your fantastic story”

The warm-up assignment of the session would consist of a peer-editing. The instructor would ask students to open their drafts in Google Docs and immediately switch places with a partner handpicked by the teacher. The job of the editors would be to read their classmates' texts and leave constructive comments on the side of the document using the comment feature. These could range from grammatical improvements (e.g., correction of a verbal tense) to creative ones (e.g., addition of a new story element). In essence, the students would act as the main judges of their peers' stories and would have to think critically in order to help them improve the overall quality of their writing productions. The activity would require 20 minutes to complete.

The communication skills developed during the activity would be: reading comprehension, written expression and interaction.

Task 14: “Our fantastic story”

The second part of the session would consist of the actual editing done by the original writer. The EFL teacher would command students to return to their original seats and review the comments left by their classmates. They would then be instructed to, in following page of the document, to paste a copy of their first draft which included the comments and work from there. The main idea would be to leave the first draft and the feedback untouched, at least one version of it. Students would then have to work on making the appropriate changes/corrections assimilating the feedback provided by their respective editors. This would be, in essence, their second and final draft of the story. By the end of the session, students should have concluded the activity with a document containing the first draft with the peer comments and the final draft with the applied changes. It would then fall on the teacher to assess the entire writing task.

The communication skills developed during the activity would be: reading comprehension, written expression and interaction.

- Session 7, 8 and 9: they would all consist of one major activity.

Final task: “Story book”

Session 7 would be the introduction to the final task of the unit where all the task requirements would be conveyed to the students. The teacher would explain that the task would

basically be a group project, to be conducted in small groups of 2 members. Writers would work alongside their respective editors to create a virtual story book using a platform called StoryJumper (<https://www.storyjumper.com>).

But first, they would have to come together and do, yet another rewrite of their stories. More specifically, they would have to negotiate a way to merge elements of the two stories into one single narrative. This would not have to be difficult for them since it would be explained they could use one the stories as the foundation and simply include a few elements of the other one. It would be clarified that they should attend to coherence and cohesion while creating the new story. The result would be an organic amalgamation of the two creative inputs.

Only then would they be ready to tackle StoryJumper. By this point, the students would already be familiar with this unique platform. It allows for the production of a virtual book with a multitude of features available for free. Students would be instructed to select the backgrounds for their stories, to use props which refers to characters, to write the dialogue in speech bubbles and voice record the entire narrative. In other words, they would have to audio narrate the story and the character's dialogue. The voices of both members of the group would have to be present in these recordings. The goal, of course, would be to share the work load equally at the time of distributing roles. The students would have the next two sessions (8 and 9) to work on this project, with the tenth session being dedicated to the presentation of the story book.

On that note, the instructions on how to conduct said presentation would also be provided during the seventh session. It would be an oral presentation consisting of an introduction to the narrative and the subsequent watch through of the virtual story book. During the quick 2 minute introduction, both members of the group would have to speak, trying to set up the story to best of their abilities without spoiling the main plot events and payoffs. It would be akin to a movie trailer of sorts where they would have to describe the characters, the setting and basic premise of the content.

The communication skills developed during the activity of these three sessions would be: listening comprehension, reading comprehension, oral expression, written expression and interaction.

- Session 10: it would be dedicated to the final task.

Final task: “Story book”

The last session of the unit, as stated above, would solely dedicated to the presentation of their story book project. The various groups would, one by one, come to the front of the class and present their narrative to the audience. The teacher's only role this session would be to assess their overall oral performance as well as the finished story book.

The communication skill developed during the activity would mainly be oral expression.

4.5.2. Assessment

The majority of activities in this unit would be assessed through direct observation in class. The aspects the EFL teacher would pay close attention to would be: students' communicative competence, their creativity, their ability to work and cooperate in groups and their prior knowledge on how to properly conduct the planning phase of a written text.

While some activities would be conducted in groups, one of the prime objectives of the proposal would be for students to produce individual writing assignments. Even if relying on others for support and assistance is an extremely important step in the overall learning process, it is equally important for students to develop self-reliance. In the end, they are assessed individually as it is the only way to ensure they have acquired the target knowledge and skills. Therefore, the main assessment would be conducted through the usage of 3 analytic rubrics which seeks to accurately and objectively determine how well the students have performed.

To get into further details, this evaluation would be centered on the creation of the movie poster, the writing production of the fantasy short story and the subsequent story book project. The movie poster would be submitted at the end of the fourth session. As for the short story, it would be the product of the fifth and sixth sessions, with the virtual book being the result of the final four sessions of the unit. These tasks are being highlighted above all others because they are the ones which allow for individual assessment to take place.

For the movie poster assignment, aspects such as effectiveness of the tagline, aesthetic and originality would be valued. In the writing of the short story, aside from the technical aspects (coherence, cohesion, vocabulary and grammar), the peer-editing feedback and the students' ability to adapt would be appraised. As for the final task of the unit of creating a story book, their general communicative capacity is assessed in full.

5. Final considerations

In the theoretical framework, it is argued that the effects of globalization brought about a new educational standard. Therefore, the goal of modern EFL instruction should be to meet that standard. That is why using technology in the classroom has become the norm, seeing it brings tremendous benefits to the teaching/learning process. “With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process” (Reza, 2018, p. 116). Language educators who are taking advantage and adapting to the emergence of novel technological tools are seeing great results. Although, sometimes, it can be a little daunting attempting to keep up with the new trends, especially when we live in an age of constant updates.

For educators, this should not be seen as a negative, but as a positive phenomenon. Updating our knowledge and expertise can lead to remarkable improvements in the processes of language teaching and language learning. As things progress and evolve, EFL teachers must strive to get ahead in order to provide the best possible conditions and circumstances for their students to absorb the English language. Furthermore, if the goal is to attend to individual learning needs, technology can help when it comes to closing the gap, it can be the ultimate difference maker.

The proposal presented in the methodological framework attempts to gather and embody all these objectives. It focuses on the development of 4th of ESO students’ digital competence alongside their multilingual competence. While circumventing the disadvantages, the information and communication technology is used in a beneficial manner, enhancing the practices of all English communication skills. Moreover, it showcases a good practice in EFL instruction, employing various tactics to keep students motivated and engaged with the material. At the same time, it tries to get away from the traditional academic assignments, investing more in collaborative work and activities centered on free expression. The aim is to allow students to dictate how they want to approach the tasks and let their imagination take over. Organically, this leads to a significant development of their creative and critical thinking skills.

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Appendix

Didactic unit: “Improving English communication skills through the usage of ICTs”

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1. General Didactic Unit Table

Stage: ESO	
Course/level: 4th of ESO/A2-B1	
Timing: 10 sessions	
Key competences	Specific competences
1, 2, 4, 8	1, 2, 3
Contents/Basic knowledges	Assessment criteria
<p>(A) Communication</p> <p>a.1 Self-confidence and initiative. Error as an integral part of the learning process.</p> <p>a.2 Commonly used strategies for planning, executing, monitoring, and repairing comprehension, production, and co-production of oral, written, and multimodal texts.</p> <p>a.4 Communicative functions of common use appropriate to the communicative environment and context.</p> <p>a.5 Contextual models and discourse genres commonly used in the comprehension, production and co-production of oral, written and multimodal texts, short and simple, literary and non-literary.</p> <p>a.7 Commonly used vocabulary of interest to students related to personal identification, interpersonal relationships, places and environments, leisure and free time, health and physical activity, daily life, housing and home, climate and natural environment, information and</p>	<p>1.1 Extract and analyze the overall meaning and main ideas, and select relevant information from oral, written and multimodal texts on everyday topics, of personal relevance or of public interest close to the student's experience, expressed clearly and in the standard language through different media.</p> <p>1.2 Interpret and evaluate the content and discursive features of progressively more complex texts related to interpersonal relationships, social media and learning, as well as literary texts appropriate to the level of maturity of the students.</p> <p>1.3 Select, organize and apply the most appropriate strategies and knowledge in each communicative situation to understand the general meaning, the essential information and the most relevant details of texts; infer meanings and interpret non-verbal elements; and search for, select and manage truthful information.</p> <p>2.1 Orally express simple, structured, understandable, coherent and appropriate texts to the communicative situation on everyday matters,</p>

<p>communication technologies, school system and training.</p> <p>a.10 Commonly used conversational conventions and strategies for initiating, maintaining and terminating communication, taking and yielding the floor, asking and giving clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, etc.</p> <p>a.11 Learning resources and commonly used information search and selection strategies: dictionaries, reference books, libraries, digital and computer resources, etc.</p> <p>a.13 Commonly used analog and digital tools for oral, written and multimodal comprehension, production and co-production; and virtual platforms for interaction, cooperation and educational collaboration (virtual classrooms, collaborative digital tools, etc.) for learning, communication and development of projects with speakers or students of the foreign language.</p> <p>(B) Plurilingualism</p> <p>b.3 Commonly used strategies and tools for self-assessment, co-assessment and self-repair, analog and digital, individual and cooperative.</p> <p>(C) Interculturalism</p> <p>c.1 The foreign language as a means of interpersonal and international communication, as a</p>	<p>of personal relevance or of public interest close to the student's experience, in order to describe, narrate, argue and inform, in different media, using verbal and non-verbal resources, as well as planning, control, compensation and cooperation strategies.</p> <p>2.2 Write and disseminate texts of medium length with acceptable clarity, coherence, cohesion, correctness and adequacy to the proposed communicative situation, to the textual typology and to the analog and digital tools used on everyday matters, of personal relevance or of public interest close to the student's experience, respecting intellectual property and avoiding plagiarism.</p> <p>2.3 Select, organize and apply knowledge and strategies to plan, produce, revise and cooperate in the elaboration of coherent, cohesive and adequate texts according to the communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, using the most appropriate physical or digital resources according to the task and the needs of the potential interlocutor to whom the text is addressed.</p> <p>3.1 Plan, participate and collaborate actively, through various media, in interactive situations on everyday topics of personal relevance or public interest close to the student's experience, showing initiative, empathy and respect for linguistic courtesy and digital etiquette, as well as for the different needs, ideas, concerns, initiatives and motivations of the interlocutors.</p>
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<p>source of information and as a tool for social participation and personal enrichment.</p> <p>c.3 Sociocultural and sociolinguistic aspects of everyday life, living conditions and interpersonal relationships; commonly used social conventions; nonverbal language, linguistic politeness and digital etiquette; culture, norms, attitudes, customs and values of the countries where the foreign language is spoken.</p>	<p>3.2 Select, organize and use appropriate strategies for initiating, maintaining and terminating communication, taking and giving the floor, requesting and formulating clarifications and explanations, rephrasing, comparing and contrasting, summarizing, collaborating, debating, problem solving and managing compromising situations.</p>
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Activities				
Session 1	Session 2	Session 3	Session 4	Session 5
<p>Task 1: “To be creative”</p> <p>Task 2: “What happens next?”</p> <p>Task 3: “Funny line”</p>	<p>Task 4: “They’re made out of meat”</p> <p>Task 5: “Space invaders”</p> <p>Task 6: “Peculiar words”</p> <p>Task 7: “Radio message”</p>	<p>Task 8: “Blockbuster movie”</p> <p>Task 9: “Movie poster”</p>	<p>Task 10: “Sitcom writer”</p> <p>Task 11: “Brainstorming”</p>	<p>Task 12: “My fantastic story”</p>
Session 6	Session 7	Session 8	Session 9	Session 10
<p>Task 13: “Your fantastic story”</p> <p>Task 14: “Our fantastic story”</p>	<p>Final task: “Story book” (introduction)</p>	<p>Final task: “Story book” (practice)</p>	<p>Final task: “Story book” (practice)</p>	<p>Final task: “Story book” (presentation)</p>

Attention to diversity:

The most common learning disability among learners is dyslexia. Ensuring students suffering from this disorder are following along and productively working alongside their classmates in the activities prepared

should be a concern of the highest priority. Thus, the teacher must adapt their teaching approach, especially during reading comprehension and written expression tasks.

Because the unit is centered on creative writing, these types of tasks are unavoidable. Although, the fact that the students would be working with technology may help to circumvent some potential complications.

During reading comprehension activities, for instance, the students could easily enlarge or reduce the font size at their leisure, whatever helps them understanding the text better. The teacher should also allow for the usage of dictionaries and the internet to facilitate their comprehension. Moreover, the teacher should not be applying too much pressure on the students to finish the tasks quickly. A slower pace is preferable. They should give them ample time to absorb the information at hand and ask questions when needed. For that reason, the teacher should keep a close eye on these learners and always make themselves available to clarify, explain or translate any portion of the documents.

However, this does not just extend to the teacher but to their peers as well. Most activities in the unit, be it reading or writing, are conducted in small groups. Even if the student would normally struggle writing or keeping the same pace as their classmates, group work will serve as a work around to this problem. In written expression activities, for instance, only one person is required to redact the text while the others can still contribute with their ideas and knowledge.

In spite of that, there is one big writing assignment which must be conducted individually. In this specific case, the students are going to receive feedback from their peers before submitting a final draft. This may prove invaluable to the struggling student/s since it allows them to fix their own mistakes.

Despite all of these precautions, the teacher must always try to be observant to any situation that might occur in the classroom and make the necessary adjustments if any problem arises.

2. Session Table n°1

Session 1	
Specific competences	Specific assessment criteria

1, 2, 3	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Orally expressing their opinion on the topic of creative writing by utilizing simple and structured sentences. 2. Work together to assemble the fragments of a short story in the correct sequence. 3. Work together to creatively fill out speech and thought bubbles of popular manga series.
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Contents/Basic Knowledges

A: a.1, a.4, a.5, a.7, a.10, a.13

C: c.3

Activities	Esp. comp.	A. crit.	Cont/B.k
Task 1: “To be creative”	2.1	1	a.1, a.4, a.7
Task 2: “What happens next?”	1.2, 1.3, 3.2	2	a.4, a.10, a.13, c.3
Task 3: “Funny line”	1.3, 2.1, 3.1, 3.2	3	a.5, a.7, a.10, a.13, c.3

2.1. Task 1: “To be creative”

Task nº1: first session.		
Title: To be creative.	Type: Introduction.	Timing: 7/10 minutes.
Classroom management: The students are seated at their individual computer station working alone.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation 	

Linguistic Input:

Good morning everyone, I hope you are doing well. Today, we are going to begin a new unit, as I mentioned last week, and I think, well, I hope, you are going to enjoy this one. All the sessions in this new unit are going to take place in this computer lab since we are going to be using a lot of technology.

What is the unit about, you ask... well, it is about creative writing, also known as fiction writing. You guys like fiction, right? Now then, can you tell me what you understand by creative writing? What is it? Or if we use the term fiction, what different types of fiction do you know? Can you give me a few examples?

...

Very well everyone, you guys gave me some good feedback. Creative writing can be defined as “the action of creating with the imagination”. Essentially, it refers to any form of storytelling imaginable. And a story, as you know, can be told through a variety of mediums: film, tv shows, comic-books, video games, novels, theatre, music, etc.

During this unit, we explore some of these mediums, but mostly short stories. More specifically, two genres which you guys tend to enjoy a lot: science fiction and fantasy. All that we see and do during these next sessions, is going to be useful to you when preparing the final activity of the unit: a virtual story book. That activity is going to be explained in due time, do not worry about it for now.

What you guys should focus on and perhaps already start thinking as the classes progress, is in writing a short story about a summer vacation in a fantasy world of your choosing. This short story must include both narration and dialogue. You are going to see an example of a short story today which is similar to what is asked of you, just for you guys to have an idea. Writing this fantasy short story is going to be an individual task, ok? And this is to be done in our fifth session. The reason why I am mentioning this now is for you guys to start brainstorming some ideas and planning your story. Regardless, you are going to have the chance to plan the story during our fourth session since I have dedicated the last activity of that session to the planning phase of the story. Do not worry for now, I just wanted you to keep this in mind.

Now, let us practice a bit with this next activity.

2.2. Task 2: “What happens next?”

Task n°2: first session.		
Title: What happens next?	Type: Reinforcement.	Timing: 20 minutes.
Classroom management: The students are working in groups of 3, each with their own computer. The stations should all be next to each other to avoid disorganization.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Google slides 	
<p>Linguistic <i>Input</i>:</p> <p>Ok, now, first things first, I want you to team up. Let us form groups of 3 (the teacher would do it on the spot, accounting for the fact that the final group would consist of only 2 members). Good. Even if you are a group, you can still work from your current station, you do not have to move.</p> <p>For this task, I would like for you to follow the link in you school platform under the name “what happens next”. As you can see, it will take to a presentation in Google slides and I want you to download it. It would be easier for you to download it in PowerPoint format, so, do that please. I want to be able to edit the presentation.</p> <p>...</p> <p>Great. The task is simple. There you have a detective short story titled ‘Frank’s last case’. The thing is, this short story is all jumbled. Meaning, the slides are all out of order. The story does not make sense as is. And that is where you come in. Your job is to read everything carefully and then cooperate with your group and try to order the slides in the correct sequence. All for the purpose of making the story progress in a logical way. It is basically a puzzle which you need to solve. Understood?</p> <p>Also, if you notice, all the slides are numbered. At the end, I will ask you to give me the proper order of those numbers, to make it easier, ok? It can go: 3, 7, 12, 1, 4... you understand the concept, right?</p> <p>Great. Now, just one more thing before you begin. This is the story I mentioned earlier during my introduction. This is going to be the model which you should follow when writing your own short story in the fifth session. Just keep that in mind while reading it. You can also download it at home.</p>		

Ok. You guys are ready. I will give you 20 minutes, let us see if you need more. Alright, you can start.

...

Ok, time is up, guys. Did you like the story? Good. So... this group (pointing to it), what is, in your opinion, the correct order of slides? Why do you think that is? (The teacher would ask each one of them the same, perhaps even allowing some debate to happen).

Hum, we have different opinions here. Let us see what the correct order was. It is: 5, 8, 2, 10, 6, 3, 12, 13, 7, 4, 11, 9, and of course 1.

I hope you enjoyed the activity. If this one focused more on narration, the next one is centered on dialogue.

2.3. Task 3: “Funny line”

Task n°3: first session.		
Title: Funny line.	Type: Wrap-up.	Timing: The remainder of the session.
Classroom management: The students are working in groups of 3, all with the same computer.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Google Docs – <i>One Punch Man</i>, <i>Dr. Stone</i> and <i>Spy x Family</i> manga panels with blank captions. • Word version of the same manga panels • PDF – Original manga panels. 	
Linguistic <i>Input</i> : We mentioned that comic books are another form of fiction, so let us work with that to end the session. But first I am curious. Do you like comic books, graphic novels or manga by any chance? Which ones have you read?		

...

Interesting. Let us then proceed with another group activity, and the groups can be same as the previous one. Although, perhaps it would be best for you guys to seat all next to each other and work in the same computer. This will make sense in a second.

For this task, you will be working with some manga panels from popular series. I do not know if you are familiar with them but the series are *One Punch Man*, *Dr. Stone* and *Spy x Family*.

Now, before I can continue with the explanation, I would like you to follow the link on your school platform under the name “funny line”. Come on, everyone. It will take you to Google Docs. Then, I want you to download the file in word format, ok? This is crucial, the activity will not work otherwise. Let us do it.

....

Good. Now, as you can all see in the word document, there is a bit of a twist. I took the liberty to erase the speech bubbles on those panels. In order for you to practice this very important element in storytelling known as dialogue, your job will be to fill those speech bubbles. This will require you to interpret the images, discuss it with your group, negotiate what you think should appear there and write the dialogue for the characters. The reason why I told you to download the word document is because there are already text boxes inside the speech bubbles, you do not have to add them yourselves. I just ask you to try to be creative, ok?

I will give you 15 minutes. I do not know if you will be able to finish all three but we will see. You can begin.

...

Alright, the time is up! Let us see what you got. (I will make some of them read their speech bubbles out loud).

...

That was great. You want to see the originals for comparison? Some of you were quite close actually. (I would make them open the PDF document also on their school platform).

Let us call it a day guys, we will continue tomorrow. See you!

3. Session Table n°2

Session 2			
Specific competences		Specific assessment criteria	
1, 2, 3		<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Extract the global meaning and the main ideas being conveyed in the short story <i>They're made out of meat</i>. 2. Apply their understanding and knowledge of the short story by completing a quiz. 3. Work together to find synonyms and other matches of specific terminology in the text. 4. Work together to produce a creative and well-structured radio message. 	
Contents/Basic Knowledges			
A: a.1, a.2, a.4, a.7, a.10, a.11, a.13			
C: c.3			
Activities	Esp. comp.	A. crit.	Cont/B.k
Task 4: "They're made out of meat"	1.2, 1.3	1	a.2, a.13, c.3
Task 5: "Space invaders"	1.3	2	a.1, a.2, a.13, c.3
Task 6: "Peculiar words"	1.3, 3.2	3	a.7, a.10, a.11 a. 13
Task 7: "Radio message"	2.2, 2.3, 3.1, 3.2	4	a.4, a.7, a.10, a.13, c.3

3.1. Task 4: "They're made out of meat"

Task n°4: second session.		
Title: They're made out of meat.	Type: Warm-up.	Timing: 12 minutes.
Classroom management: The students are seated at their individual computer station working alone.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation • YouTube • Headset 	
<p><i>Linguistic Input:</i></p> <p>Good morning, everyone. Today we are going to continue with the unit on creative writing. This time, the entire session is dedicated to a science fiction short story titled “they’re made out of meat”. What is it about, you ask? We will see.</p> <p>First thing, as always, go to your school platform and follow the link under the task “they’re made out of meat”. It will take you to a Canva presentation. Important, people: never close the Canva window because you will be coming back to it multiple times today, got it? Are you all there?</p> <p>...</p> <p>Ok, so, first activity of the day: watch the video there, using your headset. This is an enactment of the short story that I mentioned by two comedians. I want you to listen to it and hopefully enjoy it. I think it is more fun for you to experience the story this way, at least for now. You can also reduce the speed of the video if you prefer.</p> <p>Afterwards you are going to play a listening comprehension game. Therefore, you got to pay attention to the video. Perhaps it would be best for you to play it twice, ok?</p> <p>Great, let us do it.</p>		

3.2. Task 5: “Space invaders”

Task n°5: second session.		
Title: Space invaders.	Type: Reinforcement.	Timing: 5 minutes.
Classroom management: The students are seated at their individual computer station working alone.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation • Genially • Headset 	
<p><i>Linguistic Input:</i></p> <p>Are you done? Did you enjoy the story? Wonderful. Now, in the Canva presentation, go to page 2 and follow the link on the word “quiz”. Let us see how well you understood the story. That is the game I brought up before. It will test your knowledge.</p> <p>Please, try to do it individually. We will talk when you all finish.</p>		

3.3. Task 6: “Peculiar words”

Task n°6: second session.		
Title: Peculiar words.	Type: Reinforcement.	Timing: 15 minutes.
Classroom management: The students are working in groups of 3, each with their own computer. The stations should all be next to each other to avoid disorganization.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation • Wordwall • Word document or notepad 	

Linguistic Input:

You guys seemed to be enjoying the game. Did you find it difficult? Did it help understand the story better? Good.

Our next activity is also going to be a game, only a different kind. But first, let us form groups (the groups would be of 3 members except for one of 2).

Now, please, go back to Canva and skip to activity number 3. There you see two things: the story and the game. Those are two links which you should follow. The first one will take you to the text version of the story and the second one to a vocabulary game I made in Wordwall. What do I mean by vocabulary game? Well, in Wordwall, you will see 10 mystery boxes. Are you seeing them? Great, now, open just one of them, please, just one. What do you see there? Precisely, and that is why I call it a vocabulary game.

In each of them, you will find the same elements: a definition or a synonym of a certain word present in the text which you must find. Also, if you notice, underneath it, is a word you would use in another subject, also to be found in the text. There are 4 variations of this. It can be: Math, Chemistry, Physics, and Biology. All subjects you know and are familiar with. So, as a group, your job is to clear all the boxes. You can all work on one at the same time or three since there are 3 of you, of course. And by the way, there are multiple words in text which could be heard in those science-based subjects, therefore, every time it shows up, try to find a new one.

You can take note of the words you find in word or a notepad, which one you prefer. I do not know if you will be able to finish all 10 but do not worry, just try your best. If you see that you are taking too long or are stuck on a specific word just try to move on the next one, it is fine. Did you understand the assignment?

Great. At the end I will ask you the results of your search. You can begin.

...

Ok. You got them all? Let us check. (The teacher would ask for the synonyms and the words associated to the subjects).

...

Not bad, not bad. Alright. Next on the agenda is... uh, you are going to like this one.

3.4. Task 7: “Radio message”

Task n°6: second session.		
Title: Radio message.	Type: Wrap-up.	Timing: The remainder of the session.
Classroom management: The students are working in groups of 3, each with their own computer. The stations should all be next to each other to avoid disorganization.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation • Google Docs 	
<p><i>Linguistic Input:</i></p> <p>Please, remain in those groups for the last activity which is... writing a radio message. That is right. For your final task of the day, you will have to write a greeting message which would be transmitted via radio waves to everywhere in the known universe, in search for sentient life forms; in other words, aliens.</p> <p>The goal here is to essentially write the radio message which was received by the extra-terrestrials in the story. You guys got to try to convince the other intelligent species out there that we are here, we are good people who want to exchange knowledge, resources and technology, for example. The message, honestly, is up to you. I just ask you again, try to be as creative as possible, ok?</p> <p>Let us say 80 words maximum (this will depend on how much time there is left, therefore it can vary). You can do it in Google Docs and then, at the end, share the link with me. You should all work from the same computer to make it easier.</p> <p>Got it? Great, we have lift off. Do it.</p> <p>...</p> <p>Ok, wrap it up, guys. Do not forget to send me the link to your radio message. All done? Fantastic, see you on the next session.</p>		

4. Session Table n°3

Session 3			
Specific competences	Specific assessment criteria		
2, 3	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Work together to plan and write a comprehensible movie synopsis of medium length by using six images as inspiration. 2. Create an artistic movie poster based on the synopsis of a film which must include the name of the actors, a title, a tagline, a background, an image, the release date and a fictional website. 		
Contents/Basic Knowledges			
A: a.4, a.5, a.10, a.13			
C: c.3			
Activities	Esp. comp.	A. crit.	Cont/B.k
Task 8: “Blockbuster movie”	2.2, 2.3, 3.1, 3.2	1	a.4, a.10, a.13, c.3
Task 9: “Movie poster”	2.2, 2.3	2	a.5, a.13, c.3

4.1. Task 8: “Blockbuster movie”

Task n°8: third session.		
Title: Blockbuster movie.	Type: Reinforcement.	Timing: 20 minutes.
Classroom management:	Resources: <ul style="list-style-type: none"> • Computers • Internet 	

<p>The students are working in groups of 3, each with their own computer. The stations should all be next to each other to avoid disorganization.</p>	<ul style="list-style-type: none"> • Canva presentation • Google Docs
<p><i>Linguistic Input:</i></p> <p>Good morning, guys. You are you all? Are you ready to continue? That is the spirit. You guys know the drill, follow the link on the platform under the title “blockbuster”. Yes, the session is going to be about movies... sort of. Are you there? It should take you to a Canva presentation.</p> <p>Great. First question, do you know what a blockbuster movie is? Who can tell me? Good. It is a highly popular and financially successful movie. I bet you have seen a ton of those, right? But I bet you have never written one. Well, you are about to.</p> <p>Let us form groups of 3 really quick. (I would do it on the spot, accounting for the fact that there would always be a group consisting of only 2 members). I would suggest you working from the same computer. Ok, now you will go activity number 1. You will see 6 images there. Are you seeing them? Wonderful. So, you have: a background picture of a city, the magical sword Excalibur, the mythical creature known as Chimera, Hades from the movie Hercules, a pool party and a simple rubber duck. As you can see these images have nothing to do with each other.</p> <p>What do you have to do? Using Google Docs, you will take inspiration from these 6 images to write the synopsis for a blockbuster movie. You do not have to tell the story following the order the images appear in Canva, you just have to include each of these elements in your story. All the images, got it? Also, very important, this movie must follow a coherent narrative, meaning, it must have a clear beginning, middle and end. Sounds good?</p> <p>Let us aim for a maximum of 200 words. Let us see how that goes. I will give you 20 minutes to write it, I think that will be enough. If you need more, that can also be arranged. After you guys write the stories, I will ask you to read them. Ok, enough out of me. If everything is clear, let us begin.</p> <p>...</p> <p>Ok, times is up. I see that you have all finished. Let us read some of it.</p> <p>...</p>	

Well done everyone, I am impressed. You are capable of writing very creative stories. As you can see, even if you all started at the same starting point, with the same images, you arrived at very different destinations. I am sure you have noticed that your stories diverged heavily at the end. That goes to show how unique each of us are and how unique our mind is. Our imagination will always, in essence, be endless.

The reason I came up with this activity was to give you a chance for you to work on narrating a story. This is an important component of creative writing, of course. You will need this for when you are developing your own fantasy short stories... in the future... quickly approaching. Do you already have ideas of what you want to write about? Ok, that is great.

But let us continue with our current session for now.

4.2. Task 9: “Movie poster”

Task n°9: third session.		
Title: Movie poster.	Type: Reinforcement.	Timing: The remainder of the session.
Classroom management: The students are seated at their individual computer station working alone.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation • Google Docs with the movie synopsis 	
<p>Linguistic <i>Input</i>:</p> <p>Our next activity is related to the previous one but, this time, you will have to split up and go back to your own computer. You will be working on your own this time. Let us do it.</p> <p>...</p> <p>Ok, now, you will go back to my Canva presentation and skip to activity number 2. Let us go, quick. Fantastic, you are all there. Now that you have the synopsis for your movie written, it is time for you to</p>		

work on the next step. Let us imagine that your movies started production and everything went well. The movies are done, finished. The only thing left would be for you to start promoting the movie, right? The studio asked you to come up with potential movie posters for this movie. Therefore, instead of writers, you will now assume the role of graphic designers.

The task is to create, using Canva, a movie poster for your movie. Since you were working in groups before, logically there will be different versions of the same movie poster. That is the objective. The studio wants to have options to choose from.

In my presentation, I give you a model for you to follow. The poster in question is of an imaginary *They're made out of meat* movie, the story we read the other day. You probably did not know you could do this in Canva but you can. It is very easy. Just go to create a new design and select the option which says "poster". As you open the design, on your left you will see a lot of templates for you to pick from. There rest you already know, it is very intuitive.

You have to include 7 things which you can see in the example: the name of actors, in this case it can be the name of the writers; a stylized title; a catchy tagline; a suitable background; the image of some narrative element; the release date, it does not have to be specific; and a fictional website of the movie.

Did you all understand the assignment? Great. When you finish just sent me the link of the design so I can assess it. Also, if you need to read the synopsis you wrote in group, just share the Google Docs link among yourselves. I will give you until the end of the session. You can begin.

...

Ok, guys, time is up. I hope you had a chance to finish the posters. Do not forget to send me the link, please. That is going to be all for today, see you next time.

5. Session Table n°4

Session 4	
Specific competences	Specific assessment criteria

1, 2, 3	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Work together to write a coherent TV scene using only dialogue. 2. Organize and plan their ideas in a way which helps with the production of a short story.
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Contents/Basic Knowledges

A: a.4, a.10, a.11, a.13

C: c.3

Activities	Esp. comp.	A. crit.	Cont/B.k
Task 10: “Sitcom writer”	1.3, 2.3, 3.1, 3.2	1	a.4, a.10, a.13, c.3
Task 11: “Brainstorming”	2.3	2	a.4, a.11, a.13

5.1. Task 10: “Sitcom writer”

Task nº10: fourth session.		
Title: Sitcom writer.	Type: Reinforcement.	Timing: 30 minutes.
Classroom management: The students are working in groups of 3, all with the same computer.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Canva presentation • Google Docs 	

Linguistic Input:

Welcome once again, everyone. How are you doing on this fine day?

So, last session was about movies, do you remember? This one is going to be about TV shows, more specifically, sitcoms. Do you know what that is? Anyone?

...

Those are essentially comedy series. Very popular because they can usually be watched by people of all ages. I assume you have seen some. Well, today, you are not going to be watching them, do not create that expectation. You will, however, be writing scenes from popular series.

As always, follow the link on your school platform under the name “sitcom writer” and that will take you to, yet another Canva presentation. You know I love those. Now, if you go slide number 2, you will find various groups there. You know what that means: we need to form some groups before we proceed any further. (The teacher would form groups of 3 on the spot and one remaining group with only 2 members). Pick a number from 1 to 7 (The teacher would say this to each group after selecting the members). And I guess that leaves off number (the last number remaining). You will all be working with the same computer.

Those are your group numbers. All you have to do now, is to follow the link associated with your number. Let us do it.

...

Your selection is going to be the series you will be working with. It does not matter if you know the series or not, so, do not panic. If you go to slide number 2 of each of your series, you will see a freeze frame of one scene in that series. What I want you to do is to write that scene exclusively using dialogue. No narration this time, this is important. Basically, you have to interpret the image and try to write the scene that you are seeing there. You will have to come up with the characters’ names and write, for instance, Barbara: line of dialogue. Got it?

Now, what I am about to say are important instructions for you to follow. If your image has a lot of characters, pick just 3 of them and give them lines. If you already know the character’s names, come up

new ones. If you know the scene in question, write something different. Creativity is once again, what I expect from you, above all else.

You can use Goggle Docs. There is no word limit this time, just write a complete scene which in your minds makes sense. I will give you 25 minutes, more or less and see how you are doing.

...

Ok, guys. That is it, time is up. All you have to do now is to send me the scene you were working on and that will conclude the activity.

5.2. Task 11: “Brainstorming”

Task nº11: fourth session.		
Title: Brainstorming.	Type: Wrap-up.	Timing: The remainder of the session.
Classroom management: The students are seated at their individual computer station working alone.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Notebooks • Canva presentation 	
<p><i>Linguistic Input:</i></p> <p>Now, very important. I said during our first session of the unit that I would give you time for you to plan and structure your fantasy short story. This is it, this is your time to brainstorm. In fact, I will give you the remainder of the class for you to do just that. Because, next session, has I already told you, is when you need to write the story. Ok?</p> <p>In order to remind you of the guidelines of the writing task taking place next session, I designed another Canva presentation. You can just follow the link on the platform under the name “my fantastic story”.</p> <p>It is really simple. You have to write a short story that takes place in a fantasy world of your choosing. It can be, I do not know, a movie you have seen or a videogame you have played, it is up to you. And you</p>		

will have to write about a summer vacation in that world. You and your family can be the characters, for instance, although you have to give everyone names, not just referring to them as ‘mom’ and ‘dad’. Or, alternatively, you can create your own characters who are going on vacation to that location. Do not forget to include both narration and dialogue. You have to describe the events and what people say, of course. The detective short story I showed, “Frank’s last case”, is a great model for you to follow.

I thought it would be best to not set a word limit because I do not know how much you will be able to write in just one session. I know I say this all the time but all I want is for you to write a coherent story, with a clear beginning, middle and end.

Also, I should mention this; the product coming out of our next session will just be a first draft of your story. What do I mean by this? I know you can predict what is coming next because you have been doing it ever since the school year started. Our sixth session will be a peer editing one, ok? One of your classmates will read your story and give you feedback on things to improve. In that same session, you will have the chance to apply these changes to the text and come up with a second and final draft. This last draft is the one you will have to submit to me. But I will explain that better when the time comes.

Do you have any questions for me? Great. Let us start planning the stories then.

...

Ok, guys, time is up. Good work today. See you next session, writers.

6. Session Table n°5

Session 5	
Specific competences	Specific assessment criteria
2	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate the first draft of short story employing the standard structure of utilizing both narration and dialogue.
Contents/Basic Knowledges	

A: a.1, a.4, a.11, a.13			
C: c.1			
Activities	Esp. comp.	A. crit.	Cont/B.k
Task 12: “My fantastic story”	2.3	1	a.1, a.4, a.11, a.13, c.1

6.1. Task 12: “My fantastic story”

Task nº12: fifth session.		
Title: My fantastic story.	Type: Reinforcement.	Timing: 50 minutes.
Classroom management: The students are seated at their individual computer station.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Google Docs 	
<p>Linguistic <i>Input</i>:</p> <p>Hello, everyone. I hope you are doing well today. Are you excited to write your stories? Any questions before we begin?</p> <p>...</p> <p>Yes, good question. I did not mention it until now but you will write your stories in Google Docs, alright? This way it will automatically save to the cloud and you will have access to it later. The only thing I am going to ask of you is for you to share the link with me. Please, do it now so you do not forget.</p> <p>Another thing you should not forget is to follow the format. I want you to narrate the story events and also write dialogue for the character, ok? Good, I think you are all set. You can begin. If you need me just call.</p> <p>...</p>		

Good job, guys. That is the time. Did all of you shared the link with me? Ok, just checking. See you next session.

7. Session Table n°6

Session 6			
Specific competences		Specific assessment criteria	
1, 2, 3		The students will be able to: <ol style="list-style-type: none"> 1. Provide constructive feedback to their classmates, leading to the improvement of the short story. 2. Judge the feedback received to adequately incorporate it into the text. 	
Contents/Basic Knowledges			
A: a.2, a.4, a.10, a.13 B: b.3 C: c.1, c.3			
Activities	Esp. comp.	A. crit.	Cont/B.k
Task 13: “Your fantastic story”	1.2, 2.3, 3.1	1	a.2, a.4, a.10, a.13, b.3, c.3
Task 14: “Our fantastic story”	1.3, 2.3, 3.1	2	a.2, a.4, a.13, b.3, c.1

7.1. Task 13: “Your fantastic story”

Task n°13: sixth session.		
Title: Your fantastic story.	Type: Reinforcement.	Timing: 20 minutes.

<p>Classroom management:</p> <p>The students are seated at their individual computer station.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Computers • Internet • Google Docs – fantasy short stories
<p><i>Linguistic Input:</i></p> <p>Good morning, fellow students. How are we today? Wonderful. Did you have fun writing the stories the other day? Ok, ok.</p> <p>Today, we are going to do the peer assessment as I mentioned before. So, open Google Docs with your stories and we will talk in a minute. Come on, do it!</p> <p>...</p> <p>Great. Now, let us do something fun. You (points), switch places with him. (The teacher would make all the switches, trying to balance their performance levels).</p> <p>...</p> <p>Ok. In front of you are your classmates’ stories. Your job for the next 15 to 20 minutes is to read through it and leave constructive comments, using the comment feature, on how they could improve the text. Again, do not write in the text per se, use the comment feature. Yes, that is the one.</p> <p>Now, your comments can be of two kinds: technical ones and/or creative ones. By a technical comments, I am refereeing to suggestions such as: “beware of your grammar here; change this connector perhaps; this sentence could be clearer”, stuff that has to do with the structure of the text, ok? Furthermore, your comments can also be creative input, like “this character is not doing much; this event does not make much sense; what happened to that creature in the end? Understood?</p> <p>Remember, and this is very important, we are not trying to insult other people’s work. The goal is trying to help our classmates to get better and increase the writing quality of the text. As editors, all we want to do is leave suggestions or in other words, feedback, which may lead to overall improvements in the stories. But let us not forget to be cordial, ok?</p> <p>Questions? Great. You may begin.</p>	

7.2. Task 14: “Our fantastic story”

Task n°14: sixth session.		
Title: Our fantastic story.	Type: Reinforcement.	Timing: The remainder of the session.
Classroom management: The students are seated at their individual computer station.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Google Docs – fantasy short stories. 	
<p>Linguistic <i>Input</i>:</p> <p>You finished? Good. Now, let us switch back.</p> <p>...</p> <p>Are you all settled? Wonderful. Now, for the remainder of the class, you will read all the feedback your classmates provided you with and redraft your story. But, please pay attention, I want you to leave the first draft EXACTLY as you found it. Meaning, do not alter it in any way. Do not change what you wrote or touch the comments there, got it? What I want you to do is, copy the text and then paste it on the following page. Yes, that is right. Copy and paste the text. And now, you are free to change that new version. That is going to be your second draft. If you do it correctly, this second draft should also have a copy of the comments attached to it. Let us try it.</p> <p>...</p> <p>Fantastic. Work with that copy and make all the necessary changes you see fit. Needless to say, the final product, your second draft, should have no comments attached to it. The first draft, yes. The second one, no. The objective is for you to, one by one, solve the comments until everything is “fixed”, ok?</p> <p>Just one more thing. You do not have to technically do every single suggestion your classmates are advise you to do. They could, let us hope not, give you bad information. Perhaps you do not want to add a dragon to your story. You understand what I am saying? Ultimately, it will be up to you if you want to make the change or not. Trust your judgment and think what would best for YOUR story. Got it?</p>		

Great. Then, ready, set, go!

...

Alright, people. The class is about to end. Did you managed to finish the second draft? Ok. Close everything as always and I will see you next time.

8. Session Table n°7

Session 7			
Specific competences	Specific assessment criteria		
1, 2, 3	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Work together to write a cohesive and coherent short story with narrative elements deriving from two creative inputs. 2. Work together to create a virtual story book of said story which must include props, backgrounds, written dialogue and audio recordings. 		
Contents/Basic Knowledges			
<p>A: a.1, a.2, a.4, a.10, a.13</p> <p>B: b.3</p> <p>C: c.1, c.3</p>			
Activities	Esp. comp.	A. crit.	Cont/B.k
Final task: “Story book”	1.3, 2.3, 3.1, 3.2	1, 2	a.1, a.2, a.4, a.10, a.13, b.3, c.1, c.3

8.1. Final task: “Story book”

Final task: seventh session.

<p>Title:</p> <p>Story book.</p>	<p>Type:</p> <p>Warm-up.</p>	<p>Timing:</p> <p>50 minutes.</p>
<p>Classroom management:</p> <p>The students are working in groups of 2, each with their own computer. The stations should be next to each other to avoid disorganization.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Computers • Internet • Google Docs – fantasy short stories • StoryJumper • Headset
<p>Linguistic <i>Input</i>:</p> <p>Good morning! I hope you are doing fine.</p> <p>I was reading your stories the other day and I must say... I am proud of them, good job. However, the unit is not quite finished yet. There is one more task you must complete, as I mentioned in the first session. The reason I did not go into details up until now is because without those fantasy short stories you wrote, this activity could not exist.</p> <p>But let us get into the details, shall we? Using your short stories as foundation, we will have to create a story book out of it. That is right, you will be working with StoryJumper. I know you are all familiar with the platform therefore it should be no problem.</p> <p>It is a group project, although you are going to work in smalls groups of 2 this time. Why only 2 members? Because you will be working alongside your editor from the previous session. So, join in and work side by side, ok? You can use two computers. Come on, switch!</p> <p>...</p> <p>Good. Now, pay attention. Since there are 2 people in each group, this also results in you having two stories to pick from. How is this going to work exactly? Both have read the other person's story, right? So, I want you discuss among yourselves, how to you want to MERGE the two stories, creating something new. What do I mean by merge? I do not wish for you to simply combine the two texts. No, that is not it. I would like for you to pick one of the stories as your base and then add a few elements from the other one. For instance, you could add a character, a magical creature, an event or something of the sort, ok?</p>		

Please, do not complicate things. I do not want you to be too ambitious and combine everything. That would take a lot of work and I would love for you to start working with StoryJumper today... preferably. All I want to see in the final product is both of your creative inputs. But again, I will repeat myself to make it perfectly clear, it does not have to be 50% each. It can simply be 90% one story, 10% another. Understood? Also, please, try to find organic ways to incorporate those elements in the story. Your narrative must make sense. And please, just one more thing on this subject. Create a new Google Docs for the new merged story, got it? Questions?

...

Ok. Now, about StoryJumper. You have used most of the features before, which to be frank, are not that many. This will be no different. You have to recreate, as close as you can, your new merged story. This means backgrounds, characters and props. As for the text in of itself, you just have to write the dialogue in the speech bubbles. You do not have to add the written narration, ok? However, here comes your favorite part, you will to voice record everything: a narrator to describe the events of the story and the characters' lines. You will use your headset for that.

Still on the topic, I just wanted to say one more thing. Because your stories have tons of narration, I want you and your partner to share the load. Meaning, both of you will have to voice the narrator. This, of course, is to avoid one voice dominating the other. Do you understand what I mean? Great.

You will have three sessions to do this. This is the first, then two more. In the fourth session, the last of the unit, you will present your story book to the rest of the class. What do I mean by presenting? Of course you will play the story book for everyone to watch. Aside from that, I would like you to make a brief introduction to what the story is about, the characters, the setting, all that, ok? I am talking about 2 minutes, more or less. And both of you should speak, very important to mention as well.

Now, I do not want you to spoil the story, however. Like I said, is just an introduction. Think of it like a movie trailer. You can say, for instance: "this story takes place in x world, these are the characters, there is this problem they have to solve, let us see how they do it..." and you show the story book. An introduction. Was that clear?

Ok. And please, as always, do not forget to send me the link. I need to be able to access your books in order to evaluate you. But enough out of me. If there are no other questions, you may begin.

...

Ok, time is up, younglings. Great work today, you guys are being super creative and I love it. By the way, I took the liberty to upload the rubric of the assignment to your school’s platform. Take a look at it later, if you please. Alright, let us keep working on this next session. See you, everyone!

9. Session Table n°8

Session 8			
Specific competences	Specific assessment criteria		
1, 2, 3	The students will be able to: <ol style="list-style-type: none"> 1. Work together to write a cohesive and coherent short story with narrative elements deriving from two creative inputs. 2. Work together to create a virtual story book of said story which must include props, backgrounds, written dialogue and audio recordings. 		
Contents/Basic Knowledges			
A: a.1, a.2, a.4, a.10, a.13 B: b.3 C: c.1, c.3			
Activities	Esp. comp.	A. crit.	Cont/B.k
Final task: “Story book”	1.3, 2.3, 3.1, 3.2	1,2	a.1, a.2, a.4, a.10, a.13, b.3, c.1, c.3

9.1. Final task: “Story book”

Final task: eighth session.		
Title: Story book.	Type: Reinforcement.	Timing: 50 minutes.
Classroom management: The students are working in groups of 2, each with their own computer. The stations should be next to each other to avoid disorganization.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Google Docs – fantasy short stories • StoryJumper • Headset 	
<p>Linguistic <i>Input</i>:</p> <p>Hello, hello! How are you today? You sound enthusiastic which is great.</p> <p>You already know what you will be doing today. You will continue working on your story book project. Is there any questions?</p> <p>...</p> <p>Ok, begin then.</p> <p>...</p> <p>Alright, guys. That was it for today. Good job, see you next time.</p>		

10. Session Table n°9

Session 9	
Specific competences	Specific assessment criteria
1, 2, 3	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Work together to write a cohesive and coherent short story with narrative elements deriving from two creative inputs.

	2. Work together to create a virtual story book of said story which must include props, backgrounds, written dialogue and audio recordings.		
Contents/Basic Knowledges			
A: a.1, a.2, a.4, a.10, a.13			
B: b.3			
C: c.1, c.3			
Activities	Esp. comp.	A. crit.	Cont/B.k
Final task: “Story book”	1.3, 2.3, 3.1, 3.2	1, 2	a.1, a.2, a.4, a.10, a.13, b.3, c.1, c.3

10.1. Final task: “Story book”

Final task: ninth session.		
Title: Story book.	Type: Reinforcement.	Timing: 50 minutes.
Classroom management: The students are working in groups of 2, each with their own computer. The stations should be next to each other to avoid disorganization.	Resources: <ul style="list-style-type: none"> • Computers • Internet • Google Docs – fantasy short-stories • StoryJumper • Headset 	

Linguistic *Input*:

Hello again, everyone. I hope you all are doing well.

Let us continue with the project. This is your last session, ok? Next one, you will one to present the story book to your classmates. Please, do not forget to send me the link to the story books, if you have not already.

Alright? Great. You may start.

...

Time is up, everyone. I have seen some of your story books, they look fantastic. I am eager to see your presentations next session. I wish you good luck. Goodbye!

11. Session Table n°10

Session 10			
Specific competences		Specific assessment criteria	
2, 3		The students will be able to: 1. Work together to deliver well-structured and rehearsed oral presentation which conveys the message clearly.	
Contents/Basic Knowledges			
A: a.4, a.10, a.13 C: c.3			
Activities	Esp. comp.	A. crit.	Cont/B.k
Final task: "Story book"	2.1, 3.1, 3.2	1	a. 4, a.10, a.13, c.3

11.1. Final Task: "Story book"

Final task: tenth session.		
Title: Story book.	Type: Wrap-up.	Timing: 50 minutes.
Classroom management: The students are working in groups of 2, each with their own computer. The stations should be next to each other to avoid disorganization.	Resources: <ul style="list-style-type: none"> • Computer • Projector • Internet • StoryJumper 	
<p>Linguistic <i>Input</i>:</p> <p>Hello, everyone. How are you? I hope you are not nervous, this should be simple for you.</p> <p>...</p> <p>Ok, we are all set here. Does anyone want to volunteer to be the first group presenting? Chance it is then. (The teacher would select groups at random).</p> <p>...</p> <p>Ok, guys, whenever you are ready. (Everyone would present their project).</p> <p>...</p> <p>That was wonderful, well done. You guys are getting pros at this. Ok, next session we will start a new unit. I seriously hope you enjoyed this one. I will be seeing you. Goodbye!</p>		

12. Appendix

Movie poster rubric:

Criteria	Excellent 4	Good 3	Not bad 2	Inadequate 1
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Task requirements.	It includes all the 7 task requirements: starring, title, tagline, background, image, release date and website.	It includes almost all of the task requirements (6-5).	It includes a few of the task requirements (4-3).	It does not include sufficient task requirements (2-0).
Tagline.	The tagline is extremely catchy and encapsulates the premise of the movie perfectly.	The tagline looks good and makes for an interesting description of the movie.	The tagline is acceptable albeit not very captivating for audiences.	The tagline is poorly written or non-existent. It does not capture the attention of the readers or reflects the movie in question.
Aesthetic.	The poster is very attractive. The visual language is being conveyed seamlessly and captures the essence of the movie.	The poster is aesthetically pleasing to the eye. It expresses good visual language and relates to the movie written.	The poster is passable in terms of visual quality. The movie can be identified.	The poster is not attractive or fails to convey the message required. The movie is not recognizable.
Originality.	The project is very creative and original.	The project is original for the most part but a few elements are recognizable from other works.	The project is not entirely original since a lot of elements seem familiar. The creative input of the students is still present, however.	The project completely lacks originality and creativity.

Fantasy short story rubric:

Criteria	Excellent 4	Good 3	Not bad 2	Inadequate 1
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Coherence and Cohesion.	The text is displayed in a coherent and cohesive manner. Ideas are optimally presented and flow naturally.	The text is displayed in a coherent and cohesive manner, for the most part. The ideas presented are easily recognizable and transition adequately.	The coherence and cohesion displayed in the text is somewhat limited. The ideas presented are not entirely logical or connected.	The text displayed lacks a complete sense of coherence and cohesion. The progression of ideas is not logical or linked well enough.
Grammar and vocabulary.	Correct usage of grammatical structures and a rich vocabulary is employed.	There is only a few grammatical errors present and the vocabulary used is fairly good.	An inconsistent usage of proper grammatical constructions. The vocabulary is also limited and repetitive.	Inappropriate usage of grammar and the vocabulary repertoire is extremely poor.
Task requirements.	The text produced completely follows the instructions of task. It attends to the style and conventions of the medium.	The text produced captures the essential components of the task. The format reflects the style and conventions of the medium.	The text produced barely attends to the specifications of the task. There are portions which respect the style and conventions of the medium.	The text produced does not follow the task requirements. It also does not conform to the style and conventions of the medium.
Peer-editing.	The student provides excellent feedback. The suggestions given improve the overall quality of the final product.	The student provides good feedback. Most of the recommendations lead to an increase in the quality of the final product.	The student is capable of providing sufficient feedback. The contribution is helpful but could use a lot of work.	The student fails to demonstrate the capacity to provide constructive feedback. Very few or no ideas were transmitted which sought to improve the final product.

Adaptability.	The student demonstrates the ability to manage the feedback received and incorporating it perfectly into the text.	The student adequately addresses the feedback received and finds good ways to adapt the text.	The student accounts for some of the feedback received but does not take full advantage of it, resulting in a text which could have been a lot better than it is.	The student ignores the constructive feedback provided and fails to adapt it into the text effectively.
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Story book rubric:

Criteria	Excellent 4	Good 3	Not bad 2	Inadequate 1
Coherence and Cohesion.	The text is displayed in a coherent and cohesive manner. Ideas are optimally presented and flow naturally.	The text is displayed in a coherent and cohesive manner, for the most part. The ideas presented are easily recognizable and transition adequately.	The coherence and cohesion displayed in the text is somewhat limited. The ideas presented are not entirely logical or connected.	The text displayed lacks a complete sense of coherence and cohesion. The progression of ideas is not logical or linked well enough.
Grammar and vocabulary.	Correct usage of grammatical structures and a rich vocabulary is employed.	There is only a few grammatical errors present and the vocabulary used is fairly good.	An inconsistent usage of proper grammatical constructions. The vocabulary is also limited and repetitive.	Inappropriate usage of grammar and the vocabulary repertoire is extremely poor.
Task requirements.	It includes all the 4 task requirements: background, props, speech and thought bubbles, audio	It includes almost all of the task requirements (3).	It includes a few of the task requirements (2).	It does not include sufficient task requirements (1-0).

	narration and dialogue.			
Voice performance.	Clear and confident delivery of lines. Great use of volume, pace and pronunciation.	Generally effective delivery of lines. Volume and pace could be improved. Good pronunciation.	Inconsistent delivery of lines. Volume and pace are constantly varying in quality. Some issues with pronunciation.	Extremely flat delivery of lines. Words are mumbled, there are awkward pauses and terrible pronunciation.