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**TRABAJO FIN DE MÁSTER**

**EFL teaching through learning situations and ICT.  
A lesson plan for Year 1 of Secondary Education**

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## **Resumen**

En la actualidad, las tecnologías de la información y comunicación (TIC) se han convertido en pilares fundamentales de nuestra sociedad. La inclusión de las TIC en la enseñanza de Lenguas extranjeras permite diversificar las posibilidades de crear situaciones comunicativas de aprendizaje y trabajar en el aula por proyectos para promocionar una educación plurilingüe e intercultural. Estos aspectos teóricos se abordan teóricamente desde tres dimensiones: la curricular, didáctica y metodológica. En la segunda parte del trabajo se presenta una propuesta didáctica para la enseñanza de la lengua inglesa mediante situaciones comunicativas de aprendizaje y la utilización de las TIC. Al haber sido implementada en primero de Educación Secundaria Obligatoria, se discuten los resultados y, finalmente, se aportan conclusiones en torno a la importancia que cobran las TIC y las situaciones de aprendizaje en la enseñanza de Lenguas extranjeras en la etapa educativa referida.

Palabras clave: Lengua extranjera, Educación Secundaria Obligatoria, Propuesta didáctica, Tecnología de la información y comunicación (TIC), Situaciones de aprendizaje.

## **Abstract**

Nowadays, Information and Communication Technologies (ICT) have become fundamental pillars of our society. The integration of ICT in foreign language teaching allows for a diversification of possibilities to create communicative learning situations and to work on classroom projects in order to promote plurilingual and intercultural education. These theoretical aspects are addressed from three dimensions: curricular, didactic and methodological. The second part of the paper presents a lesson proposal for teaching English through communicative learning situations and the use of ICT. After its implementation in the first year of Secondary education, the results are discussed. Finally, conclusions are drawn regarding the importance of ICT and learning situations in foreign language teaching at this educational level.

Keywords: Foreign language, Information and Communication Technology (ICT), Learning situations, Secondary Education, Teaching proposal.

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## INTRODUCTION

Globalisation and the interconnectedness of cultures in today's world have led to a greater appreciation of diversity. In this context, it is crucial to recognise that limited language skills pose a significant challenge to understanding and appreciating the different perspectives and realities that coexist in our multicultural society. Language skills play a key role as a catalyst for intercultural understanding, building bridges of communication, including mutual learning, and facilitating integration in multilingual environments.

In addition, a weakness in language skills can constrain an individual's access to opportunities and resources in a variety of areas, as fluency in English has become a prerequisite for many professional fields, educational pursuits, and technological advances. Proficiency in the dominant language of a particular industry or academic discipline opens doors to career advancement, collaboration, and participation in global networks. Through investment in language education and the promotion of linguistic and cultural competence, societies can bridge gaps, inspire empathy, and promote a more inclusive and connected world.

The emergence of approaches such as Communicative Language Teaching (CLT) brought about a significant shift in the educational paradigm, placing effective communication as the cornerstone of language learning for the first time. In the past, education was characterised by a one-way transmission of knowledge from teacher to student, which favoured passive learning and restricted opportunities for student interaction. As a result, students lacked communicative skills. The focus then shifted to the learners, who now play an active role in the whole process of acquiring and learning communication skills.

This shift also entailed a redefinition of the role of the teacher. According to Scrivener (2011), the teacher should ideally be an "enabler" who has knowledge of the subject matter, adopts the most appropriate teaching methodology and is sensitive to the thoughts, emotions, and actions of the students. (p.18). This author continues stating "the essential learning experience is in doing the thing yourself." (p.20). Rather than listening to theory, the crucial aspect of learning is active participation in the task or activity, especially when learning to communicate in another language, as communication involves the participation of at least two people.

## **Justification**

In today's rapidly changing world, advances in technology have transformed our reality, affecting every aspect of our lives. As a result, education cannot remain unaffected by these changes, but must adapt and evolve accordingly. Current and future generations have grown up in a world characterised by constant technological innovation, instant access to information and interconnectedness. This reality has profoundly shaped their experiences, expectations, and ways of engaging with the world around them.

In this digitally driven era, traditional approaches to education that rely solely on textbooks and lectures are no longer sufficient to meet the needs and aspirations of students. The classroom must become a dynamic and interactive space that mirrors the world outside, integrating technology as a fundamental tool for teaching and learning. By harnessing the power of technology, teachers can maximize the educational experience, engage students in meaningful ways and prepare them for the modern world.

This is how the Spanish government, aware of the emerging needs of today's generations, has remodelled the Education Act to emphasise the development of what it considers key competences, including digital competence. The curriculum promotes an interdisciplinary approach and believes that learning through competences improves students' learning processes and motivation. As a result, the integration of ICT tools in the classroom becomes essential and requires teachers and educators to find meaningful ways to implement them.

Through the appropriate use of ICT, students can become active participants in their learning process. Digital tools allow students to investigate, explore and discover knowledge for themselves. In addition, ICT provides opportunities for teamwork and collaboration, which promotes the development of communication skills such as oral and written expression, active listening, and interaction with other students. ICT gives them the opportunity to become familiar with different tools and applications, to learn how to search for and evaluate information, and to use digital resources in an ethical and safe way.

Active methodologies based on the communicative approach (CLT), such as project-based learning (PBL), are an effective response to the challenge of integrating ICT into the educational process, as they allow for the creation of contextualised and authentic learning scenarios.

## **Aims**

According to the ideas expressed in the Justication, the aims of this paper are presented as follows:

- To gather the key aspects of the secondary education curriculum in the Spanish education system.
- Present the communicative approach and the main features of plurilingual and intercultural education.
- Address methodological aspects that incorporate current curricular guidelines, such as learning situations, project-based work or digital resources.
- Propose an intervention plan for the EFL classroom in the first year of secondary education, presenting a sequence of sessions.
- Evaluate the results of the implementation of the proposal and provide final considerations regarding learning situations and the use of ICT in the EFL classroom.

## Rationale Framework

The education system in Spain articulates a framework of general guidelines that emanate from educational policies, aiming to guarantee the effective organisation and proper functioning of educational institution across the territory. It depends on the social system, which is dynamic and changing. Thus, the education policies, and therefore education system, must be adapted to the underlying social context. With the entry into force of the 1978 Constitution, Spain presents a decentralized educational system in which competences are divided between the State and the Autonomous Communities.

The aim of this section in the paper is to address and develop the curricular, teaching and methodological dimensions necessary to accommodate the implementation of a lesson proposal in a real context. In order to achieve this goal, it is necessary to consider the various levels that establish and regulate education in Spain, where the lesson plan is implemented.

### 1. Curricular Dimension

#### 1.1 Legal Framework of Education

When designing a syllabus, the legal regulations governing the objectives, competences, contents and assessment criteria for each academic year must be contemplated. Regarding Education at a national level, the overarching legal framework throughout the Spanish territory is the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*. (LOMLOE). Due to the brevity with which this law was implemented in educational institutions, it is currently operating in odd-numbered courses, for one of which I propose the lesson. LOMLOE replaces the previous amendment to LOE, which is the *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa*. (LOMCE). LOMCE only has one year of validity left for even-numbered academic years. The organic law is consolidated in the *Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria*.



At the regional level, the general provisions of each Autonomous Community must be considered. Therefore, to ensure compliance with regulations in the Castile and Leon region, it is essential to consult the Official Bulletin of Castile and Leon: *Decreto 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en Castilla y León*. The main reforms in terms of foreign language will be explored in depth in the following section.

## **1.2. EFL as a Subject Matter**

The digitization of the world has meant a change in the way of conceiving society. One lives in the era of instantaneity where the Internet connection in homes has become a resource as basic as electricity, water or gas. It has unleashed a "closer relationship" between countries whose best weapon is communication to reach political, economic or other agreements, beneficial to all. For this reason, learning and mastering foreign languages and contact with different cultures is a unique tool for the individual's personal and global development.

In his work "Teaching and Assessing Intercultural Communicative Competence" Byram (2020) assures the transformative impact learning a new language can have on individuals. This author highlights the intrinsic connection between language learning, cultural competence and personal and global development. The emergence of a foreign subject into the Spanish curriculum is not only the key to other countries and cultures, but also a golden opportunity to achieve a global perspective from childhood to the years when individual identity is being formed.

Since the 20th century, English has become the lingua franca of Europe, currently having almost three times as many L2 speakers as natives. It is not startling then that it has become one of the central issues in every educational reform, with more importance being attached to learning a foreign language in general, and English in particular. The subject of EFL in Spain has undergone significant changes over the years in terms of its status and approach.

Already in 1970 there was a greater optional preponderance of English with respect to French, which had prevailed the classrooms in previous years. This year coincides with the entry into force of the *General Law of Education* (LGE); it entailed a structural reform of education and globally regulates for the first time the compulsory and generalized teaching of foreign languages in the Spanish educational system. The entry of Spain into the European Economic Community in 1986 was the trigger for an exponential increase in the demand for English. During these decades, English language teaching in Spain focused mainly on grammar and translation. The emphasis was on mastering linguistic structure and memorising vocabulary.

In 1990, with the implementation of the *Organic Law for the General Organization of the Education System* (LOGSE), the greatest substantial change was manifested with respect to what the teaching and learning of foreign languages is concerned, the adoption of the communicative approach. Furthermore, this law introduced transversal values to the curriculum for the first time and proposed new methodologies such as working by tasks, projects, and role-plays, apart from the gradual integration of technology in the learning process. These changes did not solely affect the teaching and learning of foreign languages, but also the entire educational system in Spain.

Regarding the LOE, the most significant novelty in a foreign language is the teaching and learning process will begin in the infant stage, along with training in innovative technologies. This law reinforced the importance of English as a vehicular language. The LOMCE was implemented with the aim of strengthening the teaching of English in the Spanish education system. It stressed the importance of raising students' proficiency in English to an adequate level.

Finally, the LOMLOE emphasizes the comprehensive development of communication skills, adding mediation, in line with the Common European Framework of Reference. (Council of Europe 2001, 2020). Grammar and vocabulary must be learned through inductive methodologies, since the ultimate goal of a foreign language is to develop the communicative competence in the classroom. The LOMLOE also stipulates the implementation of appropriate measures for students with special needs, thus guaranteeing their access to language learning.

To summarize, over the years there has been a growing recognition of the importance of English language skills and foreign language teaching in the holistic education of students in Spain. Pedagogical approaches have evolved towards a more communicative and skills-oriented approach and have sought to promote greater interaction and oral practice in English language learning.

### **1.2.1. Stage Aims and Key competences**

The Foreign Language subject in Compulsory Secondary Education aims primarily at acquiring basic communicative competence, as well as the development and enrichment of students' intercultural awareness. Additionally, to a lesser extent, the subject contributes to the cultivation of the essential skills required for the attainment of all objectives within the secondary education stage. In order to achieve the stage objectives, it is important that each student has managed to develop each of the eight key competences. These competences are understood as "essential skills so that students can progress with guarantee of success in their educational pathway and face the main global and local challenges." (LOMLOE 2020).

In other words, the student's exit profile at each formative stage is marked by the acquisition of the following competences: Linguistic Communication, Plurilingual, Mathematical, Science, Technology and Engineering, Digital, Personal, Social and Learning to Learn, Citizenship, Entrepreneurship and Cultural Awareness and Expression. The operational descriptors will specify details of the expected progress of the learner in the acquisition of each of the eight key competences by the end of their formative stage. By developing these competences, students will be better prepared to face the challenges and opportunities of an increasingly globalized world, and to contribute to the social, economic, and cultural development of their communities.

One of the most significant changes in the new law in relation to language is that it establishes Plurilingual competence as a new key competence. Plurilingual competence goes beyond simple language proficiency in one or more languages. It encompasses the ability to recognize, learn, and use different languages in an appropriate and effective manner, while also fostering integration and respect for linguistic and cultural diversity.

Kramsch (2004) states in her article *The Language Teacher as Go-Between* that:

Language educators seem to sense a need for language teachers to become attuned both to the local needs of the students and the global demands that will be placed on these students once they leave the school; a need [...] to the much more multifarious international demand for translators, go-betweens, mediators, peacemakers, cross-linguistic and cross-cultural catalysts. (pp. 40-41).

The ultimate goal of educators is to promote democratic coexistence (Official Journal of the European Union, 2022) within society; as individuals are responsible to build a more inclusive, diverse and cohesive society.

### **1.2.2. Curricular elements**

Apart from the curricular elements already mentioned in the previous section, the LOMLOE curriculum includes the Key competences. Six of them can be related to the Plurilingual Competence:

- **Linguistic Communication:** The ability to understand and express oneself effectively and appropriately in the foreign language, both orally and in writing.
- **Digital Competence:** The use of information and communication technologies to access information, communicate and learn in the foreign language.
- **Learning to Learn:** Acquiring strategies and skills for autonomous and continuous learning in the foreign language.
- **Cultural and Artistic Competence:** Understanding and appreciating the different cultural and artistic expressions associated with the foreign language and developing the capacity for analysis and appreciation.
- **Information processing and Digital literacy:** Identify, select, critically and ethically process information in the foreign language.
- **Social and Civic Competence:** To participate actively and responsibly in different social and cultural contexts, using the foreign language as a means of communication.

The LOMLOE curriculum has organised the foreign language content into three distinct basic knowledge or blocks. Firstly, the 'Communication' block includes the necessary content to facilitate the development of communicative activities such as comprehension, production, interaction, mediation, information seeking and source management. Secondly, the "Plurilingualism" block includes content that encourages reflection on the functionality of language, allowing students to make basic comparisons between the foreign language and their mother tongue or other languages, thus promoting improvement in all languages. Finally, the "Interculturality" block includes content that focuses on the cultural aspects conveyed through the foreign language, emphasising their value as opportunities for enrichment and for establishing links with others. Furthermore, promotes attitudes of respect and cultivates interest in understanding and appreciating different languages, language varieties and cultures.

These contents are aligned with the Common European Framework of Reference for Languages (Council of Europe, 2001, 2020) (CEFR). The CEFR provides a framework for language teaching, learning and assessment which is used throughout Europe and beyond.

The assessment criteria serve as a crucial curricular element to evaluate the development of specific competences. They act as a diagnostic tool to assess the acquisition of the basic knowledge, skills and attitudes necessary to achieve the specific competences within each educational cycle. These criteria provide a means of measuring the progress and performance of learners in relation to the intended learning outcomes. They are linked to the descriptors of the exit profile through the specific competences.

In the case of the foreign language, learning usually takes place through situations contextualised to the students' reality. This means that language instruction is designed to be relevant and meaningful to learners, and to help them develop the communication skills and intercultural competence that they will need in real-world situations. Assessment in foreign language learning may take many forms, including written exams, oral presentations, group projects, and classroom participation. The aim of assessment is to provide teachers with a clear understanding of the progress and development of each learner, and to help them identify areas where additional support may be needed.

### **1.3. Cross curricular contents**

The integration of different subject areas to create a more comprehensive and holistic approach to teaching and learning has evolved with the LOMLOE implementation. Cross curricular contents are educational topics that cut across multiple disciplines and aim to fuel a set of common values and skills. In other words, cross curricular contents are designed to promote a broader education that goes beyond the purely academic aspects (subject-specific knowledge or simple memorization). Therefore, it is the rationale behind being embedded into the general objectives and assessment criteria of the different subjects and levels of education, as the LOMLOE indicates throughout the document. These are also contents related to the Sustainable Development Goals (SDGs), currently included in the 2030 agenda by many European educational systems. The SDGs were established in 2015 by the United Nations General Assembly.

The subject of foreign language can contribute to the development of cross-curricular content in a course in several ways. To start with, the study of a foreign language exposes students to different cultures, customs and perspectives. Through language learning, students develop intercultural understanding, empathy and respect for diversity. It broadens students' horizons and expands their understanding of the world, thus stimulating a sense of global citizenship. Secondly, to nurture effective communication is a crucial cross-curricular skill that fosters collaboration and active participation among students in a variety of contexts. Lastly, language learning involves analysing and interpreting information, making connections and solving problems. These cognitive processes encourage critical thinking skills, additionally enables students to develop their social and emotional skill through foreign language interactions and the building of new relationships.

## 2. Teaching Dimension

### 2.1 Communicative Approach

As noted in the previous section, foreign language teaching has evolved in recent decades towards a practical, real-life approach based on the development of communicative competence. The communicative competence could be defined as follows: "comprises the skills and knowledge that an individual must have in order to be able to use the linguistic and crosslinguistic systems available to him/her to communicate as a member of a given sociocultural community". (Giron & Vallejo, 1992, p. 14).

Authors such as Richards et al (1985) referred to English as a foreign language in the proceeding way: "the role of English in countries where it is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication within the country" (p. 93). It is a clear reflection of the need for change in English language teaching in the direction of a model that focuses on communicative competence.

Ongoing research in cognitive science and psychology has led to a deeper understanding of cerebral processes and the development of new theories concerning language acquisition. As a result, more innovative and useful approaches have emerged, such as Communicative Language Teaching (CLT). According to Loumbourdi (2018), CLT "developed as a result of changes both in societies and the world (commerce, traveling and the European Union), as well as the inability of previous methods to accommodate these new-world, modern needs" (p. 1). This approach seeks to develop learners' ability to communicate effectively in authentic situations. It stresses the practical use of language and the cultivation of communicative competence, which includes not only grammatical accuracy but moreover the ability to use language appropriately and fluently in different contexts in our rapidly changing modern world.

CLT aims to promote the learning of languages by "activities that involve real communication and in which language is used for carrying out meaningful tasks that are relevant to the learner" (Richards & Rogers, 1986, p.72). Meaningful learning occurs when classroom activities encompass authentic real-life situations and demand the

utilisation of comprehensive communicative skills. One of the particularities of this approach is that it places the learner at the centre of his or her own learning, being the teacher merely a guide, monitor and resource facilitator. The teacher should expose the students as much as possible to the foreign language and should provide them with real and contextualised teaching materials.

The utilization of 'realia' - unmodified and genuine materials - has gained popularity in educational settings due to the enhanced learning outcomes derived from learners' exposure to authentic language produced by proficient speakers or writers of the target language. Since communication functions as a social instrument, it is imperative that the materials employed to facilitate such communication are closely aligned with the intended real-life applications of the language. Using realia brings other substantive benefits, including cultural information, which leads to the development of the following sections.

## **2.2 Plurilingual and Intercultural education**

The communicative approach is in line with the current type of education known as plurilingual and intercultural education. It refers to an approach to education that aims to strengthen the development of a variety of languages and an appreciation of different cultures. The CEFR defines the concept as follows: "Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures." (Council of Europe, 2001, p. 168). It embraces the diversity of languages and cultures within a society and strives to equip learners with the skills and attitudes necessary to engage with and navigate this plurality.

This approach reaffirms the value of developing fluency in more than one language, it goes beyond traditional bilingual education and includes regional, national, and foreign languages. It is worth mentioning again the CEFR, which draws attention to interculturality and stereotypes in the classroom and claims that "It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than



those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes." (p. 103)

Intercultural awareness involves not only acquiring objective knowledge about different cultures but also gaining an understanding of how each community may be perceived from the perspective of others. This includes being aware of national stereotypes, which are often formed based on preconceived notions or generalizations about a particular culture. The intercultural dimension requires a comprehensive understanding of diverse cultures, both within and outside the learner's own linguistic and cultural spheres. It involves being mindful of how perceptions shape intercultural interactions. This approach promotes critical thinking and reflection on language and culture, encouraging learners to question stereotypes, biases, and prejudices. It fosters a critical awareness of the impact of language and culture on individuals and societies.

The purpose is to encourage mutual understanding, respect, and empathy among individuals from diverse cultural backgrounds. Kramsch (2009) argues that language and culture are inseparable and that learners should be exposed to authentic and meaningful contexts in which they can develop a plurilingual and intercultural mindset, thus, once again, *realia*. In her book *The Multilingual Subject*, she examines the concept of the multilingual subject and advocates a plurilingual approach that recognises the diversity of languages and cultures within an individual. The starting point of the study must be the individual, the author proclaims, "traditionally given more attention to the process of acquisition than to the flesh-and-blood individuals who are doing the learning" (p. 2).

### **2.3 Plurilingual and intercultural communicative competence**

The cultural aspect of communicative competence is often neglected in language education, with greater emphasis placed on linguistic variation rather than cultural differentiation. This linguistic focus emphasises the different ways in which language functions are expressed and overlooks the cultural contexts in which these functions occur and acquire specific meanings. This approach assumes that there are no significant

cultural barriers to learning a foreign language and that cultural understanding will naturally accompany language learning.

Yet this assumption ignores cases where cultural resistance is more pronounced or fails to recognise the strong relationship between language and culture. (Coste et al., p.10). It is often believed that learning a language for communication purposes will automatically provide the necessary cultural knowledge, given authentic learning conditions and materials, however, this is not always the case. To ensure the full development of communicative competence, it is not enough to focus solely on the acquisition and practice of communicative skills. While grammatical rules, syntactic structures, semantics, and phonetics provide a crucial foundation for constructing accurate messages, there are other equally important factors to consider.

One such aspect is the ability to adapt the message to the specific context in which the learner is situated. In Irimia's (2012) own words "Communication that does not have appropriate cultural content often results in humorous incidents due to miscommunication and misunderstanding." (p. 325). Understanding the cultural nuances of language becomes essential in resolving issues of meaning when communicating with people who have a different mother tongue. Intercultural competence is an essential element in the development of language teaching.

According to Byram (2020) intercultural communicative competence, as applied in foreign language teaching, is the ability to interact with people from other places and other cultures in the language being learnt. Therefore, intercultural communicative competence is a person's ability to engage in productive activities, intercultural dialogues of meanings and relationships with people from different cultural backgrounds. (p. 71) Hence, considering this viewpoint, a person who has cultivated intercultural communicative competence has the ability to make connections in foreign language discourse, to communicate effectively by considering his or her own and others' perspectives and needs, to facilitate interactions between people from different backgrounds, and to remain committed to developing his or her communicative skills.

Respecting language diversity and promoting the learning of different languages in schools holds great importance. Nevertheless, the relevance goes beyond a simply

political choice or the creation of future opportunities for plurilingual individuals. It is about assisting learners to construct their linguistic and cultural identities by embracing multiple experiences of otherness. The purpose is not to replace the familiar with the new, nor to encourage identification with another culture, but to de-familiarise and de-centre, so that questions can be raised about one's own culturally determined assumptions and about the society in which one lives. (Byram 2009, p. 199). It also aims to enhance their capacity to learn by engaging with different languages and cultures, thereby benefiting from a broadened and diversified learning experience.

Cook (2005) argues that learning multiple languages not only enhances language skills, but also improves cognitive flexibility and intercultural understanding. He advocates for a pedagogical approach that embraces linguistic diversity and encourages learners to develop their linguistic and cultural identities through engaging with multiple languages and cultures, as such CLT approach. CLT recognizes that communicative competence requires the integration of linguistic and sociolinguistic abilities for successful communication.

To conclude, educators have a duty that extends beyond simply instructing the target language. Language education extends beyond the scope of language learning and aims to develop students' understanding of what it entails to be part of a world characterized by linguistic and cultural diversity. The task for the language educator is above all to educate, to promote an ability to change perspective and to challenge what is taken for granted. (Byram 2008, p. 17). The cultural dimension serves as a complement to language skills, as it enables the development of the capacity to adapt to different communicative contexts that arise when interacting with people from different cultural backgrounds. As Wang (2008) states "foreign language teaching is foreign culture teaching, and foreign language teachers are foreign culture teachers" (p. 4)

## Methodological Dimension

### 3.1 Learning situations

Situation and Scenario Based learning, which originated in the early 1990s, have emerged as prominent pedagogical principles in contemporary learning environments. Learning situations refer to the specific contexts and activities in which learning takes place. They are designed to provide learners with meaningful and effective learning experiences. Learning situations include different elements such as teaching strategies, projects, tasks, resources and even the interactions that occur during the learning process.

According to the Council of Europe (2001) “In language learning, scenarios enable language learners to practise using the target language in a realistic but simulated way” (p. 1). The design of learning situations is crucial in language teaching as it can significantly influence the effectiveness of learning outcomes.

The creation of any learning situation should consider the individual needs of the learners, the objectives to be achieved, the language skills and competences to be developed. In the same way, any learning activity must be intentional, meaningful, and useful. As mentioned in the previous section, it is also important to recognise the cultural and social aspects that influence language learning. Learning situations can vary according to their format or characteristics. They can range from teacher-led activities such as lectures or presentations to learner-centred activities such as group discussions, role-plays or project-based tasks.

The lesson plan aims at developing a project that motivates and engages participants by incorporating relevant scenarios that directly relate to their everyday experiences. The teacher's challenge is to provide learners with opportunities to use the target language in an authentic and purposeful way. To shape a learning situation that encourages active participation and interaction between the learners themselves and the teacher. At the same time, there must be possibilities for learners to practise their language skills, to apply their knowledge to a problem and to receive feedback from their teachers or peers. In Schuell's words, “the teacher's fundamental task is to get students to engage in learning activities that are likely to result in achieving [the intended learning] outcomes. It is helpful to remember that what the student does is actually more important than what the teacher does.” (1986, p.429).

### **3.2 Project-based language learning**

Project-based learning involves a structured approach to designing and implementing learning experiences centered around projects. The teacher needs to follow several steps and use a variety of strategies to ensure effective implementation. Starting with a careful planning to design projects that fit the learning objectives, students' interests and, as mentioned in the previous section, real-world relevance. Projects should be stimulating, open-ended and encourage enquiry and problem solving.

Those words are in line with Jonassen (2000) who believed that cultivating students' ability to solve practical problems is of great significance to the development of their high-level thinking ability. Authors such Gagné (1985) suggested that “the central power of education is to teach people to think, to use their rational powers, to become better problem solvers” (p.85) In the case of English, the achievement of a final project usually involves the deployment of communication skills throughout its development.

Once the project has been presented to the class, students should be encouraged to explore and investigate the project topic or problem by conducting research, gathering information and acquiring relevant knowledge and skills. This promotes a deeper understanding of the subject. The project should be carried out in groups, as working together has many advantages. Emphasise cooperation and effective communication between students as they work together to define the project objectives, divide tasks, share ideas, and present their findings, all in an autonomous manner.

In the project-based methodology, the role of the teacher shifts to a facilitator or coach, guiding and supporting students throughout the learning process. The teacher provides scaffolding, resources, and guidance while allowing students to take ownership of their learning (socio-constructivist approach). To achieve this, it is important to maintain a good classroom environment in which students feel comfortable, motivated and have low levels of situational anxiety at all times. Overall, meaningful activities based on a project-based methodology that result in an end product in the form of a learning situation involve and engage learners in an active, constructive, purposeful, contextual, authentic and collaborative way.

### 3.3 ICTs in the classroom

Information and Communication Technologies, more commonly known as ICT, have undergone major changes to become the powerful tools they are today. If the new generations of students are “digital natives,” then the use of ICTs in education must nowadays be assumed as a requirement. Moreover, the forces of globalisation have further emphasised the importance of integrating ICT into educational practices, presenting it as a necessary and highly valued skill for the social and economic progress of nations.

The utilization of ICT emerges as a pivotal cornerstone in accomplishing and realizing the Sustainable Development Goals (SDGs), as it is the primary determinant in ensuring a high quality and inclusive education. Their influence extends to various sectors and areas of education, but this section will focus on the impact of ICT on both teaching and learning in the subject of English as a foreign language. As per Kumar & Tammelin (2014), “in the last decade, changing conceptions of learning and rapid technological advances have been accompanied by changes in language teaching and learning” (p. 5).

In the field of language learning, technological progress has become particularly relevant and a key element in the development of innovative teaching methods; Blended Learning, Flipped Classroom, Virtual Reality, Online Collaboration or Gamification are just a few examples of the revolution in language learning. Teachers must be prepared to handle with ICTs daily and to integrate them into the classroom as the curricula demands; thus, it is also their responsibility to have the necessary digital literacy skills.

UNESCO has produced a framework for teachers which explicitly highlights the need for digital literacy and delineates the skills required to integrate ICT into their professional practice. The use of new technologies in education implies new teacher roles, new pedagogies and new approaches to teacher education. The successful integration of ICT into the classroom will depend on the ability of teachers to structure the learning environment in new ways, to merge new technology with a new pedagogy, to develop socially active classrooms, encouraging cooperative interaction, collaborative learning and group work. [...] The teaching skills of the future will include the ability to develop innovative ways of using technology to enhance the learning environment, and to

encourage technology literacy, knowledge deepening and knowledge creation. Teacher professional learning will be a crucial component of this educational improvement. (p. 8) Educational institutions, ranging from Primary schools, Secondary schools, to higher education levels, need to have access to electronic environments equipped with diverse network devices and digital resources in order to implement these innovative methodologies within the classroom.

### **3.3.1 Digital Resources**

The introduction of computers, interactive whiteboards, projectors, tablets, digital textbooks, etc. into the classroom supports both teachers and learners. Firstly, for teachers, because they can find great sources of material and select the most suitable depending on the activity or skill they want to develop in the classroom, as well as multiple worksheets at all levels. These resources can save teachers time and effort in preparing lessons and offer a wide range of materials to cater for different learning styles. At the same time, they can share their own resources in various applications and connect with other educators through discussion forums and online communities.

Exchanging ideas, engaging in professional discussions, and collaborating can enhance teaching techniques and provide valuable support. And yet digital resources offer a wealth of multimedia content, such as videos, podcasts, and interactive presentations. English teachers can use these materials to make their lessons more attractive and dynamic, especially if the selection matches the general tastes of the class. Multimedia content can help develop listening skills, improve pronunciation, and provide real-life examples of the language. Finally, this section can be linked to the teaching dimension in the sense that digital resources allow English teachers to take their students on virtual field trips and cultural experiences. They can explore museums, landmarks, and cultural events around the world through virtual tours and multimedia presentations. These immersive experiences deepen students' understanding of English-speaking cultures and nurture intercultural competence.

Secondly, it is also a great advantage for students, starting with looking up words in online dictionaries and thesauruses, which is a faster method than the traditional dictionary

because they provide instant access to word definitions, synonyms, antonyms, even pronunciation guides where you can click to repeat the sound until the phoneme is reproduced as closely as possible. Digital resources can also provide grammar and writing tools to support the teaching of English. There are a wide range of online tools that, for instance, identify grammatical errors, suggest improvements, and provide detailed explanations of common mistakes. Some platforms include tests and quizzes to practise grammar concepts, build vocabulary or improve writing skills. And is an ideal way to supplement classroom instruction, by allowing additional practice and reinforcement at home.

In brief, working with electronic devices in the classroom to search for online resources or to master new educational applications, offers learners the opportunity to use authentic language materials (realia), practise their language skills interactively and receive immediate feedback. According to Lindner (2014):

these interactive functions that computers can provide compared to conventional writing tools, such as a pen and paper or a typewriter, are a great resource for both the teacher and the students. They provide clear and fast corrections and thus enable the learner to work at his or her own pace (p. 17).

Digital resources enhance the learning experience by making it more dynamic and personalised, enabling learners to develop their language skills in the technology-rich environment in which 21st century society lives.

### **3.3.2 Audiovisual communication and digital competence**

The digitalization of the classrooms has brought about a shift in the way education is conceived and, consequently, in the way teachers and students interact. Living in a technologically saturated environment means that students have grown accustomed to accessing vast pools of information at their fingertips. As a result, their thinking patterns and information processing methods may have become more dependent on technology-mediated channels. New generations may have developed a preference for quick and instant access to information, expecting immediate answers and solutions.



This can affect their patience and ability to engage in deep critical thinking or thorough analysis of complex issues. Even constant exposure to a bunch of digital stimuli and information sources may have shortened attention spans and reduced the ability to concentrate for long periods of time. In addition, the reliance on technology for information retrieval may have compromised students' ability to retain and recall information from memory. With the ease of searching and retrieving information online, students may rely more on external sources rather than internalising and consolidating knowledge within their own cognitive processes.

Dudeney & Hockly (2007) noticed that the effects of living surrounded by technologies have affected the way students think and process the information, which demands transformation on the way of teaching and using materials and resources. It highlights the need for educators to be aware of these effects and to adapt their instructional strategies to effectively engage and support students in the era of instantaneity, and that is the real challenge: to captivate their attention and make the contents appealing.

The use of audio-visual media has become an integral part of communication in the educational arena. Teachers can project didactic content through presentations in various formats to accompany their explanations. They also have the possibility to exemplify concepts through images or videos. "If a picture is worth a thousand words, then a video is worth a million." (Olson & Loquist, 2010).

Moreover, they may provide guidance, support, and clarification outside the classroom through the high-school's digital channel. In a bidirectional relationship, students can immediately ask questions or express their opinions when they have not been asked in the classroom due to personal introversion or shortage of time. This digital revolution has transcended the limitations of physical boundaries and time constraints, enabling seamless and instant communication between teachers and students, regardless of their geographical location.

Although students are acclimatised to the digital environment, this does not mean that they have developed the competences needed to succeed in society. They must learn not only to use technologies effectively and responsibly and to navigate in the digital realm, but also to acquire the skills necessary to analyse, create and communicate information

using digital tools themselves. For Taylor & Aswegen (2017), nowadays students “are more visual learners than auditory learners; they like to learn by doing and not by being told how to do; further, they are self-starters, self-motivators and self-learners” (p. 38).

By incorporating multimedia elements into their teaching practices, leveraging digital tools and resources, and guiding students in the responsible and effective use of technology, educators can empower students to become competent digital communicators in today's digital age. Shalini Jayanthi & Vijay Kumar (2016) asserted that:

Now the role and use of technology as a tool for teaching of English language is increasing as educators have understood its ability to create both independent and collaborative learning environment in which students can learn English with much ease. [...] Traditional methods of imparting secondary and higher education have become less motivating. Here, technology plays an important role in creating innovation and motivation for the learners” (p. 34).

Traditional lectures, in which the role of the learner was passive, have been replaced by action-oriented methods such as the communicative approach.

As illustrated throughout the paper, this approach, implemented with active methodologies opens up the possibility of including cross-curricular themes and of addressing the intercultural dimension. It is the teacher's job to create a collaborative working environment in which students feel comfortable and motivated to develop their oral and written skills while using digital media through different appealing tasks and projects, so that learning situations arise spontaneously. Students develop their critical faculties, creativity, and social skills in an inclusive and egalitarian system.

## **Lesson proposal**

### **4. Context**

The lesson plan was implemented at a Secondary School, in the city of Valladolid. It is located in a neighbourhood of low-rise houses and newer buildings, inhabited by working class families of middle and lower socio-economic status. It is a small educational institute with only one track at all levels and an average of 20-25 students per class. Its multicultural diversity is reflected in the increase in the number of immigrant students in recent years, mainly from Latin America. The enrolment of new students raises the academic level, which was previously very low due to the background of disorganised families.

All classrooms have English-Spanish dictionaries, computers with projectors and speakers. Students regularly bring their mobile devices or laptops to complete guided activities through code or to search for information on a particular topic. If the entire session is devoted to research or completing a project, we move directly to the computer lab. In the first year of middle school where I introduced the unit, there were 25 students, most of whom had a very high level of foreign language according to their age.

There was no attention to diversity, (one of the students was a newcomer from Brazil and, due to her abrupt arrival and the limited scope for adaptation in the classroom, she followed a completely different didactic unit focused on Spanish language) and only one student was expelled for misconduct during my teaching period. Yet, the unit is designed around ICT, which allows for modifications to ensure adaptability in other circumstances.

## **5. Curricular rationale**

As mentioned in the curricular dimension, the educational law applicable to this course is the LOMLOE. Regarding the national context (MACRO level), the legislation considered is Real Decreto 217/2022 de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. This legislation has been kept in mind in order to have an overall context of Spanish education, as well as an overview of the general and pedagogical principles, the objectives, and the organisation of the courses. The previous practices carried out enabled me to have a useful background of these contents in all the Spanish Autonomous Communities, which has facilitated the development of this teaching proposal.

At the regional context (MESO level), the current Decreto 39/2022 de 29 de septiembre, por el que se establece la ordenación y el currículo de la Educación Secundaria Obligatoria en Castilla y León, has been considered. Through this legislation, I have focused on the specific competences and objectives stipulated for the first year of the subject 'Foreign Language', along with the contents that students must acquire. The application of this regional law to develop the lesson plan has been valuable, not only because of the aspects mentioned above but also because I could have an overview of all the contents that must be covered and achieved by the students.

Finally, I have also considered again the Decreto 39/2022 de Castilla y León in the weekly timetable, which establishes that 1ºESO students must have 4 hours of 'Lengua extranjera' per week. Accordingly, I have planned to develop this lesson plan in two weeks.

## **6. Pedagogical Justification**

The lesson plan is based on a digital project. One of the means to achieve the Sustainable Development Goals found in the 2030 agenda is digitization. I am not going to explore how digitalization helps to achieve each of the 17 objectives set, although, I am going to focus on the importance of developing digital skills. An increasingly technological and automated society demands a transformation in human abilities. It is essential to acquire and develop digital knowledge as well as learn how to interact socially in all its forms to

be able to succeed on it. This is the reason why digitization is increasingly being introduced into the academic field from an earlier age. Of course, through the foreign language can be easily developed.

Through this project, students will learn about topics such as natural disasters, British culture, or placing countries on the map, among others. Introducing different topics through digital procedures in which learners themselves have to work is a way of learning twice as much. They will reflect on how much natural disasters can destroy and that there are many types, some of them may be caused by human action. Students will even be given a contextualised setting in which to listen to the testimony of a tsunami survivor. They will learn new vocabulary related to nature and countries, expand their language repertoire, and put it into practice through writing.

Students will develop a project-based activity that incorporates all the content they have learnt in the classroom, using digital tools. It will consist of a project in which they have to research which countries are associated with the British Crown, what natural disaster has occurred there, and what procedure should be followed if a disaster happens to us. It will be carried out in small groups formed by the teacher, and each group will explain a different phenomenon in a presentation to the whole class on the appointed day.

With the lesson plan, I intended to include cultural components and practice of all communication skills during the sessions. Project work is a method that is suitable for the achievement of this objective in the classroom. In each session they will receive information and the difficulty will gradually increase until they reach the final product. The development of an oral presentation involves the ability to speaking in front of the class. It has also been preceded by a written production to have a script of what they want to convey. In the case of this project, they need to conduct information searches on different websites, which in turn enables them to practise reading comprehension. Finally, listening to various explanatory videos throughout the sessions and to their peers on the day of the presentation, and to provide feedback with constructive comments, facilitates the practice of listening comprehension.

On the day of the presentation, each group will have a rubric with 3 different topics to evaluate the other groups. In each group, each member will focus on evaluating only one topic. Peer assessment can contribute to student engagement. In accordance with Nicol

(2011), “while students can avoid paying attention to the feedback they receive, even if it is provided by peers, they cannot avoid engagement if they are required to produce commentaries on the work of others” (p. 2). Furthermore, as collaborative teamwork is a key aspect of many activities throughout the project, there may be certain group dynamics or individual contributions that I may not be able to fully observe or recognise. As a result, I will assign them a hetero-evaluation task to complete at home at the conclusion of the project.

There will be projections on the digital whiteboard to accompany the teacher's explanations, but the aim is for the students themselves to learn about and use new digital programmes. When forming the groups, I tried to make them odd-numbered, mixed, and balanced in terms of level and pace of work. The students would be arranged into seven groups of three/four people, where each of them will have to participate at least once in class.

My aim is to encourage them to work together as well as to implement peer-to-peer tutoring, since the activities designed for this group focused mainly on collaborative work. Regarding language learning, being in a group with classmates can benefit both students with more difficulties, who tend to ask their peers for clarification, and students at a higher level, who can feel satisfied by reinforcing their knowledge and fulfilled by assisting a classmate. Everyone will have greater self-confidence in answering questions put to the group.

I wanted to promote respect and tolerance among the students and working on projects stimulates them to respect their peers and diversity of opinion. This project will require not only learner autonomy in deep thought and cooperation, but also conflict resolution when it comes to group work. I also expected them to take responsibility within their groups, and that is why I asked them to assume some roles. These roles include a secretary responsible for the written part, an activity coordinator and a spokesperson who communicates the group's ideas to the whole class. In each session, the role assigned to each student rotates. With these small groups I ensure the involvement of every learner. My decision in choosing the activities for the lesson was to address all the communication skills at least once, with particular emphasis on achieving maximum oral production in the classroom, as there is an increasing need to create scenarios where different

communicative intentions are practised for real-world application. In addition, the activities proposed in the sessions promote inductive learning, in which I assist the growth of oral skills in a foreign language. In the next-to-last session I will be using the suggestopedia method to help students learn relaxation techniques to prepare for the final oral presentation of the project, which is often the most nerve-wracking for students.

Scholars including Bao & Du (2015) argue that methodologies such as project-based can be an alternative to provide learners with a safer and more supportive learning environment. Students have more opportunities to talk in small groups and participate in more collaborative activities, thereby minimising learners' self-comparison and anxiety, increasing their enjoyment of learning. Norzaini et. al. (2012) also discuss the positive impact of PBL, as it contributes to the development of general skills and language skills, especially speaking production. Furthermore, it has a great impact on students' confidence in using the language and they become less afraid of making mistakes.

Finally, my lesson plan is based on a constructivist approach. As I have previously mentioned, I consider necessary for the students to be the protagonist of their own learning and to explore the world around them. Throughout the sessions, teacher-student tutoring will be implemented, being the teacher, rather than the one who "teaches them everything", the one who guides them in their learning and provides the basis to forge their knowledge. The purpose of reviewing what they have learned in the last session has an introspective aim.

By reflecting individually on what they have acquired, what skills they need to improve, how they have worked within the group and whether they have done their best effort... In the words of Celce-Murcia & Snow (2014), self-assessment can significantly support students by "developing a deeper sense of responsibility for learning and increasing their motivation to continue to learn" (p. 332). A self-assessment in which students are critical of themselves and aware of their own learning would be the ideal situation at the end of each didactic unit implemented in a class. Devote time for reflection in which they assign themselves a score that should be commensurate with the score they have received. The assessment criteria for this particular unit are detailed in the following section.

## 7. Assessment

Traditional language assessment has mainly focused on assessing learners' performance in isolated language tasks, resulting in a limited and superficial approach to assessment. It is geared towards content or the final product - usually an exam - rather than the whole learning process, which should include the cognitive and cultural components of knowledge.

In accordance with Anderson & Krathwohl (2001), “if assessment tasks are to tap higher-order cognitive processes, they must require that students cannot answer them correctly by relying on memory alone” (p. 71). Feedback is only given through scores in those exams, usually at the end of the course, when the capacity for improvement is limited due to lack of time.

As early as 1995, Prodromou referred to this phenomenon as the *Backwash Effect*, which has a significant impact on teachers' pedagogical methods. Since examinations carry considerable weight, students perceive the learning process as a hurdle to be overcome in order to succeed in the examination. Therefore, “learners will have the impression that what matters in language learning is the mark they get” (p. 19).

In this context, teachers will prioritise students' success in the exams, making it their primary objective and planning their teaching activities accordingly. Authors such as Atta Allah (2012) question this practice, which is not very effective for meaningful language learning: “traditional teacher-oriented measuring tools reduce the quality of language learning because teachers tend to teach to the test rather than teach language skills and knowledge necessary for the real world” (p. 2).

This perspective has posed specific challenges in both learning and teaching, stemming from the limitations imposed by these conventional assessment practices. The resolution of this conflict has involved an alternative method of assessment, centred on continuous and progressive assessment that takes into account the learner's own needs.

The principles of alternative assessment are closely aligned with the communicative approach, as well as with the CEFR, which states “assessment should rather seek to judge



the generalisable competences evidenced by that performance” (p.180). Alternative assessment emphasises meaningful communication and stresses the practical use of language for specific purposes. Assessment methods should aim to evaluate students' performance in tasks that closely resemble authentic real-life scenarios, thus demonstrating that alternative assessment is consistent with the principles of communicative language teaching (CLT) and project-based learning (PBL).

To evaluate the lesson plan, I used daily progress checklists. Their engagement in activities, participation and progress in class were assessed through observation and notes in the teacher's diary. They received direct feedback in class and optional remote feedback. As part of the continuous assessment, I collected one activity for each skill in order to provide a larger number of grades for the final evaluation. Finally, I used a rubric to assess the final product.

Research findings have revealed that the use of rubrics provides valuable support to teachers by promoting objective and systematic assessment. In addition, rubrics are also helpful to learners by setting clear guidelines and criteria for assessing their performance. According to Gore et al (2009), “providing students with clear indications about how parameters will be used to assess their work, namely, what it means to do well in a task” (p. 39). For this reason, on the first day, the objectives to be achieved during the didactic unit will be explained and the rubric that will determine their final mark, together with the class work, will be given to them.

Learners must understand the task requirements and acquire the knowledge necessary to accomplish the activity effectively. Daily progress indicators in line with the assessment criteria are detailed below. The rubric for the final product can be found in the annexes.

## **8. Specific competences, contents and assessment criteria**

In order to assess the achievement of the objectives of this unit, we will refer to the evaluation criteria outlined on the basis of the specific foreign language competences that students need to acquire during the secondary education stage. The content of the foreign language subject is structured around three blocks: communication, plurilingualism and interculturality.

The proposal covers aspects directly related to the communication block through specific competences 1, 2 and 3. Specific competence 1 relates to reading comprehension. Specific competence 2, linked to written production. Specific competence 3, based on interaction. The plurilingualism block is integrated through specific competence 5. Specific competence 5 concerns reflection on language and self-awareness. Finally, the intercultural block is embedded through the inclusion of specific competence 6. Specific competence 6, associated with interculturality.

Therefore, the assessment criteria we will consider are those directly related to the specific competences mentioned above, in this case for the first year of compulsory education.

Assessment criteria, specific competences and content are set out in Decreto 39/2022.

**1.1:** Extracts and analyses the overall meaning and main ideas from oral or written texts.

**2.1:** Expresses orally simple, structured, and coherent answers to the questions asked in a discussion or guided activity.

**2.2:** Organise and write short, comprehensible texts with clarity, coherence and cohesion using sequence connectors and appropriate verb tenses.

**2.3:** Select, organize, and apply knowledge and strategies to plan and produce comprehensible, coherent, and adequate texts to the intentions and communication skills.

**3.3:** Makes a personal reflection that generates an opinion to be shared in order to intervene in an open discussion to be understood, respecting turns of speech and different points of view.

**3.4:** Participates and collaborates actively in the development of the activities, assisting the rest of the group and making responsible use of digital tools.

**5.3:** Identify and model progress and difficulties in language learning through self-assessment activities in a learning diary.

**6.1:** Act respectfully in intercultural situations building bonds between different languages and cultures.

### *Indicators of achievement*

1.1.1: Can accurately extract and summarise relevant information and main ideas from spoken or written text, demonstrating a thorough understanding of the content.

2.1.1: Formulates clear and concise responses of at least two complete sentences when responding to questions prompted during a discussion or guided activity.

2.1.2: Uses connectors such as 'because', 'in addition' or 'however' to relate their ideas and give coherence to their responses during a discussion or guided activity.

2.2.1: Organises and writes short texts clearly, using tenses and lexis appropriate to the unit to maintain intelligibility.

2.2.2: Structures and develops short texts with a logical organisation, using connectors in an appropriate way to maintain the coherence and cohesion of the text.

2.3.1: Applies knowledge and strategies to plan and produce coherent texts appropriate to communicative purposes and skills.

2.3.2: Selects, organises, and produces comprehensible texts demonstrating a high level of competence in linguistic and discourse conventions.

3.3.1: Formulates a personal reflection on the topic under discussion, expressing a clear and reasoned opinion, demonstrating understanding and analysis of the subject.

3.3.2: Participates actively in open discussion, respecting turns, listening attentively to others' contributions, and responding appropriately, showing empathy and consideration for different points of view.

3.4.1: Actively participates in all group activities, contributing ideas, carrying out assigned tasks and making a significant contribution to the achievement of set objectives.

3.4.2: Works effectively with the rest of the group, offering help and support to colleagues, sharing resources, and facilitating teamwork.

5.3.1: Reflects deeply on progress in language learning, identifies strengths and areas for improvement, sets realistic goals and uses appropriate strategies to achieve them.

6.1.1: Shows respect and openness towards different languages and cultures, actively listening, acknowledging, and valuing the perspectives and experiences of others in group interactions and activities.

## 9. The proposal: sequence of sessions

The teaching proposal is entitled as “Exploring Natural Disasters around the World.” The decision-making to plan accordingly led to establish the following objectives:

### *Teacher objectives:*

1. To design and deliver engaging and effective lessons on natural disasters and the British Empire.
2. To provide clear explanations and examples of new vocabulary and content.
3. To facilitate research activities and guide students in the responsible use of ICT.
4. Create a supportive, inclusive, and relaxed classroom environment that promotes intercultural understanding and learner interactivity.
5. Encourage collaboration and teamwork in the development of activities throughout the project.
6. To cultivate students' critical thinking skills through the analysis, interpretation, and evaluation of texts and ideas in English.
7. Stimulate self-reflection and peer evaluation within the group.

### *Learning Objectives:*

1. To know and understand different natural disasters, their causes, effects, prevention, and mitigation measures.
2. To adapt and apply the different grammatical structures and vocabulary learnt in each session and throughout the course in a variety of contexts.
3. Carry out research and use ICT responsibly for educational purposes.
4. Collaborate and work effectively with peers in group activities, showing empathy and respect for diverse opinions and a willingness to resolve conflicts.
5. Express ideas creatively and imaginatively in English.
6. Improve general communication skills in English, including reading, writing, listening, and speaking.
7. Building digital competence through the use of different platforms and applications throughout the unit.
8. Development of imagination and creativity through a wide range of activities.
9. Reflect on their own progress and give constructive feedback to their peers.

## FIRST SESSION

### Activity 1

-Description of the activity:

The teacher welcomes the students and introduces the topic of the session: natural disasters. Students are encouraged to reflect on natural disasters that have occurred in the past and how they have affected communities. Students are asked to name the natural disasters they know about (activation of prior knowledge) and to type them down using the digital tool Mentimeter, and to share the automatic image generated by the application to the whole class at the end.

-Type of activity: Introductory

-Classroom management: Individual

-Timing: 10'

-Class resources: Computer, projector, laptops, digital whiteboard, *Mentimeter*.

-Evaluation Criteria: 2.1 / 3.4

-Indicators of achievement: 2.1.1 / 3.4.1

### Activity 2

-Description of the activity:

The session continues with a Genially presentation to review examples of different natural disasters learnt in previous courses, such as earthquakes, floods, hurricanes, tsunamis, and volcanic eruptions, and to introduce new ones. Students will be asked to give examples of sentences, using the appropriate verb tense, in which they use the new vocabulary to demonstrate its use in context. The students are then divided into groups that will work together throughout the unit. Once they are in place in their groups, the final project will be explained along with the criteria that will be used for assessment. Finally, we will explain what the group roles are (secretary, spokesperson, and coordinator) and assign a role to each member. This student role will change from session to session.

-Type of activity: Introductory

-Classroom management: Small groups

-Timing: 20'

-Class resources: Computer, projector, speakers, digital whiteboard, *Genially*.

-Evaluation Criteria: 1.1

-Indicators of achievement: 1.1.1

### Activity 3

-Description of the activity:

At the end of the session there will be a guided group discussion in which students will answer open-ended questions. These questions will be displayed on the digital whiteboard as part of the previous presentation. The secretary of each group is required to record the answers emerged from their group on the Padlet tool so that all students can consult them at any time outside of the classroom. (Blended Learning) To close the session, the conclusions of all groups are shared through the spokesperson.

-Type of activity: Reinforcement

-Classroom management: Small groups

-Timing: 20'

-Class resources: Computer, projector, speakers, digital whiteboard, *Padlet*.

-Evaluation Criteria: 2.1 / 3.3

-Indicators of achievement: 2.1.2 / 3.3.2

## SECOND SESSION

### Activity 1

-Description of the activity:

The teacher briefly recapitulates what was learned in the previous session about natural disasters. He/she invites reflection through a Pecha Kucha-style presentation with pictures of different examples of man-made disasters. Then conduct a small discussion around the question: Which is more dangerous, a natural disaster or a man-made disaster?

-Type of activity: Introductory.

-Classroom management: Small groups

-Timing: 15'

-Class resources: Computer, projector, speakers, digital whiteboard, laptops, Canva.

-Evaluation Criteria: 1.1 / 3.3

-Indicators of achievement: 1.1.1 / 3.3.2

## Activity 2

-Description of the activity:

The teacher then shares the reading "The Great Pacific Garbage Patch" with the students via a code that allows them to access Canva directly. In this case, the teacher invites the students to read it individually in order to focus their attention. As on other occasions, they should write down in their notebooks the vocabulary they don't know in advance in order to solve it when they have all finished reading. They can try to guess the meaning of the written words from the context or in collaboration with their classmates.

-Type of activity: Introductory

-Classroom management: Small groups

-Timing: 10'

-Class resources: Laptops, papers, pen

-Evaluation Criteria: 1.1 / 3.4

-Indicators of achievement: 1.1.1/ 3.4.2

## Activity 3

-Description of the activity:

Once the most common vocabulary questions have been solved, the teacher will display a code that will take the students to a kahoot with different questions about the reading.

-Type of activity: Interactive

-Classroom management: Small groups

-Timing: 10'

-Class resources: Computer, projector, speakers, digital whiteboard, laptops, *Kahoot*.

-Evaluation Criteria: 3.4

-Indicators of achievement: 3.4.1

## Activity 4

-Description of the activity:

At the end of the lesson, the teacher asks the students to create a post on Instagram. First, he/she will suggest a photo with a description of the disaster in the Pacific that they have read about before, in which they should highlight the importance of reducing plastic usage in order to raise awareness among the population. However, if another environmental

phenomenon caused by human activity is of greater interest to them, they are free to choose another topic to address this issue. Finally, the coordinator of this session should attach their respective creations to Padlet so that all groups can view them remotely.

- Type of activity: Wrap-up
- Classroom management: Small groups
- Timing: 15'
- Class resources: Laptops
- Evaluation Criteria: 2.2 / 2.3 / 3.4
- Indicators of achievement: 2.2.2 / 2.3.1 / 3.4.1

### **THIRD SESSION**

#### **Activity 1**

- Description of the activity:

The teacher welcomes the students and refreshes their memory on the current topic they are working on. They play a curiosity game about natural and man-made disasters. A volunteer from each group comes on stage and tries to answer the question. If he/she fails, there is a rebound for another group. Only one person per group goes out, but everyone else must write down the answers in their notebooks, so that if there is a bounce, the teacher can check that they have written down the answer to give it as correct and get the point. If it is not written down, no team gets a point.

- Type of activity: Reinforcement
- Classroom management: Small groups
- Timing: 10'
- Class resources: Computer, projector, digital whiteboard, *Genially*.
- Evaluation Criteria: 3.4
- Indicators of achievement: 3.4.2



## Activity 2

-Description of the activity:

The teacher will then project the video "Geography of the Anglo-Saxon World" to the whole class and ask some questions about the video to ensure that all students have understood it. In any case, the teacher encourages the students to take notes and to write down any doubts they have in the Stormboard application so that they can discuss them together at the end of the screening.

-Type of activity: Lesson core

-Classroom management: Small groups

-Timing: 25'

-Class resources: Computer, projector, speakers, digital whiteboard, laptops, *Youtube*, *Stormboard*.

-Evaluation Criteria: 1.1 / 2.1

-Indicators of achievement: 1.1.1 / 2.1.2

## Activity 3

-Description of the activity:

To complete the session, the teacher will assign a different natural disaster to each group. The groups will start by gathering information about the assigned environmental phenomenon, with the added challenge that it must have occurred in a country that is relevant to British culture. Therefore, this session ends with the planning and first draft of the final project.

-Type of activity: Warm-up

-Classroom management: Small groups

-Timing: 15'

-Class resources: Laptops, Google Drive.

-Evaluation Criteria: 2.3 / 6.1

-Indicators of achievement: 2.3.1 / 6.1.1

## FOURTH SESSION

### Activity 1

-Description of the activity:

The class begins by reviewing all the content they have seen so far and any doubts they may have about the project. The teacher then provides a link to the Wordwall application to play a matching game between English-speaking countries and flags. Each student matches the flag with the country they think it belongs to. To make the game more dynamic, students can exchange information and get help from their classmates.

-Type of activity: Warm-up

-Classroom management: Small groups

-Timing: 10'

-Class resources: Laptops, *Wordwall*.

-Evaluation Criteria: 3.4

-Indicators of achievement: 3.4.1

### Activity 2

-Description of the activity:

To continue the session, learners will start to develop their writing. Once they have selected the country where the natural disaster occurred, they must begin to answer the questions:

What is the cause of this natural phenomenon - When and where did it happen - To what extent was the population affected - What is the protocol they should follow if it happens to them? (Recommended by the authorities of the country concerned).

-Type of activity: Reinforcement

-Classroom management: Small groups

-Timing: 40'

-Class resources: Laptops, Google Drive.

-Evaluation Criteria: 2.2 / 2.3

-Indicators of achievement: 2.2.1 / 2.3.1

## FIFTH SESSION

### Activity 1

-Description of the activity:

The entire session will be devoted to preparing the final presentation for the rest of the class, in this case using the digital application Prezi. Students will need to start rehearsing it in class, as the teacher will be able to give them feedback and some tips. There will be some suggestions on how to calm nerves before delivering a presentation in front of the class, followed by advice on body posture and the appropriate volume to adopt. Likewise, the students will have access to the video "How to stay calm under pressure" - a TED Talk video in infographic form that can be viewed remotely at home before the final presentation.

-Type of activity: Wrap-up

-Classroom management: Small groups

-Timing: 50'

-Class resources: Laptops, *Prezi*.

-Evaluation Criteria: 2.2 / 2.3 / 3.4

-Indicators of achievement: 2.2.2 / 2.3.2 / 3.4.1

## SIXTH SESSION

### Activity 1

-Description of the activity:

The entire session will be dedicated to students giving their final presentations on the research conducted in class. All students will be supplied with a rubric to assess their classmates' presentations. This rubric will contain three elements to be evaluated and each group member will focus on only one item. At the end of the lesson, they will return the rubrics with all the items assessed to the teacher.

-Type of activity: Wrap-up

-Classroom management: Small groups

-Timing: 50'

-Class resources: Computer, projector, digital whiteboard, *Prezi*.

-Evaluation Criteria: 2.3 / 6.1

-Indicators of achievement: 2.3.1 / 2.3.2 / 6.1.1

## SEVENTH SESSION

### Activity 1

-Description of the activity:

The session will begin with questions about each group's presentation to check if everyone was attentive and learned new knowledge. Next, a category game will be played. The mechanics of the game is that each group selects a square to answer a question related to the previous sessions in order to earn the maximum number of points. They will receive more or fewer points depending on the difficulty of the question. All students must write down the answer in their notebooks. The dynamics are the same as in the previous game, if there is a rebound to another group, they will only get points if they have the answer in writing.

-Type of activity: Review

-Classroom management: Small groups

-Timing: 20'

-Class resources: Computer, projector, speakers, digital whiteboard, laptops, *Factile*.

-Evaluation Criteria: 3.3 / 3.4

-Indicators of achievement: 3.3.1 / 3.4.2

### Activity 2

-Description of the activity:

To continue the lesson, the students will put into practice all the content covered during the sessions. They will be the ones to create a Wordwall with 10 questions (boxes) on any aspect addressed in the unit. They will write the possible answers to each question and select the correct one so that when another classmate opens the box and selects an answer, it will automatically tell them whether it is correct or incorrect. The topics are natural and man-made disasters, the environment and British culture. They share the link in the class channel so that everyone can play with each other's boxes remotely.

-Type of activity: Reinforcement

-Classroom management: Small groups

-Timing: 20'

-Class resources: Computer, projector, digital whiteboard, laptops, *Wordwall.Padlet*.

-Evaluation Criteria: 5.3

-Indicators of achievement: 5.3.1

**Activity 3**

-Description of the activity:

To wrap up the teaching unit, the teacher will dedicate the last few minutes of the session for the students to reflect in their learning journal: What they have learned, how they participated in the group, what aspects they could improve in the next project, what communication skills they have improved, what skills they should spend more time on, etc.

-Type of activity: Cool down

-Classroom management: Individual

-Timing: 10'

-Class resources: Notebooks, pen.

-Evaluation Criteria: 5.3

-Indicators of achievement: 5.3.1

## 10. Post-implementation results

If students engage in self-reflection at the end of the unit regarding what they have learned, it is equally important for the teacher to reflect on what has worked and what needs improvement, as the teacher, like the student, is also in a constant learning process. The implementation of this didactic unit in the target course was straightforward. In general, the students, not only in the English subject, responded positively to the proposed activities and showed a willingness to learn. The fact that it is structured around ICT can be either a success or a failure depending on the type of student. Had it been a more disruptive group, easily distracted, unmotivated to learn the language, or other personal reasons related to the subject, it would not have worked as many of the activities require a high degree of autonomy. In addition, with a larger group, it might have been challenging to monitor their correct use of ICT resources.

In the first session, I clearly defined the objectives that the students should achieve through the project. I likewise developed and shared with them, through the TEAMS platform, the project instructions and the items that would be assessed during the sessions and in the final presentation, which I believe is a key aspect for the success or failure of the unit. The next day, any doubts that had arisen at home after a careful reading of the document were cleared up in class.

The lesson plan generally worked well when implemented with these students. They were a generation of 'digital natives' who excelled at finding information and creating materials (both for the final presentation and for the review boxes). They appeared enthusiastic about the coding activities, which were all based on gamification principles. Moreover, there has always been a high percentage of students who have voluntarily participated orally in the discussions. In future instances, though, I would like to directly address questions to those who participate less when open questions are posed in the class. I will seek opportunities when they are working independently in small groups to try to encourage their oral production further.

Perhaps the activity that proved less motivating was the reading in the second session about the Pacific Garbage Patch. As it involved individual reading, although they were able to discuss it with their peers, the topic did not engage them as much at first and they

found it tedious, especially when they returned from break and went from the excitement to the calmness of the classroom. However, the rest of the activities scheduled for the day were successful and they enjoyed carrying them out. In addition, three working groups found it demotivating to have to search for a country associated with the British Crown for their presentation, when they had memories related to Spain that had a greater impact.

In the future I would like to adapt this unit for higher level courses where the concept of the Commonwealth is already well understood. It would be interesting, for instance, to integrate cross-curricular content and assessment criteria with geography in the third year of secondary education. Although, in this institute, the students in this course had a very poor level of English, had poor relationships with each other and were constantly relying on the textbook. Thus, it was not feasible to implement it in this third year.

One of the most ambitious tasks I found for the teacher during the pre-planning of the unit was to establish a relationship between the activities to be carried out in the sequence and the development of specific and key competences of the students. It was essential to ensure that the objectives and content were aligned with the official curricula. Additionally, the planned tasks had to provide a cognitive challenge for the students to keep them engaged throughout the sessions. As they were in their first year of compulsory secondary education, they still relied on the use of textbooks. Hence, this unit was designed considering the content of the module they were in, so that on the day of the final exam they would have a physical resource to refer to and review what they had learned in class if needed.

In the end, the main drawback I encountered in all my interventions was continuous assessment. I found it very laborious to establish links between each proposed task, which was geared towards achieving a final product, and the activities designed to practise a specific skill. Given their interest in continuous assessment, the distinction between individual and collaborative work and the aptitudes I observed in class was also difficult to assess. Therefore, I found it necessary to create more rubrics than originally planned to cover all these criteria.

## CONCLUDING REMARKS

All things considered, one can conclude that throughout the evolution of language teaching, methods have progressively integrated real-life situations to imbue language with practical functionality. According to academic researchers, the new communicative approaches are the most advanced step in achieving the goal of successful language acquisition, and the learner-centred method has proven to be the most effective as it encourages negotiation of meaning between learners.

In the past decades, English was frequently depicted as a tool for leisure activities and socializing, rather than an essential means of understanding the world. Nevertheless, recent events have reminded us of our interconnected and multicultural reality, the same reality that our learners will encounter upon leaving school. It is from this applicability of the language to the real world that the learning situations emerge. Thus, considering the new needs of learners and in accordance with the Spanish legislative framework and the Common European Framework of Reference for Languages, a teaching plan was developed.

The lesson proposal is designed to meet the needs of the students by immersing them in learning situations where they can effectively develop their communication skills in the target language while beginning to build their digital competence. Students are introduced to educational platforms and online applications that allow them to create materials both inside and outside the classroom and to navigate the web. This hands-on experience with ICT helps them to become more self-directed learners and prepares them for the digital aspects of their academic and professional lives. They are taught how to distinguish truthful and relevant information from the vast amalgam of sources available on the Internet.

Furthermore, our responsibility as educators extends beyond the teaching of the English language. We also have a duty to instil values and principles and to incorporate other real-life processes such as critical thinking, collaboration or problem solving, that are essential in today's world. This holistic approach integrates key competences, cultural content, and communication at its core.



The lesson plan is primarily based on language learning through ICT and includes cultural components. The sequence of sessions actively encourages learners to take an active role in their own learning process, always providing scaffolding, guidance, and support. Unlike traditional teaching methods, the activities promote continuous interaction through discussion and collaborative work. The teacher plays a pivotal role in how the content is delivered to engage students. Using a wide variety of audiovisual and digital resources, students show greater interest and stay on track, even though they must make a greater cognitive effort to retain new meanings.

The teacher needs to remind students of the benefits and help them understand that English is the key that opens doors not only to other countries but also to different job opportunities in their own community. By using the right teaching methods and creating a comfortable and relaxed learning environment, it is possible to change the sometimes-reluctant attitudes of students towards learning English and maintain the attitudes of students who show a love for the language. It will be a success if the teacher maximises the potential of the students and encourages their motivation to continue learning outside the classroom. In this context, students will understand the purpose and usefulness of the learning process.

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## ANNEXES

### Session 1



What comes to your mind when you hear the term 'natural disasters'?



- a powerful flash of light in the sky caused by electricity and usually followed by thunder
- a storm that has very strong fast winds and that moves over water
- happens when lava and gas are discharged from a volcanic vent.
- a very strong wind that goes quickly round in a circle or funnel
- a very large wave or series of waves caused when something such as an earthquake moves a large quantity of water in the sea





- a sudden shaking of the Earth's surface that often causes a lot of damage
- to cause to fill or become covered with water, especially in a way that causes problems
- a sudden fall of a lot of earth or rocks down a hill, cliff etc
- unplanned burns in any natural environment, like a forest or a grassland
- a long period of time when there is little or no rain and crops die

### DISCUSS THE QUESTIONS:

1. In your opinion... What's the worst natural disaster
2. What are the worst natural disasters you can remember?

3. What's worse, natural disasters or man-made disasters?

4. Would you move if you lived in a country where natural disasters were common?

5. What was the last natural disaster you saw on the Internet or TV?



(Made by author)

## Session 2

### The Great Pacific Garbage Patch



The Great Pacific Garbage Patch is a major environmental issue that affects our oceans. It is a vast area in the North Pacific Ocean where large amounts of plastic and other debris accumulate. This patch is estimated to be twice the size of Texas and continues to grow each year.

The garbage patch is formed by ocean currents, which trap and concentrate the floating trash. It is not a solid mass of garbage but rather a collection of tiny plastic particles called microplastics, along with larger items like bottles and fishing nets. These materials pose a serious threat to marine life.

The pollution in the Great Pacific Garbage Patch has harmful effects on marine animals. Sea turtles, birds, and fish often mistake plastic debris for food and end up ingesting it. This can lead to choking, internal injuries, and even death. The plastic particles also absorb toxic chemicals and can contaminate the food chain, affecting other animals and even humans.

Efforts are being made to address this issue. Organizations and individuals around the world are promoting recycling and reducing the use of single-use plastics. Cleaning up the garbage patch is a daunting task, but some projects aim to remove the debris from the ocean. These initiatives involve the use of nets and boats to collect the floating trash.

However, the key to solving this problem lies in prevention. Education and awareness are essential in teaching people about the importance of proper waste management and the impact of plastic pollution. By reducing plastic consumption and recycling, we can prevent more trash from reaching our oceans and contribute to a cleaner environment.



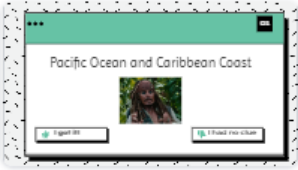
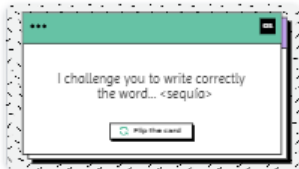
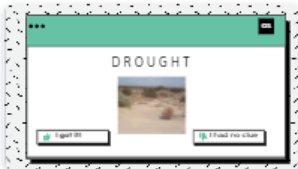
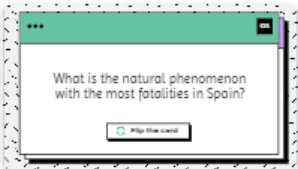
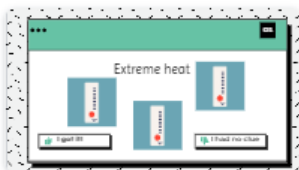
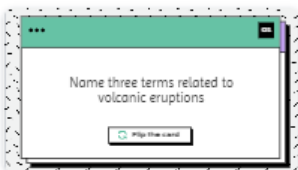



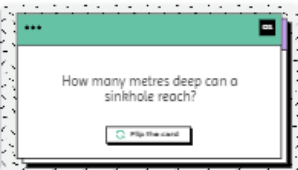

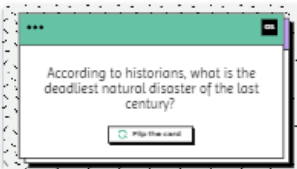



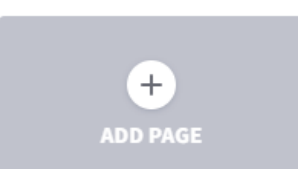
In conclusion, the Great Pacific Garbage Patch is a significant environmental concern caused by the accumulation of plastic and debris in the North Pacific Ocean. It poses a threat to marine life and requires global efforts to reduce plastic pollution and promote recycling. By taking action and raising awareness, we can work towards a cleaner and healthier planet for future generations.



(Made by author)



### Session 3

 <p>1   Portada</p>	 <p>2   Ficha 01 Pre...</p>	 <p>3   Ficha 01 Res...</p>
 <p>4   Ficha 01 Pre...</p>	 <p>5   Ficha 01 Res...</p>	 <p>6   Ficha 01 Pre...</p>
 <p>7   Ficha 01 Res...</p>	 <p>8   Ficha 01 Pre...</p>	 <p>9   Ficha 01 Res...</p>
 <p>10   Ficha 01 Pre...</p>	 <p>11   Ficha 01 Res...</p>	 <p>12   Ficha 01 Pre...</p>
 <p>13   Ficha 01 Res...</p>	 <p>14   Ficha 01 Pre...</p>	 <p>15   Ficha 01 Res...</p>
 <p>16   Ficha 01 Pre...</p>	 <p>17   Ficha 01 Res...</p>	

(Made by author)

## Session 3



Geography of the English-Speaking World



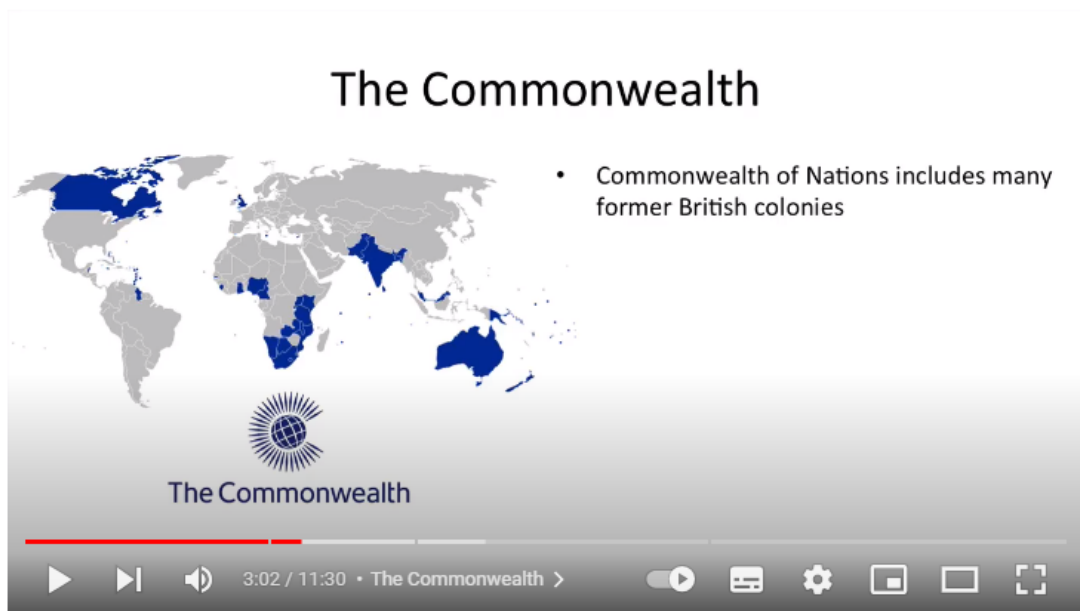
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Suscribirse

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➦ Compartir



Geography of the English-Speaking World



The Things You Shoul...  
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(YouTube: The Things You Should Know Channel)

## Session 4

0:10

	<input type="text"/>	United States of America
	<input type="text"/>	Ireland
	<input type="text"/>	Great Britain
	<input type="text"/>	Australia
	<input type="text"/>	London
	<input type="text"/>	Scotland

(Made by author)

## Session 5



How to stay calm under pressure - Noa Kageyama and Pen-Pen Chen



TED-Ed

18,7 M de suscriptores



Suscrito



222 K



Compartir



(YouTube: TED-Ed Channel)

## Session 7

**REVIEW TEACHING UNIT**

NATURAL DISASTERS	COUNTRIES AND FLAGS	BRITISH CULTURE	THERE WAS/ THERE WERE	PAST AND PRESENT SIMPLE TENSES	GREAT PACIFIC GARBAGE PATCH
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

**Final Facfile**

(Made by author)

**RÚBRICA PARA EVALUAR A MIS COMPAÑEROS**

Nombre del alumno o alumnos: \_\_\_\_\_

ASPECTOS	4 EXCELENTE	3 SATISFACTORIO	2 MEJORABLE	1 INSUFICIENTE
<b>Es responsable con la tarea asignada</b>	Sí. Ha hecho todo lo que tenía que hacer.	Ha hecho el 70 / 80 % del trabajo que tenía que hacer.	Ha terminado un poco más de la mitad de la tarea asignada.	No ha hecho casi nada o como máximo algo menos de la mitad de la tarea.
<b>Acepta las opiniones de los otros compañeros del grupo</b>	Escucha y acepta los comentarios, sugerencias y opiniones de otros y los usa para mejorar su trabajo.	Escucha los comentarios, sugerencias y opiniones de otros pero no los usa para mejorar su trabajo.	Escucha los comentarios y sugerencias de los otros. No obstante, no siempre les presta atención ni los acepta positivamente.	No escucha al resto de compañeros del equipo.
<b>Es respetuoso y favorece el trabajo del grupo</b>	Respeto a todos los compañeros. Anima al grupo y a todos sus componentes para mejorar. Hace propuestas para que el trabajo y los resultados mejoren.	Respeto a todos los compañeros. Anima al grupo y a todos sus componentes para mejorar.	Respeto a todos los compañeros. No anima al grupo o solo anima a algunos de sus componentes para mejorar el trabajo.	No es respetuoso con los compañeros del grupo.

### ASSESSMENT RUBRIC FOR AN ORAL PRESENTATION

Students' names: \_\_\_\_\_

CATEGORY	4 EXCELLENT	3 GOOD	2 NEED IMPROVEMENT	1 LOW PERFORMANCE
<b>Greeting/ Farewell/</b>	The student greets and introduces the topic to the audience. The main idea is repeated at the end to sum up.	The student greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is repeated at the end to sum up.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not repeated at the end to sum up.
<b>Organization</b>	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.
<b>Body language</b>	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.
<b>Vocabulary</b>	The student uses a wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.
<b>Materials</b>	The student uses high quality material to support the speech. And the material is used in the right way.	The student uses good quality material to support the speech. And the material is usually used in the right way.	The student uses the material in the right way but it is not high quality one and/or the other way round.	The student doesn't use the material in the right way and it is not high quality one.
<b>Pronunciation, Rhythm and Intonation</b>	The pronunciation is nice and both rhythm and intonation correspond to those expected in an interview, which contributes to it being followed easily.	The pronunciation is often nice and both rhythm and intonation usually correspond to those expected in an interview, which contributes to it being followed quite easily.	The author makes an effort for adopting the adequate rhythm and/or intonation but it does not often match that expected in an interview. Pronunciation must improve quite a lot.	The author does not try to match the rhythm or the intonation expected in an interview. Pronunciation must improve a lot.

(Banco de rúbricas Cedec – INTEF)