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PROMOTING MOTIVATION AND ICT AS THE TOOLS NEEDED TO IMPROVE THE TEACHING-LEARNING PROCESS IN THE EFL CLASSROOM

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ABSTRACT

EFL teaching has undergone major changes in recent years. For educators to adapt to these changes and to improve the teaching-learning process, firstly, they will need to reflect on their own personal, emotional, and professional characteristics. Secondly, they must take into account the attributes and preferences of their students. Accordingly, it has been determined that teachers' motivation will be positive or negative depending on their working conditions and the attitude of the learners. For the last to be optimal, the teacher will have to choose innovative methodologies, a range of strategies and new resources such as the new technologies. Therefore, the introduction of ICT (games, applications, social networks, etc.) in the classroom, as a complement, will have many advantages for both teachers and students as it will be shown in a didactic proposal. These will be the improvement of attention, organisation, behaviour, motivation, and critical thinking.

Key words: Teaching, Students, Motivation, Methodologies, Strategies, ICT, Didactic tools.

La enseñanza del inglés como lengua extranjera ha experimentado grandes cambios a lo largo de los últimos años. Para que los docentes puedan adaptarse a ellos, y puedan mejorar el proceso enseñanza-aprendizaje, en primer lugar, deberán reflexionar sobre sus propias características personales, afectivas y profesionales. Seguidamente, deberán tener en cuenta los atributos y preferencias de sus alumnos. Así, se ha determinado que la motivación de los profesores será positiva o negativa dependiendo de sus condiciones laborales y la actitud de los alumnos. Para que esta última sea óptima, se deberán elegir metodologías innovadoras, una serie de estrategias y nuevos materiales, así como las nuevas tecnologías. Por lo tanto, la introducción de las TIC (juegos, aplicaciones, redes sociales, etc.) como complemento en el aula, supondrá innumerables ventajas tanto para el profesor, como para los alumnos, como se mostrará mediante una propuesta didáctica. Estas, supondrán la mejora de la atención, la organización, el comportamiento, la motivación y el pensamiento crítico.

Palabras clave: Enseñanza, Estudiantes, Motivación, Metodologías, Estrategias, TIC, Herramientas didácticas

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1. INTRODUCTION

To promote motivation and ICT as the necessary tools to improve the teaching-learning process in the EFL classroom, a justification, several theoretical arguments, and a proposal will be put forward to support them.

To indicate what is needed to enhance education, the characteristics of the teacher must be considered. This section will be divided into two parts: the affective-emotional axis and the professional axis or the teacher's competences in Spain, as they are the most relevant aspects that affect the process. Afterwards, the characteristics of students in Spain will be discussed, because if they are not known, it will not be possible to obtain the appropriate methods for them. This is followed by a discussion of what motivation is and why it influences both teachers and students. Hence, several deficiencies in the Spanish educational and social system that have a negative impact are shown. Consequently, solutions are presented. In this way, the following section shows the keys to positively develop pupil motivation. Afterwards, some of the methodologies that have been used in Spain for EFL classes are briefly explained. Taking into account the effectiveness of each one, the communicative approach and the task-based approach have been chosen as the ones that will bring countless benefits to the classroom. It is then argued that ICT are the tools currently needed in the foreign language teaching-learning system. Through gamification, social networks, and other applications or websites, it is possible to increase learner motivation significantly, along with critical thinking, collaborative work, etc.

Then, the practical framework is introduced, in which a proposal for a lesson plan is presented. It defines its objectives, competences, contents, and methodology. Being supported by the arguments established in the theoretical framework, its efficiency and effectiveness, compared to other types of lessons with other methodologies or tools, will be demonstrated. After those aspects, the summary of the tasks and the strategies followed, as well as the assessment proposed for the lesson plan, will be included. Finally, the implementation of the proposal, the context of the school and the students, and the results obtained will be described. In order to consider the students' opinion on certain aspects, several answers of the surveys are analysed, which lead to the evaluation of the overall proposal. At the end of this project, a series of conclusions about ICT and motivation as the most beneficial tools for the EFL classroom are presented.

2. JUSTIFICATION

The world is changing at a rapid pace and, education must evolve along with the needs of its constituents. All activities, both professional and social, are going digital, but what about education? How can the motivation and interests of both teachers and pupils be improved in a constantly changing world?

The topic of the use of innovation and ICT in English as a second foreign language lessons has been chosen because society needs students who believe in multiculturalism and who have a better education that allows them to integrate into the technologic and globalised world in which we live today. In order to improve EFL education, it is obvious that competent teachers who have ongoing training and who place the learner at the centre of the process must be hired. In addition, they must use a range of strategies to keep themselves and their students motivated and interested in the process.

Through the implementation of the aspects discussed, such as the use of technology in the classroom, and innovative proposals for both students and teachers, it is intended to demonstrate that the motivation of both increases; therefore, the school environment improves, thereby, the effectiveness of education.

In short, this matter has been dedicated as a Master's final project, since to improve education as teachers, taking into account the current situation, they should keep on training, pay close attention to the students and the environment, as well as innovate constantly. As a result, this academic research aims to:

- Raise awareness among all components of the educational society of the influence of the personal and professional context of students and teachers together with the motivational factors that surround them.
- Show the influence that teachers, their training, and commitment has on their students, their academic results, and their future.
- Test the effectiveness of the communicative approach and the task-based approach as a methodology.
- Demonstrate the improvements that ICT, as a complement to the lessons, can bring to the English as a foreign language classroom.

3. THEORETICAL FRAMEWORK

In this section, several arguments will be presented to demonstrate the need for change in EFL teaching.

3.1. TEACHER'S CHARACTERISTICS IN SPAIN

When thinking about innovation, motivation, and technology, first, what is needed is a person who is interested in integrating these three factors into the teaching of English as a second language. This individual will be a teacher who seeks to improve his or her classes. Then, several characteristics could be divided into psycho-social characteristics, i.e., those referring to teachers' personal traits, and professional characteristics, i.e., those referring to teachers' knowledge and resources. As Guerrero states in his study *El docente: Características, Funciones, Y Eficacia* (2009):

> The characteristics of an efficient teacher can be grouped around two axes: an affective-emotional axe (made up of traits such as tolerance, care, and empathy), and a directive axe (made up of traits such as the ability to adapt to school content, effectiveness, and the ability to communicate effectively[1]) (p. 8).

3.1.1. AFFECTIVE-EMOTIONAL AXE

In this first division, the emotional and affective characteristics that a teacher should demonstrate will be mentioned:

<u>Expressiveness</u> is a fundamental aspect that teachers should take into account when speaking. If a person is expressive, has a remarkable enthusiasm or passion for what he or she is trying to explain, he or she will attract attention. However, it is important to be aware that applying these attributes, such as voice volume inflections, humour, or movement, requires personal work and perhaps a change in the person's own personality when it comes to teaching.

Moreover, although it is a very complex task, teachers have their own <u>values</u> and thoughts which are private. They must put these aside, and they must introduce in a transversal manner the values that the institution supports. Any discipline that involves the teaching of a language conveys universal values, such as respect, justice, responsibility, and trust. Successful educators incorporate values through cross-cutting themes, implement them through materials, explanations, games, and tasks. These values may include self-discipline, originality,

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[1] TN: the quote is a translation into English of the original text of Guerrero's article: *El docente: Características, Funciones, Y Eficacia* (2009)

autonomy, integrity, teamwork, and tolerance as principles; self-confidence, responsibility, and self-esteem as private achievements; perseverance, optimism, self-control, leadership, ambition, time management, organization, sincerity, respect, fairness, honesty, empathy, and diversity as habits; motivation, focus and determination as goals. In what ways can students integrate these values? As Guerrero states in his study *El docente: Características, Funciones, Y Eficacia* (2009):

> a) Learning by observing the values that others have developed. Both positive and negative values can be learned; b) Learning from the experience of others. There is the disadvantage of the difficulty of selecting the best and worst of the values and beliefs of others, regardless of the fact that they may have developed inappropriate or even negative and harmful values; c) The expectation of some reward for learning or demonstrating certain values[2] (p 3).

Considering the ways of integrating these values into EFL lessons, the effective teacher will transmit them through a series of specific explanations and tasks. However, in order to do it, teachers must first reflect on themselves and on the competences they need to transmit according to their objectives.

3.1.2. TEACHER COMPETENCES

When talking about the best qualities of English teachers, most people think of their professional training. That is to say, a perfect mastery of the subject, in this case, most notably splendid pronunciation, excellent knowledge of vocabulary and an outstanding proficiency in English grammar. So, it should de discuss how could this knowledge be transmitted in an appropriate way. As Brosh (1996) states in his study *Perceived Characteristics of the Effective*:

> According to Penner: The key to effective teaching lies in the growth and improvement of classroom communication-the ability of the teacher to adequately communicate to the student and the student's ability and opportunity to respond and demonstrate some competence in reproducing what he has learned by formulating in his own words the facts and concepts that now illuminate his mind (1992,16) (p.126).

Certainly, the professional profile of teachers requires a series of new demands, such as new technologies, multiculturalism, gender issues, languages coexistence, etc. Therefore, it is agreed that there is a need to promote change and improve teaching practice. Hence, according to the *Modelo de Competencias Profesionales del Profesorado* (2010) directed by the Spanish

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[2] TN: The quote is a translation into English of the original text of Guerrero's article: *El docente: Características, Funciones, Y Eficacia* (2009).

Directorate for Quality, Innovation and Teacher Education, "the ten professional competences of teachers defined are classified within the European model, identified in five areas" (Dirección General de Calidad, 2010, p.9). An effective teacher has:

- "to know" through the scientific competence: The educator should be proficient in curricular modules, areas, and subjects such as in his or her domain of education.

- "to know how to be" through the intra- and interpersonal competence: As mentioned above, through values, personal skills, and guidance, educates an excellent teacher.

- "to know what to do" through the didactic competence and attention to diversity as well as the organisational and managerial competence (organisation, coordination, etc.) and the management of coexistence competence (meditation, self-assertiveness, etc.)

- "to know how" through the teamwork competence, the competence in innovation and improvement (by means of change, research, experimentation, etc.), the communicative and linguistic competence (the exchange of ideas, thoughts, knowledge, feelings, and emotions) and lastly, with the digital competence (the didactic use of ICT).

- "to know how to act" through the social-relational competence (the management of social relations) (p. 9).

An efficient educator should be reflective, trying to maintain and improve his or her language skills and competences through communities of practice, and attempting to make learning a social activity, by joining an existing teachers' association, attending conferences, etc. The world has changed at a great speed, and the teacher must adapt his or her methods to those tools that are being introduced into society. Clarified as follows, with support from government and society, teachers should be focused on improving their personal and professional qualities and, on using new strategies, methodology and technology. Therefore, progress would be made on the motivation of both teachers and learners and the effectiveness of learning EFL, always taking into account the characteristics of the students.

3.2. STUDENT'S CHARACTERISTICS IN SPAIN

Most students in Compulsory Secondary Education and *Bachillerato* in Spain are evidently in the period of adolescence. "On numerous occasions, this period has been related with changes in social behaviour, the crisis of values, social adjustment, the prospect of work, etc. Thus, problems that present themselves with great intensity and repercussions for the future" (Serrano

et al., 1996, p.25)[3]. During this time, Spanish adolescents develop a series of physical changes that act on their self-concept in a positive or negative way. They try to establish their identity, and it is a key factor in language learning. According to Pennington (2018):

> It means acquiring a new way of communicating and presenting oneself that can open a person's identity to change, making identity more malleable and offering opportunities to experiment with new communicative features as accent or prosody, and with the social and cultural attributes of the new language and its associated discourses (p.94).

Adolescents may feel the necessity to move away from their family members, which means that other adults, such as teachers, take on a significant role. Therefore, to facilitate their development, the teacher must encourage their autonomy, independence, and decision-making. Moreover, they develop a new way of thinking. They acquire abstract thinking and perceive the consequences of their actions. In this phase, they begin to develop their capacity for metacognition, abstract and scientific thinking. However, each person develops this set of skills at a different pace, which in turn influences their learning rates. Therefore, each learner follows the learning style that best suits his or her characteristics. Based on Oxford's research *Language Learning Styles And Strategies: An Overview* (2003):

> Learning strategies are defined as "specific actions, behaviours, steps, or techniques-- such as seeking out conversation partners or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning" (Scarcella&Oxford,1992, p. 63). When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social (p. 2).

Many factors such as expectations, local influences, beliefs, the school, its educational policies, its learning opportunities, gender, age or socio-economic variables affect preferences for different learning strategies. As well as family members, peers, and teachers, affect the choice of LLS. Therefore, both teachers and learners should try to recognise which strategies are most beneficial to the process.

To this end, numerous authors have made a number of proposals for classifying learning preferences. This study will clasify them into three according to the classification by Reid

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[3] TN: The quote is a translation into English of the original text of Serrano, Rodriguez and Mirón's article *Perfil Psicosocial De Los Adolescentes Españoles* (1996).

(1995), Ehram and Leavre (2003) and Oxford (1993), proposed by Marianne Celce-Murcia, Donna Brinton and Marguerite Ann Snow (2014) in their research:

1. *Perceptual preferences*. This involves whether or when learners tend to learn by listening (auditory style), seeing (visual style), or doing things (kinaesthetic style). For example, a learner with a visual style might prefer to learn vocabulary by reading new words rather than by hearing.

2. *Personality preferences.* This involves learner's degree of openness to new experiences and their extroversion versus introversion. For example, learners might prefer to learn by looking outward in social contexts (extroverted style) or looking inward (introverted style).

3. *Processing preferences*. This concerns whether or when learners prefer to process information by seeing the big picture (global-oriented style) versus the specifics (detail-oriented style), by figuring out rules from examples (inductive style) versus learning the rules and applying them to examples (deductive style), or by bringing the parts together to determine the whole (synthetic style) versus disassembling the whole into parts (analytic style) (p. 535).

According to the above, Oxford (2003) sets six strategies:

Direct: <u>cognitive</u> (prepares the learner to use the material that helps him/her to learn the language in a direct way); <u>compensatory strategies</u> (they are based on the use of synonyms, knowledge through reading, listening, speaking, etc.); <u>memory-related strategies</u> (creates correlations between concepts and does not require complex understanding).

Indirect: <u>metacognitive</u> (enables the students to think about his or her learning preferences and teaches him or her how to strengthen them); <u>affective strategies</u> (using feelings, talking about emotions, worries and anxiety to reduce them and learn at the same time); and <u>social strategies</u> (they are based on exploring the culture and norms of the language by asking questions, asking for help, etc.).

Through the perception of strategies, both students and teachers will know what are the best approaches for them to learn or teach. Hence, what has been proposed, has several advantages for the learner, which will be the ability to self-learn, to appreciate oneself better, to be flexible and to be able to solve problems. It must be said that not all students are the same. Age and all the factors specified above affect them, as do the characteristics of the teachers.

3.3. MOTIVATION

As mentioned above, society has changed due to the huge burden of information and access to it. Students are confronted with this information and need guidance to understand it. Due to this lack of guidance, students have lost their motivation and interest and have dropped out of their studies. So, as Leighfield (2020) states:

> Spain continues to be the EU country with the highest number of school dropouts, despite an improvement in the past decade. The rate of abandonment of studies and professional training is 17.3 per cent, which is seven per cent higher than the European average of 10.2 per cent, according to the European Committee's Education and Training Report (Leighfield, 2020).

One of the major causes of school drop-out has been the lack of motivation of students, teachers, parents, school staff, the environment, and many others. So, according to Huitt (2020):

> Motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction (see Kleinginna and Kleinginna, 1981a): internal state or condition that activates behaviour and gives it direction; desire or want that energizes and directs goal-oriented behaviour; influence of needs and desires on the intensity and direction of behaviour. Franken (2006) provides an additional component in his definition: the arousal, direction, and persistence of behaviour (Huitt, 2011).

Motivation is a fundamental factor when it comes to teaching and learning. The Spanish education system is experiencing several problems among both teachers and students. Consequently, the present study attempts to demonstrate the causes of these issues, relating them to motivation. Therefore, in the following sections, it will be studied how it influences the different members of the education system, and how this motivation can be increased in the different subjects.

3.3.1. TEACHER'S MOTIVATION

From this view, several questions can be asked: are the education system and teachers working effectively, or are there more aspects to consider that may have been overlooked? Teachers have a great deal of worries that end up generating a high level of anxiety or distress.

It should first be pointed out that the teaching staff is getting increasingly older due to the lack of renewal. Therefore, there are many temporary teachers in the system, who have neither economic nor social stability. The concerns of the latter group are even greater. The Eurydice report for 2015 demonstrates the increasing ageing of teachers through the following graph:
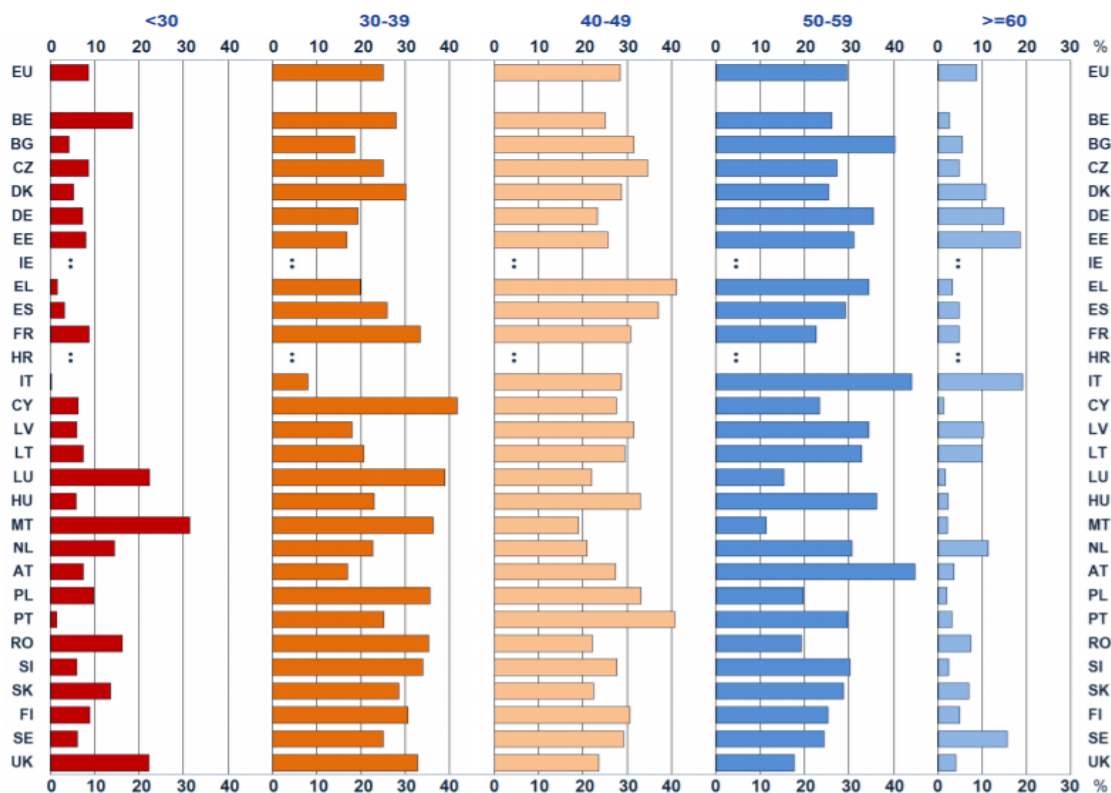
Figure 1: Proportion by age group, teachers in lower secondary education (ISCED 2), EU level, 2013

Source: Eurydice, based on Eurostat/UOE data [April 2015].

The teachers are ageing, and 40% of the teaching staff will have to be replaced in the next decade. Age affects teachers' thinking. As soon as they start teaching, they look for their own methods and approaches. After 5 to 10 years, many of them try to innovate their strategies and methodology. As they start to get older, teachers take two paths: either they keep their methods, or they research, innovate, etc. Finally, when they are about to retire (40% of the total are in this situation), they focus on themselves, their lives, and their tranquillity. Hence, they do not change their methods or focus on their students. This ageing is therefore a major problem for the education system and for the pupils.

Besides, the system has many temporary teachers who do not get a permanent position and who are constantly mobilised. Due to this situation and the short periods of time these teachers spend in their classrooms, problems arise. Teachers are unable to connect with their students or look for strategies to improve education, as the periods of time they spend in the different classrooms are short. The constant mobilisation causes worries, anxiety, and therefore great demotivation.

Furthermore, it has been established that Spanish teachers have a longer teaching timetable compared with the rest of the European Union teachers. In *Bachillerato* it is 9.1% higher and in Compulsory Secondary Education it is 6.7% higher.

Despite these facts, society is increasingly discrediting the work of teachers, i.e., they are not treated with dignity and respect. Indeed, the governments in their political programmes state that they will make a change in the education system, to maintain well-trained teachers, with their corresponding hours and a decent salary. This is a promise that so far, all parties have failed to keep. "According to Collective Labour Organisation (CC OO), 48861 more teachers would be needed to equalise the average teaching hours of Spanish teachers with those of the European Union" (20 minutos, 2019)[4].

Due to the general dissatisfaction of teachers, the degradation of their profession, the amount of work and hours spent, the insufficient salary, their poor training, and the lack of stability among novice teachers, worries increase and with them anxiety, distress, and depression. Teacher motivation is steadily declining. The following table from the WISE Education Survey shows that especially in Spain it is believed that teachers are not treated with respect and dignity. 69% of Spanish respondents think that the profession is not shown respect.
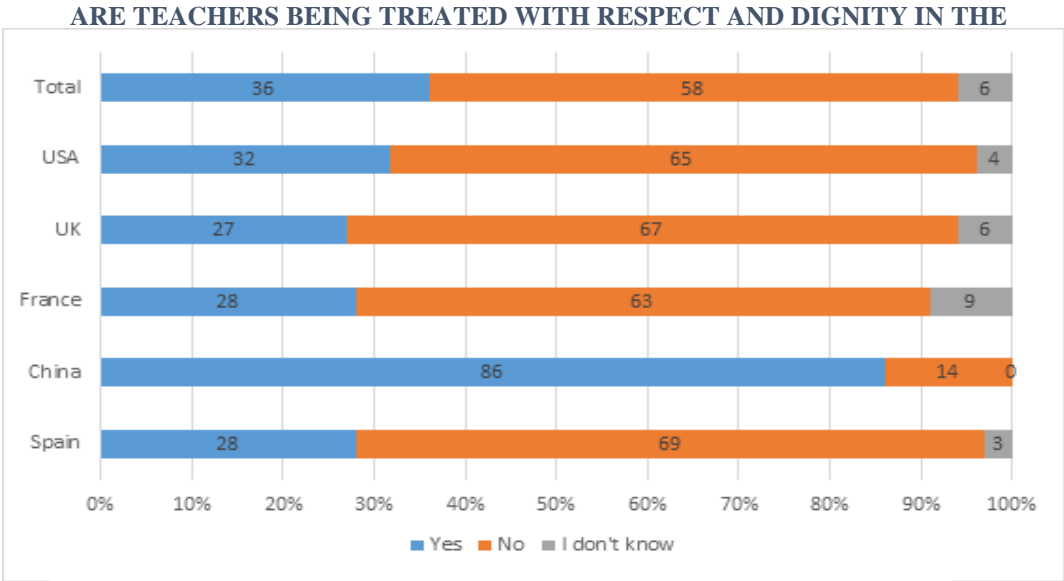
ARE TEACHERS BEING TREATED WITH RESPECT AND DIGNITY IN THE

Figure 2: Are teachers being treated with respect and dignity in the countries?
Source: WISE Education Survey, JM. Leralta/ EL MUNDO

This situation has a direct impact on the quality of the education system and the education of EFL. If the government would make an effort to improve the conditions of teachers and raise awareness of the importance of teaching, in this case of English teachers, the effectiveness of the system would be greater.

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[4] TN: The quote is a translation into English of the original text of the article in the newspaper 20 minutos: *Los problemas del profesorado español: pasa muchas horas en clase, está envejeciendo y espera un estatuto* (2019).

To sum up, students who are taught by highly anxious teachers tend to have low academic performance and poor results, besides, they worsen their social relations. Therefore, help should be provided to Spanish teachers, or the status should be changed to reduce possible anxiety levels. To improve this situation, the *Libro Blanco de la Profesión Docente y su Entorno Escolar* was published in 2015. This white paper includes twenty proposals to improve the quality and motivation of teachers and with them, education. Some of the most relevant ones will be specified:

Firstly, teachers should not work in isolation but must be supported by schools, families, the education system, inspectorates, teacher training centres and other institutions. To solve this problem, teachers have the possibility to join numerous associations such as: IATEFL, TESOL, ACEDIM, etc.

The effectiveness of the educational process must be maintained through talented people becoming teachers, and through these people receiving excellent and continuous training. Subsequently, a systemic model of education should be introduced into teacher education programmes. It will involve direct action with students and indirect action through the school environment. According to Marina, J.., Pellicer, C. & Manso, J. (2015) "the essential protagonists of the educational activity are":

> a) The teacher in the classroom; b) Principals and management teams, essential for the efficiency of the school as an institution; c) Guidance departments and tutorials, powerful support systems for teachers, pupils and families; d) In-service teacher training services, without which quality cannot be maintained; e) Educational inspection, an essential part of school improvement (p. 22).

Furthermore, it should be established a "State Pedagogical Council" to study innovation, best practices, advise the components of the system and inform society of the educational situation. At the same time, the social prestige of the profession should be increased. The working conditions should be improved, and the importance of the profession should be remembered through the guidance departments in the schools. "Teacher Training Centres should be responsible for the initial and in-service training of teachers, part of which should be provided in the schools themselves, in order to promote joint training for the entire teaching staff"[5] (Marina et al.,2015, p. 65-66). "All teachers, at all levels and in all corps, should be evaluated

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[5] TN: The quote is a translation into English of the original text of Marina, J.A., Pellicer, C. & Manso, J. (2015): *Libro Blanco de la Profesión Docente y su Entorno Escolar.*

regularly and systematically" (Marina et al.,2015, p. 66)[6]. The education inspectorate is necessary, and it is therefore proposed that it must be reactivated and reorganised.

Moreover, social educators (to identify possible problems and solve them), school librarians (to encourage reading) and ICT experts (the new indispensable basis for education) are needed. Further, a system of research and continuing education should be integrated through the State Pedagogical Council, the Teacher Training Institutions, and the Excellence Educational Centres for practical courses.

All things considered, teacher renewal should be encouraged, since an improved and innovative teaching staff will improve education. On the other hand, the quality and prestige of the teacher's qualities should be increased through the Teacher Training Plan in foreign languages and the projects offered by the Education Websites, related to in-service teacher training. There is still a long way to go to improve teacher motivation, but through the proposals in the White Paper, an effort on the part of society, and above all the government and teachers, a major positive impact on education and student's motivation will be produced.

3.3.2. STUDENT'S MOTIVATION

It is evident that Spanish education has major problems in relation to its students. The country has high dropout, academic failure, and absenteeism rates. "Despite the improvement (in 2011, the percentage was 26.32%), Spain is still at the bottom of Europe (with an average rate of 10%) and below the European target set for 2020, which is to reduce the drop-out rate to 15%" (Torres, 2021).

On the one hand, it can be highlighted ageing, demotivation and all the aforementioned causes related to the teaching staff. On the other hand, there is the family profile, the socio-economic situation of families, and the influence of the expectations of teachers, parents, and peers.

Teachers communicate consistent and clear expectations at a level appropriate to their students. When they have learning difficulties, it means that they are less intrinsically motivated. Teachers' attributions and expectations have great power over learners. According to Miguel Ángel Carbonero in his work *Habilidades Docentes: Las Expectativas* (2020) citing in Weiner (1986):

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[6] TN: The quote is a translation into English of the original text of Marina, J.A., Pellicer, C. & Manso, J. (2015): *Libro Blanco de la Profesión Docente y su Entorno Escolar.*
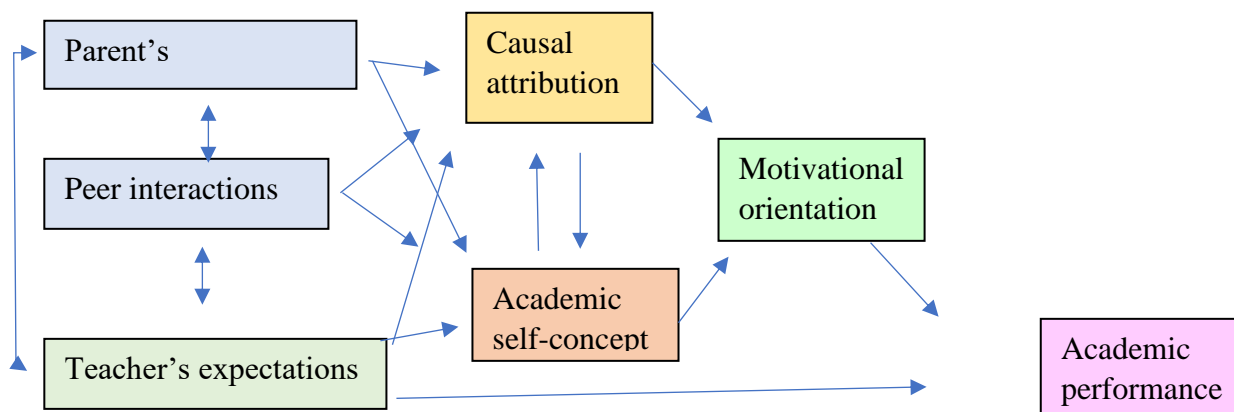
Source: Slides by Miguel Ángel Carbonero (2020). *Habilidades Docentes: Las Expectativas*. Master's Degree in Secondary Education. Universidad de Valladolid.

Learner expectations are generated by family, peers, and teachers. All of them produce a causal attribution that creates a motivational orientation (e.g., the orientation will be positive, if learners like something), which will generate a specific academic performance (positive or negative). These expectations develop an academic self-concept that feeds back into the causal attribution. Thus, the learner generates his or her own self-concept, which in turn makes a motivational orientation and, therefore, academic performance. Only by taking into account teachers' expectations can academic performance be directly explained (Weiner, 1986). For this reason, the teacher must be objective and motivating towards his or her pupils' learning. This will encourage the emergence of intrinsic motivation.

When talking about how these expectations influence student motivation and academic performance, reference is made to the power or strength to overcome the barriers of knowledge, of the information that is offered to the learner, in this case, in English as a foreign language. Furthermore, there are two main types of motivation:

On the one hand, extrinsic motivation (negative motivation) is based on recognition by others' expectations, on external rewards as motivational factors. For example, a student will study English for the social recognition attributed to speaking more than one language, or to pass. These include incentive motivation (for a reward), fear motivation (dreading bad consequences), power motivation (control over others or the situation), or social motivation (to create a better impression).

On the other hand, intrinsic motivation (positive motivation) is based on self-benefit, seeking to improve a situation or one's own qualities, and it pretends to satisfy both desires and drives. It is the type of motivation that is most related to foreign language learning, since what is sought

is to learn, to explore, and to obtain the reward of knowledge. The present research work will focus on intrinsic or positive types of motivation, as several studies have shown them to be more effective in the teaching-learning process than extrinsic motivation. A distinction can be made between different types of intrinsic motivation, according to Traver (2020):

- "Competence motivation, also known as learning motivation, states that people are motivated more by the process itself rather than by the reward at the end" (Traver, 2020).
- Attitude motivation: It is the desire to change one's own or other people's way of thinking. This type of motivation focuses on change due to a positive attitude. It is about achieving happiness for oneself and others and is therefore positive.
- Achievement motivation: It is about the pursuit of specific goals, i.e., the desire to reach an achievement and a goal for what it really is, not for what it may entail.
- Creative motivation: It is a type of creation that arises from the desire to express oneself, i.e., from an impulse of creativity.
- Physiological motivation: It is a type of motivation that arises from personal emotions or feelings.

The effective teacher should try to increase competence, attitude, achievement, creative and psychological motivation of his or her students through his or her teaching. Hence, what strategies can the teacher use to positively influence causal attribution, academic self-concept, motivational orientation and thus the student's academic outcomes? Having identified an optimal methodology for teaching, and maintaining both teacher and learner motivation, a series of strategies should be proposed to implement it. An ideal set of strategies could be those outlined by Dörnyei (2014). According to this author and as stated by R. M. Pérez 2020, pp. 37-38:

1. Try to attract the attention and curiosity of the students to make the course interesting. The teacher can use eye-catching or challenging English facts; relate lessons to tasks they enjoy (using ICT) and demonstrate the real usefulness of the language through competitions or games.
2. Promote success. The teacher should give positive feedback so that students ask the teacher for help without any hesitation.
3. Pay attention to the preferences and objectives of the students in order to create engaging lessons and educational materials for them.

4. Avoid monotony in the classroom. To this end, new and different methodologies, tasks, materials, student participation, classroom layout, etc. must be used.

5. Propose more stimulating and attractive tasks.

6. Encourage students frequently to reduce anxiety and make students increase their self-confidence.

7. Show students the advantages of having an acceptable social image.

8. Empower students to make decisions and take initiative or leadership in activities. The teacher should act as a guide allowing students to develop autonomy.

9. To appreciate the students' successes, valuing their effort and therefore creating a pleasant learning experience for them.

10. Create an assessment in which students are clear about what is being assessed and why. The teacher should give marks in a motivating way so that they show continuous improvement and effort throughout the course (pp. 37-38).

In short, teachers should observe their pupils closely to try to recognise any problems they may have. If the teacher finds serious family or socio-economic problems, he/she should consult a social educator. On the other hand, if the pupil has motivation problems or learning difficulties, he/she should use these strategies to influence his/her motivational orientation in a positive way. The educator will have to break the monotony, use interesting materials for the pupils, facilitate learning and autonomy, etc. New methodologies and strategies must be used by teachers to promote innovation in learning.

3.4. METHODOLOGIES IN SPAIN

In the previous section the importance of motivation, the different types, and their effectiveness were discussed. However, at this point, the most important question is about how an educator could control his or her own and student's motivation. To do it, a specific methodology, strategies, and activities should be specified. Therefore, it will be first discussed the progress of society and how methodologies have changed over the years, and which of these are conducive to increasing motivation. As Angel Mei Yi Lin (2008) states in her publication *A Paradigm Shift in English Teaching as a Foreign Language: The Critical Change and Beyond*:

> Richards (2001) summarised the various teaching methods that characterised different periods in the last century: The grammar-translation method (1800- 1900), the direct method (1890-1930), the structural method (1930-1960), the reading method (1920-1950), the audio-

lingual method (1950-1970), the situational method (1950-1970), and the communicative approach (1970-present) (Richards, 2001: 3) (Lin, 2008, p.14).

The application of the first methodologies was based on repetition exercises, the study of grammatical rules and their various exceptions, and on the translation of parts of text and/or sentences. Most of the lessons were taught in Spanish so they were not effective. As a response to change, the direct method was developed with the turn of the century. It was realised that a language should be taught as such, by using it. Oral expression was the most important ability, and to develop it, the aim was to associate words with images, situations, etc.

Then, appeared the structural method. As its name suggests, it conceives language as a structure made up of different components that interact with each other. Within it, the audiolingual method began to be carried out, like the direct method, it aimed to use the language without the need for grammatical explanation. It includes repetition, restatement, completion of incomplete sentences, transposition, sentence transformation, etc. As a response to the latter approach, the situational method emerged. It is still in use today and, as its name suggests, presents language as a means of dealing with certain situations. It is based on the practice of oral skills. Its objectives are based on responding quickly and accurately to certain situations, the control of structures, the correct use of grammar and pronunciation.

3.4.1. COMMUNICATIVE APPROACH (CLT)

After such methods, a breakthrough in the study of language teaching was made by Stephen Krashen with his theories of second language acquisition. He established a series of hypotheses that changed the conception of second language learning. "Krashen's theory of second language acquisition consists of five main hypotheses: The Acquisition-Learning hypothesis; the Monitor hypothesis; the Input hypothesis; and the Affective Filter hypothesis" (Schütz, 2019).

On the one hand, it was established that language learning was an intentional and formal process, which takes place through grammatical rules and is not an effective process. On the other hand, language acquisition is conceived as an automatic process that occurs unconsciously, which is effective and is based on communication, on continuous interaction. With the monitor hypothesis, Krashen placed the learner at the centre of the teaching-learning process. He stated that the individual must have time, focus on self-correction and be aware of the rules. Furthermore, he pointed out that each individual is different and therefore each one has a different level, and with acquisition comes the comprehensible input (Schütz, 2019). For

this reason, an affective filter should be used. According to Ricardo E. Schütz (2019) in his study *Stephen Krashen's Theory of Second Language Acquisition*:

> The Affective Filter hypothesis embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. (Schütz, 2019)

This is followed by the question of what methodology is best suited to support these affective variables. So, the conclusion is that a communicative method should be adopted. This approach is characterised by putting language to use in a wide variety of contexts, emphasising the interaction of learners either with other learners or through exposed situations. In this method, the teacher should use real materials that encourage student participation. In addition, with this type of methodology, experiences and emotions become important. Having established the above, as Mitchell (2002) states:

1. Classroom activities should maximise opportunities for learners to use the target language for meaningful purposes, with their attention on the messages they are crating and the task they are completing, rather than on correctness of language form and language structure.
2. Learners trying their best to use the target language creatively and unpredictably are bound to make errors; this is a normal part of language learning, and constant correction is unnecessary, and even counterproductive;
3. Language analysis and grammar explanation may help some learners, but extensive experience of target language use helps everyone;
4. Effective language teaching is responsive to the needs and interests of the individual learner;
5. Effective language learning is an active process, in which the learner takes increasing responsibility for his or her progress;
6. The effective teacher aims to facilitate, not control, the language learning process (pp 38-39).

The communicative approach requires the teacher to create lessons in which he/she uses real materials and tries to engage the students' attention so that they intervene. The purpose of CLT is for pupils to learn using the target language while creating real situations in which real communication takes place fluently. In fact, since they must speak constantly and are still learning, it is most likely that they will make mistakes. The purpose of this approach is that they

learn by making mistakes. For this, the teacher should only intervene when necessary, taking into account the affective filter, without interrupting or humiliating the student. To intervene correctly, the teacher should specify to the students, what kind of mistakes they make (lapses or errors). He or she must try to explain how to solve them, always from a positive point of view, so that they can improve without anxiety or stress (regarding teacher's intra and interpersonal competence). However, the educator should wait to check whether the schoolchild knows how to self-correct, or his or her peers. The teacher should be the last to intervene, i.e., he or she should encourage self-correction and collaborative work. Peer interaction must be consistent; therefore, this approach is governed by three principles, according to the Instituto Cervantes (n.d.):

- o Information gap. There is a real need for communication between the interlocutors, since each one has to find out something that only his/her partner knows, and if he/she does not find out, he/she will not be able to perform his own task.
- o Freedom of expression. The speaker decides the content (what to say), the form (how to say it), the tone, the timing, etc.
- o Feedback. Verbal and non-verbal reactions of the speaker tell the learner to what extent he/she is achieving his/her goal in the conversation (Instituto Cervantes, n.d.)[7].

By using this type of methodology, teachers will have the ability to provide students with didactic competences by focusing on the process, taking into account their interests. Furthermore, the competence of coexistence management and teamwork will be addressed, as with this approach the intention is to collaborate constantly with others. Especially, communicative, and linguistic competence will be used, as the main objective of this approach is to learn by sharing ideas, feelings, and knowledge.

To sum up, thanks to this type of methodology, students will be able to learn by critically analysing real materials, deducing, actively participating, and collaborating with others. As mentioned above, this type of approach is driven by the intrinsic motivation produced in the student. Then, it will be exposed how this type of methodology could be carried out and what the teacher should do.

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[7] TN: The quote is a translation into English of the original text of the Centro Virtual Cervantes, *Enfoque comunicativo* (n.d.).

3.4.2. TASK-BASED APPROACH

Numerous scholars have tried to explain what a task is. As reported by William Littlewood (2004):

> Williams and Buden (1997:168), for example, define a task as a 'any activity that learners engage in to further the process of learning a language'. Breen too, in his seminal article of 1987 (p.23), included in his concept of task a range of learning activities 'from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making' (p.320).

By assigning tasks to students, teachers are supporting the growth of their autonomy, decision-making, and problem-solving skills. To carry out them correctly, students will have to communicate by simulating situations such as debates, role-plays, projects etc. However, all these tasks should have indirect grammatical or structural explanations to have a didactic purpose. This kind of approach does not go against linguistic competence but tries to find a real communicative situation. Accordingly, the task-based approach as a complement to the communicative approach will create a link between classroom didactics and reality. The tasks will structure the lessons reflecting the different possible situations, the experiences, and interests of the learners and ultimately the need for communication. Yet, for this whole approach to be beneficial to students, teachers must be clear about their organisational and managerial competence. The teacher must be highly planned and must link his or her work to the regulations in force and to the knowledge that is relevant to it. In addition, they must always take into account the organisation of their department or the school in which they work.

They should establish a series of lesson plans. These lessons will be divided into tasks. Each element will have a set of contents, objectives and assessment criteria that will have to follow the legislation. In addition, establishing a set of objectives and assessment criteria from the outset and communicating them clearly and concisely to students, is a way of maintaining their interest and encouraging their self-organisation. Then, how the sessions should be organised according to the task-based approach for the method to be effective will be presented below. A stated by the *Programme d'éducation et de formation tout au long de la vie* (2013) and Willis (1996), lessons should be broken down into a sequencing of different tasks with a particular purpose for a particular time. Their proposal is to divide the sessions into:

- The warm-up. The lesson should start with a motivating activity, which is intended to capture the interest and attention of the students. This will help the teacher to connect with his or her

students and try to retrieve the students' prior knowledge (questions to students, word connections, etc.).

- The pre-task. This task should introduce the topic, providing learners with brief explanations and examples of what will be done. Audio-visual tools, such as images and videos, could be used in this type of task.

- The main task. At this stage of the session, a main task will be developed, which can be done in groups, pairs or individually. This type of practice will be communicative and should be supported by audio-visual media such as a video presentation, pictures, projects, etc. Students should demonstrate their skills by creating a project, solving a problem set by the teacher in groups or pairs, etc. Always developing as many competences as possible.

- The post-task. Learners should self-evaluate themselves by creating communicative activities such as brainstorming, debates, games, etc. This task will be used to consolidate the knowledge learnt during the session. It is important that the teacher acts as a guide.

- The relaxation task. The class should end in a relaxed manner to alleviate any possible symptoms of anxiety or stress that the students may have. To do this, the teacher should propose a task that does not involve too much mental effort and that helps the students to relax, such as a short talk about the class, a simple game, or a funny video about what has been discussed.

Each task should last between 5 and 15 minutes. In this way, students will feel fulfilled and will be active throughout the session. This task's division significantly increases the attention and motivation of the learners. Moreover, this series of sessions will lead to a final task, which learners will have to plan and prepare collaboratively or individually and in which everything they have learnt will be assessed, including all possible skills (speaking, writing, listening, reading).

Finally, to change the system and improve students' academic performance, traditional evaluation must be changed. To do so, the teacher must appeal to the intrinsic motivation of students throughout the course. In other words, a formative evaluation should be carried out, which takes into account competence motivation, i.e., the whole process and all the tasks. In addition, attitudinal motivation and psychological motivation should be taken into account, as the needs of the students are a priority. On the other hand, summative evaluation should also

be developed, taking into account <u>achievement motivation</u> (the pursuit of specific goals), and <u>creative motivation</u> (encouraging them to push their creativity in a final task).

The teacher should evaluate all tasks, along with attitude and effort. This type of assessment can be complicated, as it requires a lot of time and effort. To facilitate this process, the educator should use a range of assessable resources, such as diaries, surveys, portfolios, and essays. Also, he or she must develop specific criteria and rubrics. They should be explained to the learners from the beginning, so that they can self-assess themselves at the same time. In this way, they will always keep achievement motivation in mind. They will be aware of the mistakes they make and will progressively improve. Thus, they will have more sense of accomplishment, better attitude, more motivation, and therefore academic success.

Conclusively, the use of the communicative approach together with the task-based approach has proven to be incredibly beneficial for students. After all, with excellent organisation and effort on the part of teachers, it will increase students' spontaneous interaction (real communication), self-confidence, collaborative teamwork, sense of success and progress. Ultimately, the education system will be improved; more competent and educated people will be introduced into society. Therefore, the following will investigate how the tasks can be developed to the maximum, and tools to facilitate the learner's understanding will be presented.

3.5. ICT'S AS INSTRUMENT TO INCREASE MOTIVATION

Society has completely changed over the last 30 years, at an astonishing speed. This has been due to the introduction of new technologies, especially the spread of Internet use. This period of change is now known as the "information age". This knowledge society appears due to the use of ICT in the daily life of most of the population, through social networks, instant information, and access to any type of content. However, this process has taken longer to be included in education, due to its controversy. The shortage of infrastructures, computers and different means in the centres was an added difficulty, but, in the last 10 years there has been a significant increase of these elements in Spanish education. Having achieved these tools, according to Cabrero (2007):

> Technologies must be seen as a means and a didactic resource, but not as a miracle cure that will solve problems within the educational sphere, which leads us not to overestimate them

and to establish guidelines for their use, thus achieving pedagogical rather than technological solutions (p.5)[8].

The above being established, this academic research aims to provide the keys to the use of these tools in the English as a foreign language classroom and will demonstrate their many benefits. Referring to Manuel Area (2007) with his work *Algunos principios para el desarrollo de buenas prácticas pedagógicas con las TICs en el aula* (Some principles for the development of pleasing pedagogical practices with ICT in the classroom), several principles should be taken into account:

The teacher must be aware that he/she must first plan what he/she wants to teach (what is important is what is educational), and how ICT can enhance the process. Teaching strategies and methodology are what promote learning, ICT simply facilitate the process. It is the pupils who must use the technology, the teacher must be the guide. They will have to create and manipulate information, view images and videos, do quizzes, etc., to learn the language. "ICT can be used as tools for searching, consulting, and processing information as well as for interacting and communicating with others. In other words, we must encourage students to develop both intellectual and social interaction tasks with ICT" (Area, 2007, p. 5). These tools should also be a support for learning other curricular subjects and for developing scientific and technological competence. "When planning a lesson, lesson plan, project, or activity with ICT, not only the curricular learning objective and content should be made explicit, but also the type of technological/informational competence or skill to be promoted in the learners" (Area, 2007, p. 6)[9].

Taking into account the characteristics of the teacher and the learners; highlighting the teacher's intention and the learning strategies that best suit the learners; and finally, establishing an appropriate methodology using ICT, will lead to a great improvement of the teaching-learning process. Overall, the aim is to use ICT to create collaborative learning situations, to give real meaning to knowledge, to stimulate autonomy and autonomous learning and to develop critical thinking. To achieve this, online games, social networks, educational applications, blogs, etc., can be implemented.

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[8] TN: The quote is a translation into English of the original text of Cabrero (2007): *Las necesidades de las TIC en el ámbito educativo: oportunidades, riesgos y necesidades.*
[9] TN: The quote is a translation into English of the original text of Cabrero (2007): *Las necesidades de las TIC en el ámbito educativo: oportunidades, riesgos y necesidades.*

3.5.1. GAMIFICATION

The gamification has improved the acquisition of English as a foreign language and the values that are attached to it. In fact, the use of games has been shown to increase intrinsic motivation, reduce distractibility and improve performance. So, as maintained by Christo Dichev & Darina Dicheva (2017) quoting Caponetto et al. (2014):

> Gamification in education refers to the introduction of game design elements and gameful experiences in the design of learning processes. It has been adopted to support learning in a variety of contexts and subject areas and to address related attitudes, activities, and behaviors, such as participatory approaches, collaboration, self-guided study, completion of assignments, making assessments easier and more effective, integration of exploratory approaches to learning, and strengthening student creativity and retention (Caponetto et al. 2014) (Dichev & Dicheva, 2017).

It has been a revolutionary breakthrough in education as it is a strategy that has overcome the demand of keeping students motivated throughout the course of a lesson. However, the introduction of online games in the classroom of EFL has been a real challenge, with many scholars questioning their didactic effectiveness, as there is no set of instructions or guidelines on how to do it properly. This depends on the characteristics of the teacher, and above all on those of the students (their learning strategies). As mentioned above, for gamification to be effective, the teacher must plan and organise the content to be taught. Any game should have a structure in which the content is shown as "easier to harder". Moreover, these games should use interesting materials for the students. That is, they should mix cross-curricular themes with grammatical content or vocabulary. It should be clear that online games are complementary to teaching. In other words, they are tools that place knowledge in context.

Besides, these games make students compete or help each other. Due to the implementation of something new, joyful attracts attention, and then, the competitiveness motivates and keeps them engaged. In this way, pupils learn without being aware of it, and also increase their creativity, resourcefulness and critical thinking. During the games, the teacher should not intervene unless something needs to be explained or the students really need help. It should be remembered that the central and active element of the teaching-learning process is the learner, and they should communicate in a real way using the online games. Consequently, the gamification of lessons will appeal to the intrinsic motivation of the students, and in many cases will facilitate the evaluation of the process. Next, several examples of tools to implement gamification in the foreign language classroom will be provided:

Websites	Questionnaires	Applications	Online games
Wordwall	Kahoot	Brainscape	Minecraft
ESL Games	Quizziz	Academons	Class craft
Educaplay	Trivialnet	LearnEnglish Kids	Myclassgame
British Council	Socrative	Lyrics Training	Trivinet

There are countless online games and platforms to give lessons a playful and entertaining twist. Teachers have many resources at their disposal, so they should use them. All in all, gamification has represented a great leap forward in language teaching, as there are many resources that should start to be implemented in the classroom. Gamification is a great complement to lessons if the teacher plans the time and content of the lessons well. These resources will increase pupils' attention, interest, and motivation. As a result, it is something that will significantly improve the teaching-learning process.

3.5.2. SOCIAL MEDIA

Social networks are part of everyday life. People spend an increasing amount of time on them posting and sharing content. As these are essential for day-to-day life, they are being integrated into the classroom by an ever-growing number of teachers. Quoting Peña, K., Perez, M. & Rondón, E. (2010):

> The social networks can be defined as a social structure that, supported by the resources of the web, allows relationships between people, groups and organisations with one or more common objectives; establishing contact with known and new people, emotional support, social company, material and service help. The participation of people through a digital identity, in this type of networks, provides a space to experience collaboration, construction, exchange, socialisation, learning, cooperation, fun, autonomy, among others (p.175).

Because of the familiarity and comfort students have with them, there is a great opportunity for both autonomous and collaborative learning, socialising and information seeking. They are didactic tools to favour the communicative approach and the task-based approach. However, as mentioned regarding ICT as a whole; they are a dangerous double-edged sword. There is no information on how to use the networks to support learning and to correctly share the issues to be addressed through the networks. Moreover, if they are overused, learners will tend to utilise them for other purposes. For this reason, "there is a certain mistrust on the part of teachers towards the technology used by students (SMS, chat, Facebook, YouTube...), as they see it as

a detrimental element to the natural flow of traditional teaching" (Peña, K., Pérez, M & Rondón, E., 2010, p. 177).

Therefore, as with gamification, teachers should use social media as a complement to their classes. These lessons should be organised according to specific sequencing, objectives, contents, and assessment criteria. Educators should have a great deal of control over what is done and used in the classroom, being the "leaders" towards the success of the pupils. Despite these disadvantages, the aim of this paper is to show how many resources are available thanks to the development of social networks, and the countless advantages they bring to education. According to Dlamini, K (n.d.):

> Social network tools afford students and institutions with multiple opportunities to improve
> learning methods. Through these networks, you can incorporate social media plugins that
> enable sharing and interaction. Students can benefit from online tutorials and resources that
> are shared through social networks and LMS's (Dlamini, K., n.d.).

Social networks provide a wealth of real information. Learners can access newspapers, bibliographic documentation, images, and videos at any time. This increases their interest and curiosity in English language sources and familiarises the learner with the English language and culture. Likewise, they are a means of expression and communication by blogs, forums, mail, etc. Thus, the students' autonomy, critical capacity, and expression will increase. Learners will seek to improve and learn for themselves. Moreover, due to the situation generated by COVID 19, social networks have overcome all physical barriers and both teachers and students have become accustomed to working collaboratively and as a team through them. In the following, several social networks that could be used as didactic complements will be shown:

Through Microsoft Teams and WebEx, most secondary schools and some universities have been able to continue their lessons. It can be used for videoconferencing, meetings, talking and sharing content. In addition, on YouTube students can create video projects and can access real content to help them acquire the language. There are numerous videos and channels that involve both English language learning and other cross-curricular topics for the same purpose (ex: TedTalks). Also, forums and blogs like Blogspot and Padlet can be used as platforms for students to express themselves and to search for readings or give their opinion on something specific in English. They are great tools for both students and teachers to organise their ideas.

In short, social networks facilitate understanding and immersion in a different cultural environment, and social learning favours the learning of a foreign language. This understanding and immersion occurs through interaction with real or more informal materials. They encourage

learner autonomy, collaboration, and teamwork through the spread of information or support for others. In addition, through social networks, a series of values (such as multiculturalism, and multilingualism), expressiveness and realism can be shown through which learning will take place indirectly. Social networks make way for education to grow without limitations. Therefore, their use should be encouraged, but always under control (timing, contents, objectives, and assessment criteria).

3.5.3. OTHER TOOLS FOR EDUCATIONAL CHANGE

Several platforms, applications and websites can be researched to improve teaching-learning methods. In the first place, teachers need to think about how to structure lessons and what content is to be taught. To project this content and design engaging, interesting, and organised lessons, content creation applications can be employed: Canva, Genially, Visme, Piktochart, etc. They are free platforms where teachers can create presentations, infographics and documents, videos, posters, flyers, logos, flashcards, CVs, concept maps, and many more tools. Besides, with Nearpod and Quizlet, it is possible to create classes, find other materials created by other teachers and integrate students into lessons. In the same presentations, it is allowed to create samples, questions, graphs, etc. Through Nearpod, students can also be evaluated, as participation data and correct or wrong answers are analysed in the lessons themselves.

Furthermore, Google Workspace provides a wide range of applications that will offer numerous tools for both educators and learners: through Drive, collaborative projects such as presentations, documents, spreadsheets, forms, and videos can be created and automatically saved. Also, through Keep, notes, reminders, files, images, audios, etc., could be shared. In fact, the teacher can control whether students complete tasks in real time.

Additionally, there are a few other applications that are available for teachers to integrate into their lessons so that students can begin to use them and encourage autonomy. For example, with Edpuzzle both online and self-made videos can be edited and implemented in the classroom. Inside the video questions or audios on comprehension or opinion can be introduced so that students can work on the proposed content.

Further, to encourage autonomous and critical learning. Educators should create tasks in which students should search for relevant and truthful information from reliable sources. Therefore, search tools for books and academic articles, such as Google Scholar, Research gate or Dialnet, should be provided.

At the same time, as mentioned above, the most effective approach is currently the communicative approach. It is about using it as a tool to have a conversation with other people. For this reason, there are numerous platforms with which you can exchange conversations online with native speakers of a specific language. These are systems that connect people who want to speak different languages: Busuu, Hello Talk, Tandem, etc. Furthermore, there are numerous platforms where teachers post their materials, lessons, links to video lectures, notes and much more. These tools support the so-called "e-learning" or online learning. Especially due to COVID19 it has had to be implemented, providing many advantages for learning. Here are some platforms: Moodle, Wakelet, Edmodo, Canvas, Blackboard, and Notion.

As previously mentioned, communication between families, educators and the school is crucially important. For this reason, teachers must be transparent and share notes, attendance, and evaluation with families, through new applications. In this way, they should send instant notifications to families about any of the above-mentioned dreams. These platforms and software are among the most used: Additio, TokApp, Dinatia, Educanlia, Escolapp, iEduca, etc.

Finally, the teacher must keep all the marks for all the tasks to be completed by the students, the attendance, the evaluation, and a series of comments relating to each student in each group. Previously all this work was done by hand. However, thanks to innovation, applications have been created in which the teacher can save all this data instantly and without errors. Some noteworthy applications can be mentioned: iDoceo (for iOS; not free), *Cuadero del profesor* (free and for Android) and Additio (for iOS; for free).

To sum up, all these digital tools facilitate both the teacher's and the student's work. They allow them to create interesting and attractive materials for students. Moreover, thanks to this digitalisation, these contents will always be available for learners to use whenever they see fit. Both students and teachers will have access to all the information they need to improve their skills. They will be able to organise and select teaching resources as they wish. They could create projects, presentations, and materials in a simple way. Not only that, but due to the use of technology, there will also be constant communication between peers, teachers, and families. Also, it will favour the implementation of communicative exchanges with native speakers, between classmates and with teachers. This series of digital resources as complements to EFL classes will greatly enhance the teaching-learning process. They are the right tools to get the most out of listening, speaking, and oral and written comprehension skills. In fact, they will

favour attention, curiosity, self-learning, collaborative learning, research, interest, motivation, and ultimately academic results.

4. PRACTICAL FRAMEWORK. TEACHING UNIT

After having analysed the theoretical framework in detail, a brief presentation of the didactic proposal will be followed by the description and the analysis of its implementation.

4.1. PRESENTATION OF THE LESSON PLAN

A lesson plan that aims to demonstrate the benefits of the arguments set out in the theoretical framework of this academic research will be presented below. It has been designed based on the current legislation and according to an educational intention, thus favouring a great personal and professional development. Subsequently, a follow-up of the laws, contents and assessment criteria used will be provided, taking into account the context of the centres and the type of students for whom the plan is designed. In addition, the methodologies and didactic strategies applied will be detailed. As the lesson plan has already been carried out in a centre with specific characteristics, the results of its implementation will be analysed at the end of the practical framework.

Below are the characteristics to be presented by the schools, pupils, and teachers to whom this proposal is addressed.

This proposal is aimed at a public Secondary and *Bachillerato* school located in a neighbourhood from a provincial city. This centre will have to provide digital resources such as a computer, a projector, and loudspeakers in English classes. Also, the teaching staff of the English department should be teachers with the characteristics mentioned in the first part of the theoretical framework. These teachers must be willing to adopt new methodologies and strategies, establish constant communication and exchange materials with colleagues. In addition, they should have a set of competences and personal characteristics as indicated in the theoretical framework and an appropriate background. Besides, it is designed for a class of adolescents in the 1st year of *Bachillerato* who come from upper-middle class families and have learning difficulties related to attention, motivation, and excessive stress. Students will come from previous similar educational backgrounds. In this *Bachillerato* class, students could come from bilingual or non-bilingual ESO.

The proposal targets a specific set of learners, coming from similar cultural and socio-economic backgrounds. If there were any problems related to learning difficulties and behavioural

difficulties, teachers should recognise them, communicate them to the families, and adapt the classes to include the needs of these students. It is vitally important that there is constant, detailed, and intensive communication between schools, teachers, pupils, and families. At the same time, it is necessary for schools to have professional psychologists and educational psychologists to whom both pupils and teachers can turn to in the event of a problem being detected.

If a student is unable to attend in person, all activities can be carried out through **Microsoft Teams**. The teachers will communicate everything through this channel. In addition, if any kind of help is needed, or if doubts need to be consulted, this will be done through this platform. The aim of this type of proposal is to provide the student with individual attention, accessible at all times and free of physical impediments.

After the presentation of the context, the social and didactic justification of the proposal is presented. This is one of the most important parts of the proposal, as it explains the main reasons why it has been created. The basis of this justification is to use specific laws to enable the teacher to define content, objectives and assessment criteria based on legislation. These laws will be: the *Real Decreto 1105/2014*, of December 26th, of which specific objectives have been chosen, and the *Orden EDU 363/2015*, of 8 May, of which key competences, contents and assessment criteria have been selected. As argued above, teachers must apply these factors to their lessons and explain them to students in a clear, concise, and motivating way. To do so, they will use technological tools, specific strategies, and innovative methodologies. Only in this way, a favourable situation in the EFL classroom will be achieved.

After the confinement due to the COVID-19 pandemic, the English departments realised that the methodologies, the strategies, the materials, and the resources used in the English classroom must be updated with the help of technology. Therefore, this plan has been developed as a means for both teachers and students to increasingly use the resources that emerge with innovation. Hence, cross-cutting themes that include technology, will be discussed. Thus, the aim is to make teachers and students aware of the major changes that technology is creating in society while using ICT as the main methodological tools.

As mentioned above, this lesson plan has been designed to instil authentic and meaningful learning, where the teacher provides several resources, motivation, and guidance to his/ her students. Therefore, it is necessary to be aware that there are many variables involved in the

process of acquiring English as a first foreign language: the characteristics of the students, their learning strategies (such as the strategies proposed by Rebecca Oxford and Dörnyei); the teacher's characteristics and expectations; the result of their interactions; the environment; and the variables related to the learning-teaching process.

4. 1. 1. OBJECTIVES

Nowadays it is necessary to be able to speak and know more than one's mother tongue. English has taken over international relations, and even other languages are acquiring English words. The world needs independent and hard-working students who choose to live in a world full of diversity and learn from multiculturalism. For this reason, the level of English proposed in this lesson plan is established by the *Common European Framework of Reference for Languages* (CEFR). In addition to proposing the level that students should acquire, it sets out the competences to be assessed, and the need for multicultural European citizens. For this reason, the CEFR justifies the "Supra" curricular level of specification that justifies all that is set out in the proposal.

Taking into account the "Macro" or state level, this plan bases its tasks on the *Real Decreto 1105/2014*, of December 26th, by which the basic curriculum of Educación Secundaria Obligatoria and Bachillerato is stated. The Article 25 of this document sets out the objectives for high school students for whom this plan has been designed:

> "(b) Consolidate personal and social maturity that allows them to act responsibly and autonomously and develop their critical spirit. To foresee and resolve personal, family, and social conflicts peacefully.
>
> (f) To express themselves fluently and correctly in one or more foreign languages.
>
> (g) To use information and communication technologies with solvency and responsibility.
>
> (h) To know and critically evaluate the realities of the contemporary world, its historical background, and the main factors of its evolution. To participate supportively in the development and improvement of their social environment.
>
> (k) Strengthen the sense of initiative with attitudes of creativity, flexibility, initiative, teamwork, self-confidence, and a critical sense.
>
> (l) To develop the artistic and literary sensibility, as well as the aesthetic criterion, as sources of formation and cultural enrichment"[10] (p. 188).

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[10] TN: Literal translation of the Spanish Royal Decree 1105/2014 (2014, p. 188)

These objectives have been chosen because a great need has been perceived to install activities that develop a social and personal growth taking into account the maturity of these students. The teaching of the foreign language involves helping students to express themselves in this language with fluency, initiative, self-confidence, and a critical attitude. In addition, due to the increase of tools (ICT) and materials to which they have access, the teacher's job is to teach their students to work with these resources and materials in a critical way. Always, integrating and trying to develop the four skills (reading, listening, writing, and speaking) in EFL.

In addition to this set of key objectives, the aim is for students to achieve a series of specific competences that have been chosen through the characteristics of the activities and the type of assessment set out in the proposal.

4.1.2. COMPETENCES

At the "Meso" level, this lesson plan is based on the legislation in force in *Castilla y León*, in the *Orden EDU 363/2015, of 8 May, which establishes the curriculum and regulates the contents, assessment criteria and learning standards*. In addition, this set of competences is provided at State level in Spanish *Orden ECD/65/2015* of 21 January 2015. This Order rigorously describes these competencies:

Through linguistic competence, students will interact with each other in the foreign language. It will also consist of acquiring a series of socio-cultural maturity. They will develop the four skills related to the linguistic competence of the language as well as pragmatic-discursive, and strategic. Also, they will arise personal components such as respect, citizenship, the language as a conflict resolution tool, etc.

Through digital competence, the aim is to integrate ICT in the classroom in a safe and creative way, to work on the improvement of the four skills associated with learning English. With them, all kinds of materials will be used that allow both students and teachers to adapt to their needs related to education. Through the management and analysis of information will be practised: the operation of communication networks, content creation, and problem solving.

The competence of "learning to learn" consists of organizing, persisting, and initiating learning, motivating oneself autonomously through the need and curiosity to learn, always reflecting on the process. The learner is required to be at the centre of the teaching-learning process. He or she through this competence should be able to self-monitor and evaluate his or her improvement in EFL. This ability will also be managed in groups, since it is intended to work collaboratively.

Thanks to this competence, it will be easier to acquire and assimilate new knowledge about English and apply it in real life.

Through a series of <u>social and civic competencies</u>, students are expected to participate in social and interpersonal areas through the learning of English. It is imperative that students of a foreign language understand the importance of culture, society, equality, work organization, etc. Therefore, when setting up activities they will aim at the conception of these elements through communication between different socio-cultural environments. In addition, through the civil competence, the knowledge of important events, concepts related to respect, justice, democracy, etc., will be established. Students must learn to be tolerant, respecting the plurality of cultures, to be able to communicate in the foreign language.

Through a <u>sense of initiative and entrepreneurship</u>, students will enhance their creativity, self-esteem, autonomy, and interest in using English. They will use their pro-active skills and will acquire the necessary knowledge to solve problems and work collaboratively. Students must learn to take risks and maintain a critical and responsible thinking about what is related to learning.

Finally, through <u>competence in cultural awareness and expression</u>, students will learn different artistic and cultural manifestations and then use them to communicate. Based on this competence, activities will be created that require the application of different communicative and perceptive skills in order to enjoy learning in a creative and imaginative way. Creativity, enjoyment, appreciation, and respect for other societies and cultures will be encouraged through perseverance, effort, and discipline.

In conclusion, contents will be established, and activities will be created to facilitate the students' acquisition of key competences. This will be achieved through a transversal and interdisciplinary character that will be present in the classroom and will improve learning outcomes. The development of these key competencies, together with the ten professional competencies attributed to the teacher by the European model, will significantly improve foreign language education.

4.1.3. CONTENTS

The following section will specify the contents chosen for a group of 1st of *Bachillerato* students, according to the context established above. This range of contents has been carefully selected to meet the needs of the students by means of the *ORDEN EDU/363/2015, of May 4,*

which establishes the curriculum and regulates the implementation, evaluation, and development of the Bachillerato in the Community of Castilla y León (p. 259-267)*:*

Block 1. Oral texts comprehension	Block 2. Production of oral texts: expression and interaction	Block 3. Written text comprehension	Block 4. Written text production: expression and interaction
Comprehension strategies: *1. Mobilization of prior information on task type and topic.* **Communicative functions:** *4. Exchange of information, indications, opinions, beliefs and points of view, advices, warnings, and notices.* **Syntactic-discursive structures:** *1. Common and more specialized oral lexis (reception), within one's areas of interest in the personal, public, academic, and occupational domains, [...] language and intercultural communication; Science and Technology; History and culture.*	**Planning***: 1. Conceive the message clearly, distinguishing its main idea or ideas and its basic structure.* **Performance:** *1. Express the message clearly and coherently, structuring it adequately and adjusting, if necessary, to the models and formulas of each type of text.* *3. Build on and make the most of prior knowledge (use 'ready-made' language, etc.).* **Communicative functions:** *4. Exchange of information, indications, opinions, beliefs and points of view, advice, warnings, and notices.* **Syntactic-discursive structures***: 1. Common and more specialized oral lexis (production), within one's own areas of interest in personal, public, [...] language and intercultural communication; Science and Technology; History and culture.*	**Communicative functions:** *4. Exchange of information, indications, opinions, beliefs and views, advice and points of view, advice, warnings and notices.* **Syntactic-discursive strategies:** *1. Common and more specialized written lexicon (reception), within the own areas of interest in the personal, public, academic and occupational spheres, relative to the description of people and objects, time and space, states, events and events, activities, procedures and processes; personal, social, academic and professional relationships; education and study; work and entrepreneurship; goods and services; language and intercultural communication; Science and Technology; History and culture* *4. Appropriate use of information and communication technologies.*	**Planning:** *1. Mobilizing and coordinating its own general and communicative skills in order to effectively perform the task (review what is known about the topic, and what can be said or what is wanted to say, etc.).* **Performance:** *1. Express the message clearly, following the models and formulas of each type of text.* **Communicative functions:** *4. Exchange of information, indications, opinions, beliefs and points of view, advice, warnings and notices.* **Syntactic-discursive strategies:** *1. Common and more specialized written lexicon (production), within the own areas of interest in the personal, public, academic, and occupational spheres, [...] language and intercultural communication; Science and Technology; History and culture.* *4. Appropriate use of information and communication technologies.*

This series of contents will be involved in several tasks related to the following cross-cutting themes: blogging, the use of social networks, the addiction to video games, the increasing spread of fake news, the rise of online shopping and cyberbullying due to the pandemic, and finally, the advantages and disadvantages of technology, especially in education. Students will have the opportunity to contemplate whether the use of technology is or has been useful in their lives as learners.

In addition, through this series of contents and transversal themes, the following grammatical contents will be dealt with: the formation of noun suffixes, the relative sentences, both defining and non-defining, expressions of opinion such as *I think, As I see it, I would like, etc.,* purpose connectors such as *In order, so as*, *etc*., and vocabulary related to transverse themes. Furthermore, all the contents correspond to a specific task. All of them are related and provide students with prior knowledge in order to be able to carry out a final task. In this last task it is intended that the students:

- Deliver a structured and coherent speech in groups in the form of a TV program in which the students address the topics proposed in class (cyberbullying, advantages and disadvantages of technology, etc.), using the lexicon related to the technology (*screen, broadcast, wallpaper etc*.), fluently.
- Use relative clauses correctly, establishing which sentences are defining and which are non-defining, adding specific information about a subject.
- Use nouns formed through suffixes and compound words related to technology (such as *violence, awareness, keyboard, voicemail*, *etc*.) to create arguments about the topics covered in class.
- Be able to talk openly and fluently about how they have felt when giving a presentation and speaking in public and whether the technology has been useful for them.
- Make use of ICTs as assistance tools for the presentations (TV news program task). Especially, use programs and digital platforms like Canva, PowerPoint, Padlet, Quizziz, YouTube, etc.

In summary, the series of contents have been established in accordance with current legislation, which imply both social and vocabulary knowledge, as well as cross-cutting issues. This is because English teachers not only try to improve the process-teaching of linguistic aspects, but also those that introduce students as social beings. Not only this, but with the present sequence

of activities and contents, it is intended to prove that these students will be able to give a fluent and correct opinion on controversial and current issues.

4.1.4. METHODOLOGY

In this proposal, a specific methodology was carried out in accordance with the provisions of the theoretical framework. Due to its demonstrable effectiveness, it was agreed to carry out a communicative approach together with the task-based approach.

First of all, a **communicative approach** was adopted when it was found that the "acquisition of the language" really took place through a series of activities whose main objective was communication. Then, the task approach was chosen to carry out these communicative activities through practice. Hence, the "affective filter" in teaching was taken into account, i.e., motivation, anxiety levels, and personal characteristics of both students and teachers.

The present proposal aims to take advantage of the benefits of using the communicative approach. To begin with, it should be emphasised that it is used in each task of the plan as they are oriented on the interests and needs of the learner. The activities aim to make students use previous knowledge and learn new vocabulary, structures, and grammar through videos (on YouTube, TedTalks, Edpuzzle), texts, games, social networks, and applications that attract their attention (with real or adapted materials). In other words, the teacher offers students real materials that appeal to their concern and introduces new knowledge based on them. The main objective of this series of tasks is to progressively improve the level of fluency and correctness of the students' speech. Many of them are carried out in pairs or groups. Hence, the aim is for them to lose their fear of speaking and become more confident in producing an oral speech in English. It is also hoped that they will not only improve the sociolinguistic competence but also enjoy the lessons through communication.

As indicated in the theoretical framework above, the use of the **task-based approach** has numerous benefits. Therefore, it is used in this lesson plan with tasks that lead to final objectives or final task. The sequencing of activities (warm-up, pre-task, main task, post-task and relaxation task) is followed to introduce knowledge and develop it progressively, using real materials and constant communication. As all the individual tasks will lead to a final project, it will be explained at the beginning of the plan implementation so that the students are attentive throughout the sessions and take advantage of every conversation, every activity and explanation, and so that they can use it to make a presentation using ICT while improving sociocultural, communicative, and linguistic abilities.

These activities aim to explain a range of vocabulary and grammar content in a fun and dynamic way. All the lessons are connected and all of them take into account participation and completion, i.e., they are all part of a didactic sequence. The task-based approach presented in this plan follows a set sequencing of tasks, in which the main objective is to maintain students' concentration and motivation throughout the session. Therefore, there are several activities using real materials, and using topics that are engaging for the students, each lasting approximately 5-15 minutes. This increases concentration, interest, and participation. In addition, many of the tasks are carried out in groups or pairs, which increases self-correction, meaningful learning, etc. In this approach learners are at the centre of the process and are free to use the language as and when they see fit. For this reason, all activities take place in a natural, real context.

Therefore, teachers will act according to **Dörney's** (2014) strategies, defined in the theoretical framework of this research, through the proposed task: increasing the students' experience of success; modifying the teacher's strategies to break the monotony of the class; increasing students' confidence; helping them to cope with personal and social problems; proposing activities that encourage autonomy; providing feedback in a sincere and positive way and celebrating students' success. Besides, the tasks themselves will carry the strategies proposed by **Rebecca Oxford** (1990). As mentioned in the theoretical framework, both direct (memory, cognitive and compensatory) and indirect (metacognitive, affective, and social) strategies will be used. The reason for using them is that connections, mental associations, comprehension activities, in which prefabricated vocabulary will be applied. Moreover, collaborative work will also be used; pupils will be expected to learn from their own mistakes. In addition, they will learn from their own emotions. Only by taking these social and didactic aspects into account will the teaching-learning experience be improved.

Dörney's and Rebecca Oxford's strategies will be found in all tasks, being these: warmups (aimed at attracting attention and interest with real materials through cognitive strategies), pre-tasks (aimed at connecting the session with previous knowledge, i.e. compensatory and memory strategies are used), main tasks (based on the students' production, using metacognitive, compensatory and cultural strategies), post-tasks and relaxation tasks (aimed at reinforcing learning through metacognitive, affective and social strategies).

Moreover, **ICT** will be used as the **main methodological tool** taking into account the following statement of the *Orden EDU/363/2015* and the need for innovation: "Through the use of information and communication technologies, students will be stimulated and guided in the search, study and enjoyment of such documents in an autonomous way, trying to expose them to the widest possible variety of speech register" (p.305). [11] Technology is increasingly present in our daily lives, especially since the pandemic began, and it has been shown that in most cases it is a tool that facilitates our daily tasks. Then, it should ease the teaching-learning process. According to the type of centre and students, ICT will be the main tool to make the most of the activities and explanations.

The tasks designed for this didactic proposal, in addition to a series of strategies, are complemented by ICT to make the most of them. Throughout the lesson plan, a computer, a projector, cell phones and numerous platforms will be utilised. As mentioned above, tools such as social networks, apps and games should be used to stimulate an autonomous learning of the foreign language, in which all types of motivation (competence, attitude, achievement, creative and physiological).

On a final note, it is believed that by managing this type of activities, in which technology is included to deal with cross-cutting themes, students will pay more attention and be more focused. They are supposed to be curious about the materials and to work both autonomously and collaboratively. Due to the type of sequencing, it is expected to break the monotony in the classroom and activate the students' initiative to produce in English. In particular, students are required to speak recurrently and spontaneously in the classroom, always with the teacher's permission. The objective is to foster communication in English and the interest in doing so in a fluent manner.

In fact, to carry out these strategies, the tasks were created **with Bloom's revised taxonomy** in mind, as it "addresses the new behaviours, actions and learning opportunities that emerge as ICTs advance and become more pervasive" (Churches, p. 1.). Therefore, the warm-ups are intended to make learners "remember", i.e., to recover prior knowledge through YouTube or applications. Then in the pre-tasks, the aim is to make them "understand", interpret, summarise, or explain the knowledge through texts sentences or selected information. The main task pretends to make students "apply" this knowledge to carry out the specific task, "analyse" a

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[11] TN: Literal translation of the Spanish Order 363/2015 of 8 May (2012, p.305)

series of contents in a critical way (through debates, small talks, etc.), i.e., "evaluate", in order to "create", or plan what is to be done or said in the foreign language (making a blog entrance, delivering a presentation, etc.). With this type of taxonomy, the aim is for students to develop their critical thinking skills to the maximum, while at the same time learning aspects related to English linguistics. The teacher will guide the students through this process. Thus, the learner will have complete control over the communication and over their learning.

Further, this proposal will deal with error correction in a different way from the traditional one, which, as mentioned above, has proven to be ineffective. Firstly, the types of "error" or "lapse" should be identified, taking into account the type of activity and what the objective of the activity was. The teacher will be the last person to intervene, as the aim is for the students to develop their self-criticism and through practice to correct themselves. As students are often unaware of the mistakes they make, the teacher will use gestures, reference to events, synonyms, or examples to help the student find out why he/she made the mistake or lapse. As another option, in pair and group exercises, peer correction will be encouraged. This is because these options have proved to have the greatest effect or influence on the result of foreign language acquisition. When neither the students themselves nor the classmates find the solution to possible mistakes or lapses, the teacher should intervene. He/she will not correct all mistakes but should take into account what is relevant and what is not, depending on the type of task and objectives. The aim is that students do not fear to intervene or to make mistakes. English learners will make mistakes when speaking, and that is how learning takes place. All in all, the aim is that pupils are not afraid to produce, or to create in the foreign language, but are motivated to do so, with the support and help of the teacher.

4.1.5. OVERVIEW

After having mentioned a series of objectives, competencies, contents, and the methodology to be used, the most significant activities and their timing should be described.

First, it is worth mentioning that the lesson is organized through applications such as *Wakelet* and *CANVA* (see in the annexes). To carry out the methodology correctly, the materials, contents and objectives must be programmed, ordered, and designed with tools that the teacher considers appropriate. In this way, attention and curiosity are attracted, and all the contents are related in a comfortable and organized way. As the teacher creates the materials, he/she will look for learning preferences in his/her students. This series of slide-based lesson plans will

focus on satisfying perceptual preferences. Students will learn through visualization, listening, etc.

In the first session, as mentioned above, the teacher should explain clearly and concisely how the class will work, the materials to be used, the tasks to be carried out and the type of evaluation. If all this is not made clear at the first moment of the session, there will not be a relationship of trust between the students and the teacher. Secondly, as mentioned in the theoretical part, the teacher should always show expressiveness, tolerance, respect for his students, and should integrate a series of values that enhance the teacher's competencies. Therefore, this series of tasks and materials will always help both the teacher and the students. The proposal is designed to be implemented in the three weeks at the beginning of the second quarter. There will be 8 sessions of 50 minutes each and divided in turn into tasks of between 5 and 15 minutes.

The first session introduces the topic, for which the teacher will use a meaningful warm-up task, an introductory **YouTube** video that shows some aspect of the theme (travel blogs) and relates the students' interests to those of the lesson by a small talk (5'). Next, the second task will consist of a reading activity. When an entertaining, authentic text is selected, adapted to the level and interest of the students, and with a length appropriate to the type of activity desired, numerous tasks can be created around it. It will last 15 minutes (language learning approach). To check the students' level in the first class of the session, several comprehension questions will be asked. To do this in a dynamic, interesting, and educational way, the teacher will use *Quizziz*, creating concrete questions that introduce vocabulary (see annexes). Finally, it is proposed that students find a series of synonyms to some words. They have to write in *Mentimeter* the synonyms that they think correspond. This activity is intended to create a communicative situation in the classroom in an improvised way to encourage creativity and the use of prefabricated vocabulary. Through this, it is intended that students manage to create mental connections and remember the vocabulary in a pleasant way. Memory-related and compensatory strategies are used in this type of tasks. This main task divided into 3 activities will last 15 minutes.

Finally, a series of **discussions** are created in the classroom. For this purpose, the teacher presents **images** and arguments that will help the students. In addition, the topics relate the lesson to current issues and concerns that directly affect the students (videogames, streamers, and influencers). Affective and social strategies are used in these types of tasks. At the end of

the session, the teacher will ask students to write a short 100-word essay at home on the *Padlet* provided (see attachments), which will count as part of their continuous evaluation. This essay will be about "their ideal trip" and they will be able to consult any source and ask for help from their classmates. Thanks to this type of activity, students become familiar with ICT and improve their writing skills, using numerous tools and collaborative work. This last part takes 15 minutes.

The second session continues with the same structure. To attract the attention of the class, a funny **video about video games** is projected. In it, complicated nouns, formed by suffixes, are explained (4'). In this way, the theme of the class is presented along with its contents. Metacognitive and affective approaches are used. The teacher then should explain with tasks how certain words are formed through suffixes that provide meaning (21'). This is followed by a discussion as a post-task in which questions and arguments are provided, with the same purpose and using the same methods as in the previous session (10'). To end it, in a calm manner, the teacher projects an **Edpuzzle** on the addiction to social networks. In this way, through the questions and its own reproduction as a complement, all the tactics are activated (5').

To begin the third session, a **YouTube** video on fake news is shown (5'). With the subject of "narrating events; fake news" a brief explanation of the relative, both defined and non-defined, is provided (10'). To check that the explanation has been understood, a **Kahoot** and a **Quizziz** are done together with the whole class to check that the students have understood the difference between "defining" and "non-defining". This will be done as a competition, i.e., by **gamifying** the two quizzes (20'). The teacher then proposes a "**Trivia sentence building challenge**" game (8'). A series of words are displayed on the slide (Facebook, gamer, etc.) and students have to create connected relative sentences from these words. Finally, the teacher proposes the beginning of a series of situations, and in **groups** they must tell a story with relative clauses that begin with that phrase (7'). The latter activities encourage cooperation among peers and the use of communication as the main learning tool. In this way, these activities maintain cognitive, compensatory, and social strategies.

The fourth session introduces the topic of "online-shopping". First, it starts with a slide in which **images** are related to adjectives (out of date, user-friendly, etc.), and students are asked to guess their meaning. In these images, students' perceptual preferences are highlighted, and memory-related methods are used. The same is done in two different tasks with another set of

adjectives (latest, cutting-edge, etc.), and compound nouns (keyboard, voicemail, etc.). To check that students have understood the meaning of these words, they must take a **Quiz** (8'). Hence, their attention and comprehension are evaluated. Later, a **recording** is played for students to recognize the vocabulary and main ideas of the audio (main task) to create a "**trial**", one part of the class would be in favour of a series of projected arguments and the other part of the class against. Thus, students use the vocabulary in a context in which real communication between peers occurs. In this activity, critical thinking, initiative, argumentation, etc., are encouraged. It task takes 15 minutes. Next, the class is divided into groups of 4-5 people, who have to think and improvise a **role-play**, in which there is a problem with a purchase, and they have to solve it, some being customers and other employees (13'). As in the previous one, real communication arises, and problem solving in English is encouraged. Hence, cognitive, compensatory, affective, and social strategies are used. Finally, there will be a **brainstorming** of online shopping, in which students give their opinion and participate in an open way using what they have learned in the session (the teacher provides arguments in the slides). It will last 5 minutes.

In the fifth session, the topic of cyberbullying is featured (warm-up); for this purpose, a **YouTube** video must be played in 5 minutes (it is about young people talking about their real experience with the topic). In this way, social and affective approaches are applied to a listening comprehension activity. Thus, a **debate** is held in 5 minutes (pre-task). Subsequently, a review of the purpose connectors (main tasks) must be done using Quizziz (compensatory and memory strategies). This task takes 15 minutes. After that, to demonstrate the real use of grammar, a **real motivation letter** should be read aloud. Meanwhile, the teacher must explain its structure, and examples of how to write each part (15'). Then, the letter should be related to getting an interview. Hence, a **discussion** about online interviews and examples (post-task) were introduced. Finally, a series of funny videos were played to demonstrate how to do an interview and learn by reducing anxiety in class (relaxation task). It will last 10 minutes.

In the sixth session, to continue with what was learned in the previous class, it should be explained that, to get an interview, a resume must be made using **Europass**. Then, a **YouTube** video (pre-task) and a discussion (10') take place. The teacher shows her/his **real Europass** and demonstrates how to do it and its advantages (metacognitive strategy), so that the students deliver theirs by *Padlet* (main task). This will last 10 minutes. In another task, the teacher can introduce the **debate** about whether it is enjoyable to meet someone on the Internet or not, relating it to the above. For this purpose, a **video** with real examples can be played and a **small**

talk with the students can be created (social strategy). Finally, we should remember what would be done in the next sessions and explain the final task (post task). It takes 15 minutes. To end the session, a small review of all the contents seen before is proposed through a competition of three **Kahoots** (15'), one to review the relative clauses, another one for the purpose connectors and another one to review the vocabulary (relaxation task).

In the seventh session, a video on bloopers would be played to attract attention and relax the students. Then, the topic is introduced (in 10') with a **TedTalk** about the use of technology in class (pre-task), and a debate (social strategy). In this way, the final task, i.e., the students' presentations (main task), is given. This was explained above; students will make **group presentations** on the topics covered in class, in the form of news presenters and using ICT. They will do it on 30 minutes. In this way, they will use all possible strategies and demonstrate what they have learned in a communicative way. Finally, the session would end with a series of questions about how they felt when making the presentation, questions, and feedback from peers. Strategies of all kinds are used in this session (10').

The eighth session would begin with a video of 5 minutes (pre-task) on how to make an excellent presentation, so that those who have already made the presentation would realize their mistakes and those who have not yet made a presentation would take it into account (metacognitive, memory, compensatory and social strategies). Likewise, this task would lead to the following **presentations** (30'). Next, students would be asked how they felt when speaking in public. In this next task, students would be asked to complete two **Google Forms** (8') related to technology and motivation in the classroom (post-task). Finally, to end the unit, the teacher would talk to each student individually about the errors in the written and oral assignments and explain each grade until the final grade was given (7'). The aim is to provide more individualized attention and a comprehensive and clear assessment for students.

4.1.6. ASSESSMENT

This proposal will try to avoid the traditional assessment in which only the final exam or test is evaluated. To assess students according to the present lesson plan, a continuous assessment model will be followed, as students will have to develop several tasks throughout all the sessions. Students will work on the four blocks established in the *Orden EDU 363/2015*, as the aim is to assess all possible competences: oral and written comprehension and oral and written production. For this reason, there will be two types of assessment:

On the one hand, a **formative** type of evaluation, in which 10% will be attributed to the first task, 10% to the second task, 10% to all the other tasks, and 20% to participation and attitude. Thus, it is intended to detect both the progress and difficulties of the students and to encourage participation in the foreign language. Only by adopting this type of evaluation will both the teacher and the students be able to enhance their characteristics. The purpose of this evaluation is mainly regulatory. By monitoring numerous tasks, difficulties will be identified more quickly, and therefore, it will be possible to have a greater impact on them. In addition, by promoting the evaluation of participation and attitude, the continuous involvement and interest of the students in the lesson, and in their own communicative improvement, will be encouraged.

On the other hand, a **summative** evaluation is also adapted. For this purpose, 50% is assigned to a final task that students must complete in groups. It is expected to obtain an evaluation of the process, in which it is checked if the previously proposed objectives have been achieved. Citing the Xunta de Galicia (n.d.):

> The purpose of the final evaluation is the student's qualification and the assessment of the educational project, of the program developed, with a view to its improvement for the following academic period; considering the end of the course as one more moment in the students' training process, participating to a certain extent in the same purpose of the Continuous Evaluation (Anonymous, p.3).

At the same time, the effectiveness of the teaching-learning process is checked objectively, as well as the function of the materials chosen by the teacher. In this way, the students will take their objectives in the EFL class seriously and self-demanding. It is worth mentioning that for this type of evaluation to work properly, all the data must be collected in a series of rubrics (provided by the tutor of the centre), and through applications such as iDoceo or "el cuaderno del profesor", so that the data is not lost and can be shown to the student correctly.

In the didactic proposal, the evaluation will be shown as clearly and transparently as possible, because in this way, students will feel more motivated to achieve their goals or objectives. Also, students can observe their improvement in English progressively. In addition, the teacher will be able to evaluate in a more objective and simple way through the applications designed for this purpose. Through this type of assessment, better results will be obtained both from the students and from the process as a whole. In addition to the results, students are encouraged to be more motivated, interested in the materials, in learning and communicating in English.

4.2. DEVELOPMENT PROPOSAL

In order to obtain specific results and to verify the information presented in the theoretical part, the following proposal was developed.

4.2.1. CONTEXT

The proposed lesson plan was implemented in two groups of 1st year of *Bachillerato* of IES Julián Marías, a state-owned centre. It is attended by students from Secondary School, *Bachillerato*, and Vocational Training. It has more than 1,300 students enrolled, most of them from Parquesol, Arroyo de la Encomienda, La Flecha and La Vega. In general terms, these learners belong to the middle-upper class and have grown up in similar environments, since they usually come from the same primary schools. In conclusion, the centre is situated in an affluent neighbourhood, with little presence of minorities or marginalized sectors, an aspect that is reflected in the school's students and ultimately in the EFL classroom.

Moreover, the IES Julián Marías presents and is governed by a series of documents, which are: the School's Educational Project, the Annual General Programme, the Internal Regulations and the Curricular Proposals, together with various plans and programmes. Hence, teachers adapt the contents to be covered and the assessment in accordance with these documents. Therefore, it should be mentioned that when creating this proposal, the contents foreseen for students in the 1st year of *Bachillerato* were taken into account. At the same time, these pupils were carefully observed for two weeks before the proposal was created. Then, as mentioned in the theoretical part, an effective teacher must pay attention to the needs, learning preferences and adapt the content to the personality of these students. One of the groups consisted of 16 students and the other of 14. The lesson plan was designed with the characteristics mentioned above; due to the small number of students in the groups, their satisfactory attitude, and the need to introduce interesting, controversial, and current topics. In fact, it was observed that pupils showed a high degree of maturity for their age. Therefore, important, or sensitive cross-cutting themes were chosen.

In one class (B1C) students responded better to grammar and worse to communicative activities. Therefore, this lesson was created to help them lose their fear of public speaking and learn to intervene frequently in the foreign language. In the other group (B1A) the students were more communicative, however they had more problems with anxiety under pressure. It was also perceived that both classes were saturated with exams. Therefore, it was decided to develop

a proposal for formative and summative assessment, which would take into account numerous factors and numerous tasks assessed objectively on the basis of rubrics provided by the tutor.

Furthermore, it was decided to address the issue of technology because it is a very topical subject that always affects everyone, as it has advanced so much that it has become indispensable. Therefore, the benefits of technology in education will be demonstrated by talking about it and using it in the classroom. Students are mature enough to discuss and learn about the dangers of the internet, the advantages of it, what it can be used for and how it affects society. It is convenient for pupils to know all this information at the same time as they learn the grammatical content outlined above. Moreover, to address this issue and to demonstrate the effectiveness of the communicative approach together with the task-based approach mentioned in the theoretical framework, a certain sequence and type of activities are followed. Each topic introduces the next one (from the simplest to the most complicated topics and all of them are related). Several tasks are done in the same session to maintain attention spans, and in a strategic way to introduce grammatical content in a relaxed and entertaining way. The aim, in turn, is to assess students through small tasks, lowering their stress level in the face of exam periods and helping to place the student at the centre of the teaching-learning process.

4.2.2. RESULTS

This section will analyse the results of the implementation of the lesson plan designed for the purpose of demonstrating the arguments set out in the theoretical framework. First, the results that are reflected due to the methodology will be shown. Afterwards, the motivation, attitude, and interest of the students towards the activities will be analysed. Subsequently, the results will be discussed regarding the evaluation and the students' reaction to it.

In the first lesson, when implementing the communicative approach, one of the groups was reactive to purely communicative activities, and most of the students were afraid and ashamed to participate, meanwhile the other group preferred such activities. They participated actively, but they made a lot of mistakes. The materials in the first session were interesting to both groups, they were attentive throughout the class and there were no behavioural problems. However, after the correction of the first Padlet, it was possible to appreciate the grammatical, vocabulary and linguistic structure deficiencies that students from both groups showed. In this way it was discovered how to deal with learning problems more quickly. In the second lesson both groups responded adequately to all activities, especially those involving technology

support. Participation improved and more emphasis had to be placed on linking explanations with reality.

In the third and fourth session, students had to perform Kahoot, Quizziz, and Trivia sentence building. These activities were efficient as they, despite the fact that new and complicated structures were explained in the session, were motivated and interested in the class due to the gamification. The group that did not usually participate began to do so more frequently in this session, especially in the role-play and brainstorming. Paired and group tasks were rewarding because of the increased effort students put into the task.

In the fifth and sixth session, the communicative activities were further developed, and social and affective strategies especially took place, promoting oral production at its highest level, as well as critical thinking. The review of the connectors was relevant, as they did not remember them well and, through the motivation letter and Europass, they were aware of the real usefulness of the contents. The students participated and collaborated a lot and kept their attention and motivation throughout the lesson, and in addition, they finally demonstrated how to actively use the explained connectors in a conversation.

In the seventh lesson, the videos and the discussion on bloopers served to lower the stress levels of the students (using the affective filter). Afterwards, it was a pleasant surprise to see how the group that participated the least managed to overcome their fears. In this group, the students created excellent presentations, and it was noticeable how they used the knowledge they had learnt, so that they gained fluency. It was interesting to see how the students gave feedback and support to each other, it was a rewarding activity.

In the last session, a video was played for the students who had already made the presentation to correct themselves and for those who were going to make the presentation to take into account the mistakes of their classmates. It was a successful exercise, as the students really noticed their mistakes and lapses. Afterwards, the presentations went well in both groups. The students met the set objectives, used the knowledge they had learnt throughout the plan and improved their oral skills.

Finally, the teacher talked to each student individually, explaining every mark they made, significant mistakes and possible explanations on how to improve. Without a doubt, this was the activity that made the difference. All the learners understood their marks and even knew what their mistakes had been. In short, the teacher's clear explanation of the mistakes and where

there is room for improvement is what really makes the students aware of their own learning, and therefore their autonomy, self-critical thinking, motivation, and interest.

The teacher took into account the expressiveness of the explanations, the values conveyed by the tasks; the communication with students, parents, and classmates; and the perceptual preferences of the students. Both direct and indirect strategies were used in all the sessions, an aspect that helped to improve the motivation for competition, attitude, achievement, creativity, and physiological motivation. By using Dörnyei's strategies throughout the lesson in conjunction with the communicative approach and the task-based approach, not only did it help to integrate the key competencies, but it helped to maintain attention spans, interest and noticeably improved student outcomes. The results were collected through IDoceo (see annexes). In them, the objectivity of the evaluation and the progress of the students can be seen. They were certainly encouraging, as almost all passed and improved as the days went by.

In addition, a very important part of the learning process is the assessment of the teacher's methods. It is important that learners use the materials offered to them on the basis of their interests and personal opinion. For this reason, the students completed anonymous surveys about the lesson plan that was developed. In this way, the teacher will consider when he/she must change his/her materials or methods, or when they are effective. In this case, the methods were found to be effective. To demonstrate their effectiveness based on the theoretical framework, the following section will be focused on the students' opinions.

4.2.3. SURVEYS

To check whether these results were satisfactory, two surveys were filled (see annexes). The first one analysed the motivation of the students towards the proposal, while the other one analysed ICT and its impact on students. Firstly, the following results were obtained in the motivation survey:

In the first question it was asked if the students felt motivated in their English classes and would like to improve their English. Only 2 students out of a total of 30 answered no. They were then asked why not. They replied that they simply did not like English. Hence, this meant that most of them felt motivated by doing different tasks, games, etc.

In the third and forth question they were asked whether they thought English was important for their professional future and whether they believed they would continue to study it. All confirmed it. Then, this meant that through the explanations and the needs of society they were

aware of the importance of EFL classes. In the next two questions, reference was made to the motivation that teachers and parents provide to pupils. In this case, the answers were positive since there is motivation on teacher's and parent's part. It is due to the type of environment surrounding these students, i.e., their social status and the motivation of the teachers themselves.

Next, they were surveyed on whether their friends and classmates liked English. Only two people answered no, 43.3% answered yes and 50% possibly. This means that peer correction will be beneficial for everyone, as it will pass on a liking for English.

The students were then asked whether they found the topics discussed in class interesting. Only three people said no. Similarly, they were enquired if they liked the tasks; except for two people, all of them responded affirmatively. Afterwards, everyone was asked what they were interested in. They answered the following: social media, internet, bullying, news, sports, movies, cultural topics, etc. This confirmed that the cross-cutting themes adopted in the proposal were appropriate. To get attention and admirable behaviour in the classroom, teachers could ask pupils about their interests. This is the only way to increase motivation and improve language acquisition.

Furthermore, they were asked how they worked best; 70% answered in small groups, 16.7% in pairs, and 13.3% (4 people) individually. This meant that the majority opted for working with peers, as they believed it was more effective. As demonstrated in the theoretical framework, they were right.

In addition, the students were questioned about whether the teacher's explanations were difficult or clear. The 90% (27/30) answered that the explanations were clear. That is a factor that directly affects learning, and therefore, the teacher should always ensure clarity in her explanations.

In relation to motivation linked to ICT, the following question was asked: Do you think that by working with the internet and technological tools you are more motivated to learn? 73.3% said yes, 23.3% maybe, and 3.3% (1 person) answered no. In this way, it is established that, according to the pupils' opinion, ICT encourage their motivation and therefore their learning. The final question in this survey was as follows: How do you think the English classes could improve? students responded: talking more in class, doing things with technology, practising, playing games, oral presentations, etc. All these answers justify the theoretical framework and show that for students, motivation and technology are indeed the tools for better English language acquisition.

In the second survey, the questions are related to the effectiveness of ICT in the classroom. This was the students' opinion on this issue:

First of all, the following question was asked: Do you prefer online or face-to-face English classes? All students, except for one person, preferred face-to-face classes. Although technology has come a long way, it must be used as a complement. In face-to-face classes where people interact in a real space and the teacher assists them will provide them with a greater learning experience. ICT should be used as a complement in the classroom.

The second question was: Do you think that social networks or internet games help you to understand English classes better? 80% answered yes, and 20% maybe. No students thought that social networks and online games did not help English language learning. Furthermore, they were then asked if they thought that watching videos and films in English improved their communication skills. All students answered yes. They were also asked if they believed that working with ICT made them more motivated to learn. 76% answered yes and 24% maybe. This meant that they were aware that watching English content in video form, using social media, games, or applications and according to their tastes and interests will improve their speaking skills in a meaningful, fun, and motivating way.

When questioned if they thought that ICT should be applied more often in class, 60% said yes, 32% maybe, and 8% (2 people) said no. In general, all students believed that ICT should be included in the classroom. However, these students were used to it, so they think that more might be too much.

Finally, their preferences were investigated. 92% of students preferred activities involving technology. Then, they were asked how English could be improved using new technologies. Thus, they answered that by means of Quizziz, Kahoot, short videos, games, apps, etc. Therefore, these answers show that pupils really believe that ICT favour more meaningful, real learning and that the materials chosen for the proposal were appropriate.

4.2.4. EVALUATION

Considering both the results of the implementation and the survey data, which show the students' opinion of the proposal, the evaluation of the overall plan will be established. The results of the survey will be interpreted in an objective way, in order to determine whether the proposal has been satisfactory or not. Hence, expectations will be compared with reality and various aspects that will lead to a conclusion.

As settled in the previous sections, the results were optimal. If we think about the academic results obtained from the proposal, only 5 people out of 30 failed. These students did not attend classes because they were going to leave the *Bachillerato* or refused to do the activities. Despite this, although two of these five students came to class and did not do the activities, they participated in class, were interested in the materials and well-behaved. This means that all students who came to the class were interested in the materials and according to the surveys, the cross-cutting themes were appropriate to deal with technology-related activities.

A great progress of the students was observed during the implementation of the proposal. As the objective was purely communicative, the most relevant matter was that the students started to participate actively, which was accomplished. Subsequently, the aim was to get them to use the language skills learnt in an appropriate way, both orally and in writing, which was also achieved. Afterward, another objective was for the students to use the English language together with ICT to develop their competences. This was another triumph, as throughout the plan the students interacted with both the English language and ICT. Not only did they learn linguistic aspects, but they also learnt how to critically analyse a current and controversial topic in the English language. The students demonstrated all their improvements through their participation, their attitude and all the assignments they completed.

All students were able to evaluate themselves. Also, when the teacher gave a correction, they accepted and appreciated it. In this way, both the students and the teacher perceived that the evaluation that took place was transparent, fair, and beneficial to all.

Consequently, the proposal corresponds to the arguments settled in the theoretical framework. Therefore, a learning project of these characteristics favours to increase the motivation of the students based on the contents, the characteristics of the context and the use of ICT.

5. CONCLUSION

As a final part of this Master's final project, a compilation of the most meaningful ideas presented above will be established, which will also lead to a series of conclusions on what are the keys to improve the teaching-learning of English as a foreign language.

Firstly, it has been shown through practice that the teacher's expressiveness, values, and self-concept itself have an immediate effect on learner's motivation in the EFL classroom. Moreover, another of the most significant and influential factors is teacher training, as they must show full control over the English language and how to teach it correctly. Then, to achieve innovation and effectiveness in their methods, EFL teachers should reflect on their personal and professional characteristics frequently, train themselves through courses or associations, and share materials and tools with colleagues.

On the other hand, an effective teacher must be aware of the characteristics of the period in which his or her students find themselves, in this case, adolescence, and take advantage of it. He/she must bear in mind that there are perceptual, personal, and processing preferences in the classroom. Therefore, once the differences have been identified, the teacher should use direct and indirect strategies. In this way, as demonstrated by the results of the theoretical framework, the attention, interest, behaviour, and motivation of the students will be improved.

This study has shown that teacher's and student's motivation are some of the most decisive factors in education, and the ones in which most deficiencies can be found. The low motivation, which directly affects student performance, is explained by the advanced age of teachers, the large number of interim teachers working for short periods of time, the excessive number of working hours compared to the rest of the European countries, the degradation of the profession and the lack of respect for the workers in the sector. Using several proposals, raising public awareness of the importance of teacher motivation, and encouraging a government effort could make a difference. The motivation of teachers would increase and therefore, that of pupils. Hence, if the student receives motivational guidance, his or her results will improve. Through strategies such as Rebecca Oxford's and Dörnyei's, competence, attitude, achievement, creative, and psychological motivation should be fostered. To do so, teachers will have to find the methodology that works best according to the objectives to be achieved. In this case, the aim was to demonstrate that language acquisition is really achieved through communication as, by using it, other linguistic skills are improved. Furthermore, through the proposal, it is shown that this method together with the task-based approach using ICT as a tool is incredibly beneficial

for EFL teaching. Students maintain attention spans by having to complete different tasks in a sequenced plan. These tasks are used to combine real-life elements with those of the classroom. Therefore, after analysing the results, the surveys, and the evaluation of the proposal, it was concluded that these approaches in conjunction with ICT bring a sense of self-fulfilment to the learner.

At last, there is access to all kinds of information, that not only helps to have more knowledge, but also to be better social beings, people who are better prepared to face a globalised world. Integrating ICT in the classroom allow teachers to support their explanations and activities with video, audio ad real images. It is possible to create games, competitions, to have more organisation and more access to tools that can help to acquire the language in a simpler way. If these tools are used as a complement, they will greatly help the learner to remember, understand, apply, analyse knowledge, evaluate, and create or produce in English as a foreign language.

Teachers should act as guides in the teaching-learning process and should therefore provide games, apps, and social networks as tools for learning to the pupils. This accessibility should be used to raise pupils' awareness of the importance of communication in a foreign language, and not only that, but also cooperation, teamwork, self-learning, etc. Through them, students will develop curiosity, real interest, better academic results, need for respect and tolerance, critical thinking, and will be motivated in short. In addition, through the proposal, it has been shown that self-correction or peer correction is more effective, as students remember it better and pay more attention to it. Consequently, students will be more interested, will try to complete all tasks and will not show as much anxiety and stress levels.

By way of conclusion, it is through a reflective teacher that success in teaching English as a foreign language will be truly enhanced. Society has moved on very fast, relationships between countries, people, friends, and even families have changed. Nevertheless, there is still a long way to go to achieve success in teaching foreign languages. The tools to provide the change, the success, are out there, they just need to be exploited, and we teachers must be aware of this. Extensive training should be provided to teachers in the use of ICT. This is the only way to evolve.

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7. ANNEXES

7.1. GENERAL CHART OF THE LESSON

Stage	2nd stage	
Level/Course	**Level B2** **1st Bachillerato**	
Timing	**From February 19ᵗʰ to March 23ʳᵈ (Interrupted due to evaluations)**	
Objectives: "Real Decreto 1105/2014 de 26 de diciembre", capítulo 3, artículo 25 **B** **F** **G** **H** **K** **L**	**Contents** **1st block. Oral texts comprehension** Comprehension strategies: 1 Communicative functions: 4 Syntactic-discursive structures: 1 **2nd block. Production of oral texts: expression and interaction** Planning: 1 Performance: 1 and 3 Communicative functions: 4 Syntactic-discursive structures: 1 **3rd block. Written text comprehension** Communicative functions: 4	**Tasks** - Let's start traveling! (Introduction + listening) - Reading Ashley's travel blog - Let's practise with a quiz! - Let's debate about influencers' life! - What kind of gamer are you? - Homework correction - Let's convert verbs to nouns. - Debate: What are the networks you use - Edpuzzle and relax. - What is "fake news"? - Explanation of relative clauses - Let's play with the relatives! - Trivia sentence building challenge make it up! - Make it up and relax.

	Syntactic-discursive structures: 1 and 4 **4th block. Written text production: expression and interaction** Planning: 1 Performance: 1 Communication functions: 4 Syntactic-discursive structures: 1 and 4

Assessment criteria

1st block. Oral texts comprehension:

1 and 6

2nd block. Production of oral texts: expression and interaction

8 and 10

3rd block. Written text comprehension

1, 4 and 6

4th block. Written text production: expression and interaction

1, 4 and 6

- Introduction and correcting mistakes
- Let's learn some vocabulary + true or false.
- Compound nouns
- Open your eyes and listen. The trial of shopping
- Shopping role-play
- Brainstorming
- Hey, watch this video!
- Let's talk about personal experiences.
- Do you have a purpose?
- How to write a formal letter + discussion
- How (not) to interview
- What is Europass?
- Let's create a CV!
- Catfish and discuss + explanation of final task.
- Review
- The best or worst thing for education? Discuss
- TV news and technology
- What did you think?
- TV news and technology 2
- How did you feel? Fill in the surveys.
- Your marks

1. **Key competencies** *(According Comisión Europea , 2019)*

- Linguistic competence
- Digital competence
- Learning to learn
- Social and civic competences.
- Sense of initiative and entrepreneurship
- Cultural awareness and expresión

Attention to diversity

This lesson plan has been designed for a class, in which the students have different English levels, skills and learning strategies. There are students in the class who have studied bilingual ESO and others who have not, the differences between students are clear. However, the tasks in this lesson plan have been designed from a communicative approach, that is, so that all students, regardless of their level, can speak and participate. Moreover, due to the circumstances related to COVID-19, the present plan has been created so that all students, even from home, using Microsoft Teams, can follow the class, watch the explanations, and do the activities as many times as they want, thus promoting autonomous learning. To this end, the work and all the contents will be periodically reviewed, and the teacher will try to give some individualized attention to the students with problems, proposing extra explanations and activities.

7.2. LESSON CHARTS

Session 1	
Specific objectives	**Contents**
1st block: "Oral texts comprehension"	**1st block: "Oral texts comprehension"**
Identify the main ideas of the video played in class (travel reviews) and be able to answer the questions asked by the teacher later by using some of the new vocabulary learnt within the task. E.g.: *content, camera, travel video, stream, etc.*	Comprehension strategies: 1
	2nd block: "Oral texts production"
2nd block: "Oral texts production"	Planning: 1
To increase critical thinking using the proposed topic on social media, privacy, and addiction to videogames, speaking in English in a fluent and spontaneous way.	Performance: 3
	3rd block: "Written texts comprehension"
3rd block: "Written texts comprehension"	Communicative functions: 4
Identify specific vocabulary about online gaming, travel blogging, and technology, such as *hooked up, upsetting, easing up on, broadcasting*, etc., and understand the main ideas of the text.	**4th block: "Written texts production"**
	Syntactic-discursive strategies: 1
4th block: "Written texts production"	
Use the acquired vocabulary (as *hooked up, upsetting, easing up on, broadcasting*, etc.) in different contexts to ensure full comprehension of the main ideas of the text, and also be able to search for further words to express the same realities.	

Create a 100-word entry in a *Padlet*, proposed by the teacher, about an ideal trip, with a lot of details related to the trip and the technology.	

Assessment criteria

1st block: "Oral texts comprehension": 1 and 6

2nd block: "Oral texts production": 10

3rd block: "Written texts comprehension": 1

4th block: "Written texts production": 1

Tasks	Timing
Let's start traveling! (Introduction + listening)	5 minutes
Reading Ashley's travel blog	15 minutes
Let's practise with a quiz!	15 minutes
Let's debate about influencers' life!	15 minutes

Session 2	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Relate and recall content from the previous session to understand the video (streaming and videogames) and identify the topic of the session, online video games and the controversy caused by social networks.	Comprehension strategies: 1
	2nd block: "Oral texts production":
Identify the vocabulary learnt (*digitally, social media, streaming, etc.*) as well as new words through a video of a real and current case and consolidate this vocabulary in a relaxed and fun way.	Communicative functions: 4
	3rd block: "Written texts comprehension"
2nd block: "Oral texts production":	Communicative functions: 4
Defend a specific opinion on the use of social networks, and on one's own tastes in relation to that of the rest of the class, using the new vocabulary seen in the previous task.	**4th block: "Written texts production"**
	Syntactic-discursive strategies: 1
3rd block: "Written texts comprehension"	
To be able to understand the context and convert verbs into nouns by means of suffixes (director, difference, attendance, relationship, etc.), in order to be able to speak more fluently and with a wider vocabulary.	
4th block: "Written texts production"	
Correct possible misunderstandings or doubts about vocabulary related to the topic of technology and social networks such as the	

words: *broadcast, source, tough, easing up on,* and know how to apply these words in a given context.

Assessment criteria

1st block: "Oral texts comprehension": 6

2nd block: "Oral texts production": 10

3rd block: "Written texts comprehension": 6

4th block: "Written texts production": 4

Task	Timing
What kind of gamer are you?	4 minutes
Homework correction	10 minutes
Let's convert verbs to nouns!	21 minutes
Debate: What are the networks you use, with which you post content such as photos or videos, or through which you watch your favourite youtubers or streamers? Why?	10 minutes
Edpuzzle and relax	5 minutes

Session 3	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Understand more vocabulary related to technology and especially fake news: *spread, sources, online, post, etc*. And understand the social impact of fake news.	Comprehension strategies: 1
	Syntactic-discursive strategies: 1
2nd block: "Oral texts production":	**2nd block: "Oral texts production":**
Being able to give more information about a specific subject (Facebook, a gamer, a pen drive, Instagram, a geek, shazam) by using relative clauses spontaneously and providing new and specific information (*keep in touch, pay, store, chare, study, identity*).	Performance: 1 and 3
	Syntactic-discursive strategies: 1
Create true information about oneself using the relative and using new vocabulary used throughout the session: *devastating, founder, text message, innovation, graphics, etc*.	**3rd block: "Written texts comprehension"**
	Syntactic-discursive strategies: 1
3rd block: "Written texts comprehension"	**4th block: "Written texts production"**
To give information about something or someone using the relative clauses and differentiate between defining and non-defining clauses in a range of different contexts.	Planning: 1
4th block: "Written texts production"	

Use the correct relative clauses (who, which, whose, etc.) in each context, and also know how to write such sentences spontaneously.	

Assessment criteria

1st block: "Oral texts comprehension": 1

2nd block: "Oral texts production": 10

3rd block: "Written texts comprehension": 6

4th block: "Written texts production": 4

Task	Timing
What is "fake news"?	5 minutes
Explanation of relative clauses	10 minutes
Let's play with the relatives!	20 minutes
Trivia sentence building challenge, make it up!	8 minutes
Make it up and relax	7 minutes

Session 4	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Understand a fluent conversation without pictures and identify the main arguments of the two different opinions about online shopping and be able to take a position on an opinion and debate in class in front of classmates.	Communicative functions: 4
	2nd block: "Oral texts production":
2nd block: "Oral texts production":	Performance: 1
Be able to use formal structures such as: (*certainly, I would recommend, I would, etc.*) and use vocabulary such as *order, refund, or discount*, to carry on a conversation about an order online or in the shop itself.	Communicative functions: 4
	Syntactic-discursive strategies: 1
Reflect on online shopping by providing complex arguments as to why it may or may not be liked, or why there is a tendency towards it, using the formal structures and vocabulary acquired during the session.	**3rd block: "Written texts comprehension"**
	Syntactic-discursive strategies: 1
3rd block: "Written texts comprehension"	**4th block: "Written texts production"**
Learn new vocabulary about technology and online shopping (such as *reliable, user-friendly, desktop, etc.*) and relate this vocabulary to real images and situations.	Syntactic-discursive strategies: 1
4th block: "Written texts production"	
Correct any possible errors related to the relative clauses recalling explanations from previous	

sessions and considering the vocabulary on technology and the media.

Assessment criteria

1st block: "Oral texts comprehension": 2

2nd block: "Oral texts production": 10

3rd block: "Written texts comprehension": 6

4th block: "Written texts production": 6

Task	Timing
Introduction and correcting mistakes	10 minutes
Let's learn some vocabulary + true or false	8 minutes
Open your eyes and listen. The trial of shopping	15 minutes
Shopping role-play	13 minutes
Brainstorming	5 minutes

Session 5	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Understand several people with different accents talking about their personal experience with cyberbullying by identifying vocabulary related to technology and cyberbullying.	Communicative functions: 4
	2nd block: "Oral texts production":
2nd block: "Oral texts production":	Communicative functions: 4
Be able to express a personal experience related to cyberbullying and technology, using the vocabulary appropriate to the topics, and using arguments and structures of opinion and criticism.	**3rd block: "Written texts comprehension"**
	Syntactic-discursive strategies: 1
3rd block: "Written texts comprehension"	**4th block: "Written texts production"**
To know why and how to use the purpose connectors: in order (not) to; so as (not to); to; so that + noun/pronoun + will/modal and apply them in certain contexts.	Planning: 1
	Syntactic-discursive strategies: 1 and 4
Be able to understand a formal letter and its different uses, such as a letter of complaint or a letter of motivation, and recognise the different parts of the letter, the connectors of purpose and the different structures used.	
4th block: "Written texts production"	

Be able to create a letter of motivation for self-benefit, using connectors of purpose: so that, to, so as (not) to, etc.	

Assessment criteria

1st block: "Oral texts comprehension": 3

2nd block: "Oral texts production": 1

3rd block: "Written texts comprehension": 1 and 4

4th block: "Written texts production": 1 and 4

Task	Timing
Hey, watch this video!	5 minutes
Let's talk about personal experiences!	5 minutes
Do you have a purpose?	15 minutes
How to write a formal letter + discussion	15 minutes
How (not) to interview	10 minutes

Session 6	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Understand informal conversations dealing with background noise and different accents identifying vocabulary related to the following topic: advantages and disadvantages of meeting someone online.	Communicative functions: 4
	2nd block: "Oral texts production":
2nd block: "Oral texts production":	Communicative functions: 4
Reflect on the hoaxes that occur on the internet, social networks, cyberbullying along with the effect these issues have on personal purposes; and furthermore, give a personal and critical opinion on the subject using purpose connectors.	**3rd block: "Written texts comprehension"**
	Syntactic-discursive strategies: 1
	4th block: "Written texts production"
3rd block: "Written texts comprehension"	Planning: 1
To know why and how to use the purpose connectors: in order (not) to; so as (not to); to; so that + noun/pronoun + will/modal and apply them in certain contexts.	Syntactic-discursive strategies: 4
4th block: "Written texts production"	
Be able to create a Europass CV and a letter of motivation for self-benefit, using connectors of purpose: so that, to, so as (not) to, etc.	
Assessment criteria	

1st block: "Oral texts comprehension": 3

2nd block: "Oral texts production": 1

3rd block: "Written texts comprehension": 1 and 4

4th block: "Written texts production": 1 and 4

Task	Timing
What is Europass?	10 minutes
Let's create a CV	10 minutes
Catfish and discuss + explanation of final task	15 minutes
Review	15 minutes

Session 7	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Reflect on technology and its impact on education by recognising the vocabulary (*technology, self-phones, cyberbullying, addiction*, etc.). And, to argue one's own critical opinion on the subject.	Comprehension strategies: 1

Communicative functions: 4

Syntactic-discursive strategies: 1 |
| **2nd block: "Oral texts production":** | **2nd block: "Oral texts production":** |
| Deliver a structured and coherent speech in groups in the form of a TV program in which the students address the topics proposed in class (cyberbullying, advantages, and disadvantages of technology, etc.), using the lexicon related to the technology (*screen, broadcast, wallpaper* etc.), correctly and fluently. | Performance: 3

Communicative functions: 4

Syntactic-discursive strategies: 1 |
Use relative clauses correctly, establishing which sentences are defining and which are non-defining, adding specific information about a subject.	**4th block: "Written texts production"**
Use nouns formed through suffixes and compound words related to technology (such as violence, awareness, keyboard, voicemail, etc.) to create arguments about the topics covered in class.	Syntactic-discursive strategies: 4
Be able to talk openly and fluently about how they have felt when giving a presentation and speaking in public and whether the technology has been useful for them.	
4th block: "Written texts production"	
Make use of ICTs as assistance tools for the presentations (TV news program task). Especially,	

use programs and digital platforms like Canva, PowerPoint, Padlet, Quizziz, YouTube, etc.	

Assessment criteria

1st block: "Oral texts comprehension": 1

2nd block: "Oral texts production": 1 and 4

4th block: "Written texts production": 1

Task	Timing
The best or worst thing for education? Discuss	10 minutes
TV news and technology	30 minutes
What did you think?	10 minutes

Session 8	
Specific objectives	**Contents**
1st block: "Oral texts comprehension":	**1st block: "Oral texts comprehension":**
Learn how to make a good presentation and identify technology-related vocabulary such as *ICT's, computer*, etc. As to become aware of the extra-linguistic aspects involved in a presentation.	Comprehension strategies: 1
	Communicative functions: 4
	Syntactic-discursive strategies: 1
2nd block: "Oral texts production":	**2nd block: "Oral texts production":**
Deliver a structured and coherent speech in groups in the form of a TV program in which the students address the topics proposed in class (cyberbullying, advantages, and disadvantages of technology, etc.), using the lexicon related to the technology (*screen, broadcast, wallpaper* etc.), correctly and fluently.	Performance: 3
	Communicative functions: 4
	Syntactic-discursive strategies: 1
Use relative clauses correctly, establishing which sentences are defining and which are non-defining, adding specific information about a subject.	**4th block: "Written texts production"**
Use nouns formed through suffixes and compound words related to technology (such as *violence, awareness, keyboard, voicemail,* etc.) to create arguments about the topics covered in class.	Syntactic-discursive strategies: 4
Be able to talk openly and fluently about how they have felt when giving a presentation and speaking in public and whether the technology has been useful for them.	
4th block: "Written texts production"	
Make use of ICTs as assistance tools for the presentations (TV news program task). Especially,	

use programs and digital platforms like Canva, PowerPoint, Padlet, Quizziz, YouTube, etc.	

Assessment criteria

1st block: "Oral texts comprehension": 1

2nd block: "Oral texts production": 1 and 4

4th block: "Written texts production": 1

Task	Timing
How to give an awesome presentation	5 minutes
TV news and technology	30 minutes
How did you feel? Fill the surveys	8 minutes
Your marks	7 minutes

7.3. TASKS CHARTS

Task: 1 - Session: 1		
Title: Let's start traveling!	**Type:** Warm-up	**Timing:** 5 minutes

Class management: Students are sitting down at their desks watching the video while the teacher is in front of the class asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

- Identify the main ideas of the video played in class (travel reviews) and be able to answer the questions done by the teacher later by using some of the new vocabulary learnt within the task. E.g.: *content, camera, travel video, stream, etc.*

Linguistic input:

1. Introduction (1')

Hi everyone! Today is my first day as a teacher; I have selected you as my first group to teach, because I think you work hard and because I think you are good people.

We are going to learn a lot together. To begin with, I have selected Unit 7, to teach you, because it is a topic that deals with technology. It is a very important topic for all of us, especially now that we have survived a global pandemic.

We are going to talk about very interesting topics, such as technology, social networks, online shopping, etc. I think we know how to use technology well, but what about your grandparents or some of your parents? Have you been able to teach an old dog new tricks?

On the other hand, most of us when we travel or do something new, we take pictures, publish them, or talk about it, but would you be able to leave everything and go and record your travels around the world and make a living out of it?

2. Watch the video (2,5')

Let's watch this video and reflect on what this guy does.

3. Questions (1,5')

So, after watching this video:

Would you like to do what this guy has done?

Do you think it is a job that can be maintained in the long term?

Is this way of life realistic for you?

Students answer each question. In addition, the teacher asks the students she sees as more distracted.

Smooth transition: So, would you also be able to talk openly in a blog about a business trip, or about a trip where you are going to play video games?

Task: 2 - Session: 1		
Title: Reading Ashley's travel blog	**Type:** Pre-task	**Timing:** 15 minutes

Class management: Students are sitting down at their desks reading the text aloud.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Identify specific vocabulary about online gaming, travel blogging, and technology, such as *hooked up, upsetting, easing up on, broadcasting*, etc., and understand the main ideas of the text.

Linguistic input:

1. Explanation (2')

Now, let's read "Ashley's travel blog". I will project it so that no one gets lost along the way. It is about a person who takes a trip to Korea and finds that in that country most of the young people are very fond of online video games.

Reading (13')

Any volunteers to read? The teacher calls by name the students who must read.

Questions

Any words you don't know?

The teacher asks the students for the meaning of the words she thinks they do not know. Classmates draw out the meanings.

Very guys!

Task: 3 - Session: 1		
Title: Let's practise with a quiz!	**Type:** Main task	**Timing:** 15 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class asking them different questions. They can take out their phones.	**Resources:** -Internet - Speakers - Projector - Computer - Smartphones

Specific objectives:

Use the acquired vocabulary (as *hooked up, upsetting, easing up on, broadcasting*, etc.) in different contexts to ensure full comprehension of the main ideas of the text, and be able to search for further words to express the same realities.

Linguistic input:

2. Activities

Activity 1: So, let's see if you have understood the text correctly. I'm going to give you a very funny questionnaire, you can take out your phones to participate. Enter the code in join my quiz and I will see your answers. You have done very well! (5')

Activity 2: Now we will read the sentences in the digital book and you will have to complete the sentences with your own words. (5')

The students to whom the teacher points make up their sentences.

Game: Now you have to think about the meaning of this words and think about synonyms. I would like the first person to find them to raise their hand and say so; the winner will get half a point more. (5')

Students say the words quickly.

Smooth transition: You guys were very quick. But now I'd like to talk to you a little more.

Task: 4 - Session: 1		
Title: Let's debate about influencers' life.	**Type:** Post-task	**Timing:** 15 minutes
Class management: Students are sitting down at their desks while the teacher is in front of the class asking them different questions. They can take out their phones.	**Resources:** - Internet - Speakers - Projector - Computer	

Specific objectives:

To increase critical thinking using the proposed topic on social media, privacy, and addiction, speaking in English in a fluent and spontaneous way.

Linguistic input:

As we've read on the Ashely's travel blog, he speaks about what he saw and what he thinks, so we're going to debate about this.

Debate 1: (5')

First, do you think people posting everything about their travels is a good thing? Do you think these people are just trying to give travel tips or are they just trying to make people jealous?

Students talk openly with the teacher about what was proposed in the first discussion and the teacher answers and gives feedback. In addition, the teacher proposes examples of arguments.

Debate 2: (5')

Do you think that addiction to video games is as bad as other forms of addiction? Why do you think video games or streaming is so popular?

Students talk openly with the teacher about what was proposed in the first discussion and the teacher answers and gives feedback. In addition, the teacher proposes examples of arguments.

End of class (5'): To end today's class, I will tell you what you have to do at home. Now, create your own travel blog. You can talk about a trip you have taken or a trip you would like to take. 100 words minimum. You will have to upload it to the padlet that Emma and I will put in Teams. You will have until March 3 to post your essays.

The teacher shows the padlet where they have to hang their essays.

In addition, you will have to do the following exercises for tomorrow: p. 80 Ex: 1 AND 2

Thank you very much for your attention, I hope you liked the class, bye guys.

Task: 5 -Session: 2		
Title: What kind of gamer are you?	**Type:** Warm-up	**Timing:** 4 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class playing the video and asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Relate and recall content from the previous session to understand the video (streaming and videogames) and identify the topic of the session, online video games and the controversy caused by social networks.

Linguistic input:

Introduction (2')

Good morning guys, how are you? ready to have this class?

To start the class relating it to everything we saw yesterday, we are going to see this video about the types of gamers that exist, we will see the first ones, and I would like you to tell me which one would you be.

Watch the video (2')

Students watch the video and laugh because they identify with the character in the video on occasion.

Smooth transition: Did you like the video, would you like to do something like this with your buddies? *Students answer.*

Now let's get to work!

Task: 6 **- Session: 2**		
Title: Homework correction	**Type:** Pre-task	**Timing:** 10 minutes
Class management: Students are sitting down at their desks while the teacher is in front of the class asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer	

Specific objectives:

Correct possible misunderstandings or doubts about vocabulary related to the topic of technology and social networks such as the words*: broadcast, source, tough, live, on TV,* and know how to apply these words in each context.

Linguistic input:

Homework correction (10')

Task 1: We are going to correct the exercise on page 80 with the help of your digital book. For example, ... *The teacher points to the students to make the sentences.*

Task 2: We continue with the next one… *The teacher points to the students to make the sentences.*

Thank you guys so much!

Very good! It seems that there are no more vocabulary problems with this topic, so now we will move on to the main explanation of the day.

Task: 7 - Session: 2		
Title: Let's convert verbs to nouns!	**Type:** Main task	**Timing:** 21 minutes

Class management: Students are sitting down at their desks while the teacher is moving in front of the class asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

To be able to convert verbs into nouns by means of suffixes (*director, difference, attendance, relationship, etc.*), in order to be able to speak more fluently and with a wider vocabulary.

Specific objectives:

Introduction and explanation (9')

As you well know, there are many nouns that are formed through verbs. We add certain suffixes to the verbs to create a new word with its own meaning.

"Often, the suffix causes a spelling change to the original word. In the table above, the -e ending of complicate and create disappears when the -ion suffix is added. Other examples of spelling changes include" (Cambridge Dictionary, 2021) … The teacher shows some examples.

The teacher projects the examples of the slides she has created, and the students ask some questions in the meantime.

Activity 1: (5')

As you have already studied this and there are no more doubts, let's move on to some activities. The verbs you see in the slide you have to change them into nouns. I will put these slides in Teams so that you can study well how nouns are formed in English and why.

The teacher asks the students to form the words.

Wow, it seems you do know how to form words (laughs). Let's see if you now know how to use them in a sentence.

Activity 2 (5')

With the help of the presentation, you have to place the words we have formed in the previous exercise in each context.

The teacher points and calls out the names of the students to do the exercise.

All right guys, this is easy, isn't it?

The teacher points and calls out the names of the students to do the exercise.

You guys have done great, thank you for paying so much attention. You have to keep in mind that this will help you a lot because if you don't know how to say a word in English you can make it up taking into account all this about the suffixes, and you might get it right (laughs).

Task: 8 - Session: 2		
Title: Debate: What networks do you use?	**Type:** Post-task	**Timing:** 10 minutes

Class management:	Resources:
Students are sitting down at their desks while the teacher is moving in front of the class asking them different questions.	- Internet - Speakers - Projector - Computer

Specific objectives:

Defend a specific opinion on the use of social networks, and on one's own tastes in relation to that of the rest of the class, using the new vocabulary seen in the previous task.

Linguistic input:

Introduction and debate 1 (5')

Smooth transition: Now, let's discuss a little bit about some important issue.

What are the networks you use, with which you post content such as photos or videos, or through which you watch your favourite youtubers or streamers? Why?

The students who want to talk about the topic, and when they finish, the teacher asks the others by name.

Debate 2 (5')

Smooth transition: Very good, but what if we talk about the life of youtubers, influencers, etc.

Do you agree with the lifestyle that influencers, youtubers, or streamers lead?

The students who want to talk about the topic, and when they finish, the teacher asks the others by name.

Task: 9   - Session: 2

Title:	**Type:**	**Timing:**
Edpuzzle and relax.	Relaxation task	5 minutes

Class management:	**Resources:**
Students are sitting down at their desks while the teacher is in front of the class playing the video and asking them different questions.	- Internet - Speakers - Projector - Computer

Specific objectives:

Identify the vocabulary learnt (*digitally, social media, streaming, etc.*) as well as new words through a video of a real and current case and consolidate this vocabulary in a relaxed and fun way.

Linguistic input:

Relaxation task (5')

You guys have done a great job, so now let's relax a bit.

Now comes the important question, do you think you are addicted to technology, do you think you could live without it?

Students talk and the teacher plays the Edpuzzle that students must complete together with the teacher.

Well, the class is over, so thank you very much for your attention guys, I hope you liked it and that you learned a lot.

Task: 10 - Session: 3		
Title: What is "fake news"?	**Type:** Warm-up	**Timing:** 5 minutes

Class management: Students are sitting down at their desks and watching the video while the teacher is in front of the class.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Understand more vocabulary related to technology and especially fake news: *spread, sources, online, post,* etc. And also, appreciate the social impact of fake news.

Linguistic input:

Introduction (1')

Hi! Good morning guys! How are you? Today, we will continue talking about technology, but especially about fake news. Can anyone tell me what fake news is?

Thank you very much, now we will see a video about fake news so you can see examples, and how to avoid believing this kind of news.

Watch the video (3')

Students watch the video attentively.

Questions and smooth transition (1')

I hope you liked it; do you think it is difficult to identify fake news?

 Some students answer the questions.

Smooth transition: In order to be able to talk about other people, whether the news is fake or not, you have to know how to use relative clauses.

Task: 11 - **Session: 3**		
Title: What are the relative clauses?	**Type:** Pre-task	**Timing:** 10 minutes

Class management:	**Resources:**
Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions.	- Internet - Speakers - Projector - Computer

Specific objectives:

To give information about something or someone using the relative clauses and differentiate between defining and non-defining clauses in a range of different contexts.

Linguistic input:

Explanation (10')

Could someone tell me what are relative clauses? Relative clauses give us information about something or someone.

As you can see in the table, who/that can designate a subject, a person, and together with whom it can also designate an object. On the one hand, to establish "possession", to establish that something belongs to someone, we use "whose".

We have "which/that" for a thing, "where" to give information about a place, "when" for a certain time, and "why" for a reason.

As you see in the following example, we can put an object at the beginning, or a subject.

On the other hand, there are defining and non-defining sentences.

> The defining clause indicates the specific subject or object that is being mentioned or the person being talking about. The sentence meaning changes when the relative clause is removed because this clause condenses the principal idea of the entire sentence. However, the sentence is still grammatically correct. (Cambridge, 2021)

> The non-defining clause gives **more information** than the defining clause about the subject mentioned. If a non-defining relative clause is removed from the sentence, some details may be removed but the meaning remains. Commas or parentheses separate these sentences. (Cambridge, 2021)

Task 1 (5'): Now, we will do a Kahoot which consists in selecting whether the sentences are defining or non-defining. Let's see if you make it perfect.

Students answer the Kahoot questions with their cell phones and the results are displayed.

Intermediate explanation: Next, we will do a quiz and some more exercises on this to consolidate the knowledge. And for the next day I would like you to do exercises 6 and 7 on page 83.

Task: 12 - Session: 3		
Title: Let's play with the relatives!	**Type:** Main task	**Timing:** 20 minutes
Class management: Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions.		**Resources:** - Internet - Speakers - Projector - Computer - Smartphones

Specific objectives:

Use the correct relative clauses (*who, which, whose, etc.)* in each context, and know how to form such sentences spontaneously, talking to classmates and the teacher.

Linguistic input:

Very good guys, so now we are going to do something that I know you love.

Quiz (5'): Now, we are going to make a quiz in which you will have to select the correct relative. Come on, come on. *Students answer the quiz questions with their cell phones and the results are displayed.*

We will now continue with two more exercises for practise the relative clauses in each context.

Task 1 (5'): First, in this exercise of the digital book, you must select the relative that corresponds to each sentence. *The teacher calls out the names of the students who must do each sentence and they complete it.*

Task 2 (5'): Now you have to read this text about animals and technology and complete it with the correct relatives. What do you think? I think animals are smarter than we

think. *The teacher calls out the names of the students who must read the text and they'll complete it.*

That was amazing guys, thank you, you've done very well.

Task: 13 - **Session: 3**		
Title: Trivia sentence building challenge	**Type:** Post-task	**Timing:** 8 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Being able to give more information about a specific subject (*Facebook, a gamer, a pen drive, Instagram, a geek, shazam*) by using relative clauses spontaneously and providing new and specific information (*keep in touch, pay, store, chare, study, identity*).

Linguistic input:

Introduction (2')

You've done great, so I think we're going to talk some more now. Now you're going to have to do some inventing. Now we are going to play a game called "Trivia sentence building challenge". I will say a word and you will have to create relative clauses with that word; in brackets you have a little help on what you can say.

For example: Pablo, who is our classmate, comes from Valladolid, (next student), which is in Spain, etc. So, let's start.

<u>"Trivia sentence building challenge"</u> (6')

The teacher dictates the words and names the student who must create the relative clause.

Facebook (Keep in touch)

A gamer (pay)

A pen drive (store)

Instagram (share)

A geek (study)

Shazam (identity)

All right guys, that was great, (passes the slide) here you have the examples.

That was funny right?

Awesome! Thank you!

Task: 14 - Session: 3		
Title: Make it up and relax.	**Type:** Relaxation task	**Timing:** 7 minutes

Class management: Students are sitting down at groups while the teacher is in front of the class moving and asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Create true information about oneself using the relative and using new vocabulary used throughout the session: *devastating, founder, text message, innovation, graphics, etc.*

Linguistic input:

I want you to talk with me a lot, so now you have to make sentences as you like.

Let's talk (7')

Now you have to make groups of 4-5 people and make these sentences true for yourselves, or well, you can also make them up. So, come on, you have to create a short story with this sentences:

The teacher names the students, and they create their own stories.

I remember the day when...

The famous people are people who…

I like the Tv channel whose…

My mobile phone, which…

My cousin, who…

I'd like to visit a place where…

<u>Relax</u>

You did great, I hope you enjoyed the class. I have also left you this sentence that I find quite motivating now that you have a lot of exams.

I have copied this quote here because I think you now have a lot of exams so wish you luck guys!

"I find that the harder I work, the more luck I seem to have." – Thomas Jefferson

Thank you very much for your attention guys, that's all for today.

Task: 15 - Session: 4		
Title: Introduction and correcting mistakes	**Type:** Warm-up	**Timing:** 10 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Correct any possible errors related to the relative clauses recalling explanations from previous sessions and considering the vocabulary on technology and the media.

Linguistic input:

Introduction (1')

Hi guys! good morning! As you can see, today we are going to talk about online shopping and a lot of other things; today's class is quite extensive, but I think you will like it.

Smooth transition: But first, let's correct the two exercises you had for homework, 6 and 7 on page 83.

Correction (9')

Activity 1: As you know, you have to find different ways of expressing yourselves. Let's try.

With the help of the digital book, homework is corrected. The teacher names the students who must correct the exercises and they read their answers aloud.

Activity 2: In this exercise you have to join the sentences with a relative.

With the help of the digital book, homework is corrected. The teacher names the students who have to correct the exercises and they read their answers aloud.

You have done very well, it seems that you have it very clear, great! So now, let's learn new things.

Task: 16 - Session: 4		
Title: Let's learn some vocabulary `+ true or	**Type:** Pre-task	**Timing:** 8 minutes

Class management: Students are sitting down at their desks while the teacher and some of the classmates are in front of the class moving.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Learn new vocabulary about technology and online shopping (such as *reliable, user-friendly, desktop, etc.*) and relate this vocabulary to real images and situations.

Linguistic input:

Let's learn some vocabulary (3')

When we go shopping online, we need to shop on **reliable**, **user-friendly** sites. We also need to have devices, such as mobiles, **desktop**s, laptops, etc. Because with those that are **outdated** it is impossible, they take too long, and we get nervous. We are fed up with **faulty**, **crashed or state of the art** devices.

This way you can see the vocabulary and write down what you don't know.

Students stand up and relate the images with the meanings.

Is this true or false? (5')

We continue to learn more vocabulary. Here you have the words, with their corresponding images. You can ask anything you don't know.

The teacher asks the students to stand up and join the images with the words. To check that you know everything we are going to do a true or false quiz. As you know you can take out your phones to answer the questions.

The teacher reads the quiz questions aloud while the students answer with their phones. After the questions they can see the result.

All right guys! We started off strong today.

Task: 17	**- Session: 4**	
Title: Open your eyes and listen. The trial off shopping	**Type:** Main task	**Timing:** 15 minutes

Class management:	**Resources:**
Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions. The class will be divided in two groups.	- Internet - Speakers - Projector - Computer

Specific objectives:

Understand a fluent conversation without pictures and identify the main arguments of the two different opinions about online shopping and be able to take a position on an opinion and debate in class in front of classmates.

Linguistic input:

Explanation. Compound nouns (5')

Now, let's move on to the most important thing, are you ready?

The teacher jokes with some students to get their attention.

Here you can see, as before, some compound names and images for your identification. Please write down or ask what you don't know.

The teacher asks the students to make up sentences with these words.

Alright guys, I don't think you need any more vocabulary on this subject. Very good.

Task 1. Open your ears and listen (3')

Let's start by listening to an audio about a discussion between a man who prefers to shop online and another man who prefers to shop in real stores. I want you to be very attentive and to write down the ideas you hear on a piece of paper. Later, I am going to group you into two groups: those on the left (the teacher points to the division) who will be those who support online shopping, and those on the right (the teacher points to the division), who will be those who support shopping in real stores. And me, I will be the judge who will say some sentences, and you will have to defend me or disagree with me. So, if there are no questions, let's get started.

Students listen to the audio.

I would like you to tell me what the video is about and what changes along the way. I would also like to know what you have pointed out.

Task 2: The trial of shopping (7')

 All right, now we will move on to the final and most important part. As you know, I am an important judge who will rule on who wins the shopping trial. I will say some statements about shopping; the group on the left (teacher points to students) has to defend the ideas that refer to online shopping, and those on the right (teacher points) those about shopping in real stores. You also have to disagree with the opposing group; you must use the verbs and structures of opinion and disagreement that you used in the previous class.

Let the trial begin*! The teacher dictates the following statements*:

 - I like to be able to see what I am buying before I spend my money. I want to be able to try on my clothes, to see how they fit me and how I look like in them.

- I am lazy, so it's nice to shop without having to get out of my pyjamas. I can just search through websites and apps using my phone.

- I like bargain hunting. I remember years ago having to walk from store to store to see the differences in price and having to remember all that information in my head. Nowadays I can find the best price without leaving my home.

- Also, I can have something immediately. The excitement of buying something and being able to use it as soon as you get home is so exciting.

The students after each statement propose their arguments for or against the statement and the teacher, as judge, declares the winner of the point. After the points are counted, the teacher (judge) announces the winning group of the trial.

You all did great, I hope you enjoyed proving what you are capable of, congratulations.

Task: 18 - Session: 4		
Title: Shopping role-play	**Type:** Post-task	**Timing:** 13 minutes

Class management: Students and the teacher are sitting down while some groups are performing in front of the class and with distance between them because of covid-19.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Be able to use formal structures such as: (*certainly, I would recommend, I would, etc.*) and use vocabulary such as *order, refund, or discount*, to carry on a conversation about an order online or in the shop itself.

Linguistic input:

Introduction and explanation. (3')

All right guys, to wrap things up, today we're going to do a shopping role-play. You're going to get into groups of 4-5.

One of you will be a customer that goes into a store and needs to find an item, so you should look for a shop assistant to help you and give you the directions you need to find it. The others could be the shop assistants that must provide help to the customers in order to solve his/her doubts and help him/her find the items she/he could need.

In addition, you can pretend that you are calling because something has gone wrong in the store, or you were going to pick up something you ordered online, and it is defective or has not yet arrived. In the presentation that I project there are some examples that can help you: One of them would say STUDENT A: Customer, the other would say STUDENT B: Shop assistant. In the presentation, you will also find some expressions

that may help you in your performance. You should follow the guidelines you will find written in the presentation. Then, are you ready to start? So please, choose your team and let's start the role-play.

Role-pay performances (10')

Students step up and take action.

Task: 19 - Session: 4		
Title: Brainstorming	**Type:** Relaxation task	**Timing:** 5 minutes

Class management:	Resources:
Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions.	- Internet - Speakers - Projector - Computer

Specific objectives:

Reflect on online shopping by providing complex arguments as to why it may or may not be liked, or why there is a tendency towards it, using the formal structures and vocabulary acquired during the session.

Linguistic input:

Introduction and explanation (1')

You guys have done great; now, to relax a bit more we are going to do some brainstorming about online-shopping. I know that many of you don't like to talk much, but, lest they say that English is taught badly, let's give it a try (laughs).

In the presentation I have put a series of arguments for or against online shopping. So, I would like to know your opinion, or I would like you to tell me some personal experience buying online, or if you know of any news related to this.

Brainstorming (3')

Students talk about what they think or about their experience. Since most of the students do not speak, the teacher asks them questions.

End of class and closing (1')

I see that every day you talk more and more, I am proud of you. You have to keep in mind that English is learned by speaking so I hope that every day you become more and more fluent, especially the girls in the back.

You have done very well today so I have left you a motivational phrase, since I know that you have exams, and you are up to your ears: Start where you are. Use what you have. Do what you can. – Arthur Ashe

Thank you very much for your attention and see you guys next day.

Task: 20   - Session: 5

Title:	Type:	Timing:
Hey, watch this video!	Warm-up	5 minutes

Class management:	Resources:
Students are sitting down at their desks while they are watching the video.	- Internet - Speakers - Projector - Computer

Specific objectives:

Understand several people with different accents talking about their personal experience with cyberbullying by identifying vocabulary related to technology and cyberbullying (*screenshots, messages, bullying,* etc.).

Linguistic input:

Introduction and explanation (2')

Good morning guys. How are you? How are the exams going? The students answer the teacher.

Today we are going to talk about a negative aspect of technology and the Internet, Cyberbullying. Could someone tell me what is cyberbullying?

I think this is very important. I think you are already very mature, and I believe (I only believe) that something like this could not happen to you, but have you already gone through it? Do you know anyone who has gone through something like this? And your friends? or your siblings?

To begin with, we are going to listen to a series of testimonies from some kids who have gone through something like this.

Watch the video (3')

Students watch the video attentively.

What do you think about this? Have you lived something like this? Please note that the video is from 2015. So, it is quite current, it is something that could happen at school, or just after starting high school.

Task: 21 - Session: 5		
Title: Let's talk about personal experiences!	**Type:** Pre-task	**Timing:** 5 minutes
Class management: Students are sitting down at their desks while the teacher is in front of the class moving and asking them different questions.	**Resources:** - Internet - Speakers - Projector - Computer	

Specific objectives:

Be able to express a personal experience related to cyberbullying and technology, using the vocabulary appropriate to the topics, and using arguments and structures of opinion and criticism.

Linguistic input:

Personal experience (3')

I say all this, and I would like to insist on this subject because something like this can happen to anyone. For example, it is something that happened to me 12 or 10 years ago. I finished school and started high school and for me those years were horrible. I used to hang out with some girls who liked to discuss and create gossip about everyone. In those times we only talked on tuenti, there was no WhatsApp or anything like that. Well, these girls wrote me very ugly messages, they left me aside when they felt like it or for nonsense, and all because of a girl who loved the limelight. In the end, I told them to go to hell, made other friends, and moved on. But there are people who have an even harder time, and now even more so since there is less privacy. More and more things are published, or we trust more and more people that maybe we shouldn't trust. Now I am friends with those girls, because life takes a thousand turns and you also have to know how to forgive or forget things. But, with this, what I want to say is to be strong, be very careful, and take care of your friends, siblings, or whatever.

Questions (2')

I want to know something: if you know someone who is going through this, what would you do?

Students respond to the teacher asking for permission to talk.

You're amazing guys, thank you for your honesty, you're nice people. So, moving on to the next task…

Task: 22 - Session: 5		
Title: Do you have a purpose?	**Type:** Main task	**Timing:** 15 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class moving.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

To know why and how to use the purpose connectors: *in order (not) to; so as (not to); to; so that + noun/pronoun + will/modal* and apply them in certain contexts.

Linguistic input:

Introduction and explanation (2')

Emma already told me that you saw the proposition connectors, do you remember them? In order (not) to; So as (not to); To; So that + Noun/pronoun + will/modal.

You know that they all have a purpose and that it means: *para o para que*, and that after (to) there is an infinitive and that after (that) there is usually a complete sentence. So, let's see if you remember it and if you know how to do it well.

Activity 1 (4'): Now, we will do an exercise with the help of the slides, which consists of selecting the connector that corresponds to each sentence. *The teacher names the students who have to read the sentences.*

Activity 2 (4'): All right, now I want to see if you are able to put the right one individually and in a short time so we will do a quiz. As you know you can take out your phones to do the quiz, no weird names please. *Students take the test.*

Activity 3 (4'): Now, I want you to talk some more and make up sentences with those connectors in the right way, so here we go! You have to follow the sentences on the slide. *The teacher names the students who have to make the sentences.*

Task: 23 - Session: 5		
Title: How to write a formal letter	**Type:** Main task 2	**Timing:** 15 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class moving.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Be able to understand a formal letter and its different uses, such as a letter of complaint or a letter of motivation, and recognize the different parts of the letter, the connectors of purpose and the different structures used.

Linguistic input:

Introduction and explanation of a formal letter. Let's try it (10')

All right guys, you've done very well, but now, let's see for what you can use these connectors for in real life, which is what we're interested in.

The teacher passes the slide. Here is a formal letter to apply for a job, or what we might call a cover letter. Also, in the book you have a formal letter to complain about a product so you can see two examples of formal letters.

As you can see, at the top right you have to put the writer's address, i.e., your own address next to the date. On the left side the name of the company or the person next to his address. It begins with the greeting, the opening, in which you talk about the purpose, with the connectors with which we have practiced, the body, with which you provide information and details, the closing, in which action and response are required, and the signing.

Let's read the example. Different students read.

Examples. Explanation of examples and what is usually put in each part.

In this slide you have a series of examples of expressions to write a formal letter of motivation or complaint. The teacher reads aloud some examples.

Let's apply for a job (5')

Now, I would like you, in one sentence, to apply for a job, you have to write down your box and I will ask a few of you.

The teacher asks three students and they read the sentence. The teacher corrects any mistakes and congratulates the correct ones.

Task: 24 - **Session: 5**		
Title: How (not) to interview	**Type:** Post-task	**Timing:** 5 minutes

Class management:	**Resources:**
Students are sitting down at their desks while they are watching a video.	- Internet - Speakers - Projector - Computer

Specific objectives:

Identify the formal elements studied (*I was told that, I would appreciate, I am the right person for this job, etc.)* in a fluent conversation between two English speakers, and consolidate new vocabulary through video.

Linguistic input:

Introduction (2')

When we write a motivation letter, we are applying for a job, but can you imagine that thanks to one of these letters you are called for an online interview?

Here are some possible arguments (slide). Some students talk about it.

Video (3')

Now, we will watch a video about the do's and don'ts to give you an idea of what it's like to interview for a job or a scholarship in English, something you will have to do hopefully very soon.

Don't: https://www.youtube.com/watch?v=Mh4f9AYRCZY

https://www.youtube.com/watch?v=GvU8fL4MiSQ

Do: https://www.youtube.com/watch?v=aT0hI_ll690

But, before the interviews, you should make a good resume. We will look at this in the next class. Thank you very much for your attention as always guys. See you next day.

Task: 25 - Session: 6		
Title: What is Europass?	**Type:** Pre-task	**Timing:** 10 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class moving and explaining.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

- Be able to talk about job applications and their usefulness, using the vocabulary previously learned in class (*so that, to, so as (not) to, etc*.).

Linguistic input:

Introduction and explanation of Europass (3')

Good morning guys how are you; everything is going well? today we will continue with the topic of the proposition and that's why we will talk about the curriculum and the websites to look for courses or jobs.

Does anyone know what Europass is? It is a website where you can create a resume of several languages for free and at the same time search for courses or jobs online. I find

it very interesting, especially for those of you who are finishing high school, you should not miss any opportunity.

Watch a video (3')

The teacher plays the following video on Europass.

https://www.youtube.com/watch?v=Ncty4lgwuR0

Discussion (4')

These gentlemen are very important in the European Union and I think this tool is a facility for you, what do you think about CVs and job search sites like LinkedIn, info jobs, etc.? Do you think you will have to use it in the future?

Task: 26 - Session: 6		
Title: Let's create a CV!	**Type:** Main task	**Timing:** 10 minutes

Class management:	**Resources:**
Students are sitting down at their desks while the teacher is in front of the class moving and explaining.	- Internet - Speakers - Projector - Computer

Specific objectives:

Be able to create a Europass CV and a letter of motivation for self-benefit, using connectors of purpose: *so that, to, so as (not) to, etc*.

Linguistic input:

Explanation of Europass (10')

Many companies or even important entities ask for this type of resume. In fact, some universities ask for it to be able to do Erasmus or the ministry to work as a conversation assistant abroad, which is what Nacho is doing, and I hope to do too.

In the following slides I show you my Europass, and how to do it, I think it will be very useful for the future. Remember that not everyone has to follow the same path or make the same decisions.

The teacher shows her Europass and explains step by step how to do it.

So, for homework I would like you to do your Europass in English, and a 100 words motivation letter. You have to upload it to the padlet as you know. You can write a letter of motivation for your dream job, for a scholarship to study or work abroad or whatever you want. The deadline is March 21.

Any questions?

Students ask their questions and also ask about their speaking or final task. The teacher solves doubts.

Task: 27 - Session: 6		
Title: Catfish and discuss + explanation of the final task.	**Type:** Post-task	**Timing:** 15 minutes

Class management:	Resources:
Students are sitting down at their desks while they are watching the video and discussing the topics with the teacher.	- Internet - Speakers - Projector - Computer

Specific objectives:

Understand informal conversations dealing with background noise and different accents identifying vocabulary related to the following topic: advantages and disadvantages of meeting someone online.

Linguistic input:

Introduction (2')

So, since it's been so intense, now let's relax a bit and talk. We've talked about cyberbullying, motivational letters and online interviews, but we haven't talked about meeting people online. I don't know if you know the catfish program. It was an MTV program when it was free. So, let's watch this clip.

Watch this catfish (3')

Students watch the video.

Discussion (2')

What did you think of the video, or what did you think of what happened? Would you like to meet someone through a social network, without seeing each other? Do you think this is no longer happening or is it still happening?

The students answer and the teacher gives her opinion.

Great. We have already finished all the topics of the unit I wanted to show you. So now, I'll tell you what I want you to do for our last class.

Explanation of the final task (6')

Finally, I am going to explain what we will do in the next sessions, which are the last one of my plan. In those last classes, as you already know, we are going to develop the final task, which will be used to evaluate all of you. However, remember that all the tasks we have been doing will also be assessed and will have a percentage in the grades of the plan.

So, what we are going to do as a final task is a newsreel. In this newsreel, we are going to compile all the ideas and all the information that we have learnt throughout these sessions. I am going to divide you into 4 groups of 5 people. Each group will oversee one session of this news programme and will give a 15-minute oral presentation. I will give you the topic you will have to deal with, and the groups will also be established by me following the class list, so that there is no discussion.

The teacher will divide the groups.

Now that you all have a day and a group, I will give you the topic you have to work on and explain what you have to do with it:

-Advantages and disadvantages of technology

-Online shopping and Consumerism

-Addition to video games and/or social networks

-Meeting new people through apps or the internet

-How false information spreads and fake news

-Cyberbullying

You guys can explain your topics as you wish, make a Canva presentation, show a video, explain an article you have found, and explain it, make a short play, etc. Whatever you want, but don't forget that it must be informative and that you should make use of ICTs if possible. You must also divide up the role that each person is going to play. I will be the general presenter of the news programme, but you will have to select a section presenter and a series of reporters/informers. You will have to make your own decisions, because I want you to be autonomous and learn how to organise yourselves in these types of tasks. In addition, I will leave you an email address where you can send me your questions. I'll be watching all weekend, so don't hesitate to let me know. Also, if you have any questions, we can also do some tutoring via Skype. Whatever you need to make your work easier.

Task: 28 - Session: 6		
Title: Review	**Type:** Relaxation task	**Timing:** 15 minutes

Class management: Students are sitting down at their desks while the teacher is in front of the class moving and explaining.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Consolidate all grammar (definite and indefinite relative pronouns, connectors of purpose such as to, to so, so as not, so as, etc.). Recognize the vocabulary learnt on the topics seen throughout the sessions related to technology (*interview, screen, keyboard, etc.*).

Linguistic input:

Introduction:

Well guys, we have finished all the grammar and the vocabulary part, so to finish today's class we will do a little review. As you know you can take out your phones to make a series of kahoots about everything we have seen.

Kahoots

First with the relative clauses: https://create.kahoot.it/collection/9d8598e0-1deb-4475-af61-c888435638c2

Then with connectors of purpose: https://create.kahoot.it/share/b1-connectors-of-contrast-and-purpose/7238cf65-d1ed-4626-945a-072d208815d2

And finally, the vocabulary: https://create.kahoot.it/share/b1-vocabulary-technology/2d76a210-291f-4e4c-91c8-85c7ed9ce989

Students do the kahoots and the teacher goes over the mistakes with the students.

Goodbye

You have done great, you know that the next day are the presentations so prepare it well, thank you very much for your attention and see you next day.

Task: 29 - Session: 7		
Title: The best or worst thing for education?	**Type:** Pre-task	**Timing:** 6 minutes
Class management: Students are sitting down at their desks while they are watching the video and the teacher is in front of the class asking questions.	**Resources:** - Internet - Speakers - Projector - Computer	

Specific objectives:

Reflect on technology and its impact on education by recognizing the vocabulary (*technology, self-phones, cyberbullying, addiction*, etc.). And, to argue one's own critical opinion on the subject.

Linguistic input:

Introduction (2')

Good morning guys! As you know today is our last class, how are you? how did you finish your exams? You are going to talk a lot today, are you prepared? Are you nervous?

Well, I would like to start the class by thanking you because you have been very good to me, you have paid attention and you have done a great job. Today we are going to go over everything, thanks to all of you, so good luck to all the groups, I am sure you have made good news.

But first, to release some tension, let's watch a TedTalks about a guy who talks about the advantages and disadvantages of technology and see what you think.

Watch the video (2')

Students watch 3 minutes and 50 seconds of the video.

All right guys; let's start talking a bit.

Discussion (2')

Do you think that new technologies should be used progressively in the classroom? The students give their opinion, but not many of them participate, so the teacher asks some specific students for their opinion.

So, let's get started guys, ready?

Task: 30 - Session: 7		
Title: TV news and technology	**Type:** Main task	**Timing:** 37 minutes
Class management: Students at the teacher are sitting down while the groups are doing their presentations in front of the class and with distance between them because of covid-19.	**Resources:** - Internet - Speakers - Projector - Computer	

Specific objectives:

-   Deliver a coherent and structured oral presentation in groups in the form of a TV program in which the students address the topics proposed in class (*cyberbullying, advantages and disadvantages of technology, etc*.), using the lexicon related to the technology (*screen, broadcast, wallpaper etc*.), correctly and fluently.

-   Use relative clauses correctly, establishing which sentences are defining and which are non-defining, adding specific information about a subject.

- Use nouns formed through suffixes and compound words related to technology (such as *violence, awareness, keyboard, voicemail, etc*.) to create arguments about the topics covered in class.

- Expressing their opinion on one of the topics worked on (*online shopping, fake news, etc.)* using expressions such as: I believe, it seems to me, etc., thus demonstrating a personal reflection and critical evaluation of the relationship between technology and how they have worked on.

- Use ICTs as support tools for the presentations (TV program task). In particular, make use of programs and digital platforms like Canva, PowerPoint, Padlet, Quizziz, YouTube, etc.

Linguistic input:

Now, it's your turn. Good luck. I hope that everything goes well and that you will have more luck than these reporters: https://www.youtube.com/watch?v=vXmk8-uBorU (1 min)

The class will be organised in two groups of 5 and one group of 4. The students will have to present a series of news items, invented or real, on the topics seen in class (each group will make the presentation in 10 minutes, i.e., 2 minutes per person, more or less) (35 minutes).

I am going to give you each a sheet of paper to evaluate the presentations of your colleagues.

The teacher gives the groups a turn, and when they finish, she gives feedback.

You guys did great, thank you very much for participating and congratulations.

Task: 32 - Session: 8		
Title: What did you think?	**Type:** Post-task	**Timing:** 10 minutes

Class management:	Resources:
Students and the teacher are sitting down at their desks.	- Internet - Speakers - Projector - Computer

Specific objectives:

Be critical of classmates' presentations in a polite and constructive manner. Also know how to ask questions about classmates' presentations or concerns about the subject.

Linguistic input:

Introduction (1')

Now, to bring today's lesson to a close, let's relax a bit. For that, I would like to talk a bit and ask you a few questions.

Discussion (2')

¿How did you feel doing the presentations, comfortable, uncomfortable, did you like it? Do you think technology helps to do this kind of things?

The students give their opinion, but not many of them participate, so the teacher asks some specific students for their opinion.

Now I would like to hear from each of you about the presentation of the others. You can give feedback, ask questions, or add information.

The pupils talk and each one contributes something different.

Thank you very much, you have done a great job and next day we will continue with the rest of the presentations. See you guys next day!

Task: 31 - Session: 8		
Title: How to give an awesome presentation	**Type:** Pre-task	**Timing:** 5 minutes

Class management: Students are sitting down at their desks while they are watching the video and the teacher is in front of the class asking questions.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Learn how to make a good presentation and identify technology-related vocabulary such as ICT's, computer, etc. To become aware of the extra-linguistic aspects involved in a presentation.

Linguistic input:

Introduction (1')

Good morning guys! As you know today, we continue with your presentations. But first, I would like you to watch a video with a couple of tips on how to make a presentation. It's something that you should take into account and that will help you.

Watch the video (3')

The teacher plays the video and the students watch it attentively.

Discussion (1')

Do you think you are doing everything the guy in the video says, and why do you think you are and why not? *Students answer the questions.*

All right, now I'm sure you'll be more aware of it, so let's get on with your presentations; you're going to do great, good luck.

Task: 32 - **Session: 8**		
Title: TV news and technology	**Type:** Main task	**Timing:** 30 minutes

Class management: Students at the teacher are sitting down while the groups are doing their presentations in front of the class and with distance between them because of covid-19.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

- Deliver a coherent and structured oral presentation in groups in the form of a TV program in which the students address the topics proposed in class (*cyberbullying, advantages and disadvantages of technology, etc*.), using the lexicon related to the technology (*screen, broadcast, wallpaper etc*.), correctly and fluently.

- Use relative clauses correctly, establishing which sentences are defining and which are non-defining, adding specific information about a subject.

- Use nouns formed through suffixes and compound words related to technology (such as *violence, awareness, keyboard, voicemail, etc*.) to create arguments about the topics covered in class.

- Expressing their opinion on one of the topics worked on (*online shopping, fake news, etc.)* using expressions such as: I believe, it seems to me, etc., thus demonstrating a personal reflection and critical evaluation of the relationship between technology and how they have worked on.

- Use ICTs as support tools for the presentations (TV program task). In particular, make use of programs and digital platforms like Canva, PowerPoint, Padlet, Quizziz, YouTube, etc.

Linguistic input:

Now, it's your turn. Good luck. I hope that everything goes well and that you will have more luck than these reporters: https://www.youtube.com/watch?v=vXmk8-uBorU (1 min)

The class will be organised in two groups of 5 and one group of 4. The students will have to present a series of news items, invented or real, on the topics seen in class (each group will make the presentation in 10 minutes, i.e., 2 minutes per person, more or less) (35 minutes).

I am going to give you each a sheet of paper to evaluate the presentations of your colleagues.

The teacher gives the groups a turn, and when they finish, she gives feedback.

You guys did great, thank you very much for participating and congratulations. I will upload the results soon.

Task: 33 - Session: 8		
Title: How did you feel? Fill the	**Type:** Post-task	**Timing:** 7 minutes

Class management:	**Resources:**
Students and the teacher are sitting down at their desks.	- Internet - Speakers - Projector - Computer

Specific objectives:

Be able to talk openly and fluently about how they have felt when giving a presentation and speaking in public and whether the technology has been useful for them.

Linguistic input:

Introduction (1')

Now, to bring today's lesson to a close, let's relax a bit. For that, I would like to talk a bit and ask you a few questions. I would also like you to complete some surveys about the technology and whether it has helped you or not. I will use the results of the surveys to do my TFM.

Discussion (2')

How did you feel doing the presentations, comfortable, uncomfortable, did you like it? Do you think technology helps to do this kind of things?

The students give their opinion, but not many of them participate, so the teacher asks some specific students for their opinion.

Surveys (5')

All right guys, now please take out your mobile phones and answer the questions in the questionnaires; they are all compulsory, just say what you think. I will use these results for my internship report and my TFM and they will be very useful for me.

Students answer the questions in the questionnaires in silence.

Task: 34 - Session: 8		
Title: Your marks	**Type:** Relaxation task	**Timing:** 10 minutes

Class management: Students are sitting down at their desks while the teacher is moving around the class giving feedback to each student.	**Resources:** - Internet - Speakers - Projector - Computer

Specific objectives:

Be able to recognize mistakes and accept the teacher's feedback. Ask questions, ask for further explanations and be critical and self-demanding with the results and with oneself.

Linguistic input:

Explanation (1')

Now, as you finish, you have to let me know, and I will come by your desks to explain the marks you have and why, show you all your corrections and talk to each of you a little bit.

Marks

The teacher talks to each student individually about their grades and personal issues.

Goodbye

Great guys, thank you very much for everything, you have been a good group, and this is the end of the unit. You are great people and working hard you will go far.

As you know this is my last class with you, so I would like to thank you for everything, for being such good guys, for your attention and for your work; I will remember you always, thank you guys very much!

7.4. ANNEXES OF THE LESSON PLAN PROPOSAL

Link to all the materials used and shared with the students: **https://wakelet.com/wake/pniAdZs0byB8Ycy2S7Hy9**

LESSON 1:

CANVA: **https://www.canva.com/design/DAEWGQn-XwI/Lovkhd9McAEadgXfF31h2A/view?utm_content=DAEWGQn-XwI&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink**

Video: https://youtu.be/9WyZWvpZiB4

Quizz:

What does the writer find surprising about Lee Young-Ho

— opciones de respuesta —

🔴 his age

🔴 the number of fans he has

🔴 his looks

🟢 the reason why he is famous

⊙ Pregunta 2   🕒 60 segundos

Q. South Korea was the first country to begin gaming because they...

— opciones de respuesta —

🔴 had a large number of Internet cafés

🔴 hosted the first Word Cyber Games

🟢 had fast Internet connections

🔴 had more professionals than other countries

⊙ Pregunta 3   🕒 60 segundos

Q. The World Cyber Games...

— opciones de respuesta —

🔴 are now included in the Olympics

🟢 are the most important gaming competition

🔴 first included only South Koreans

🔴 are always hosted by South Korea

⊙ Pregunta 4   🕒 60 segundos

Q. Regarding addiction, the writer feels that...

— opciones de respuesta —

🟢 the educational system should be changed

🔴 the government's solutions are helpful

🔴 superstars such as Lee Young-Ho should help addicts

🔴 there are not enough rehabilitation centres

MENTIMETER

PADLET FOR WRITING EVALUATION

Link: https://es.padlet.com/saralozano2/lnnuflbcbnllaqe7

Word document
padlet drive

Añadir comentario

Anónimo 6d

Alicia Pequeño

MY DREAM TRIP

For a couple of years, I've always wanted to plan a summer trip with my friends, heading to Italy. I like being able to enjoy new experiences, especially if it is a trip to visit one of the most beautiful countries in Europe.

I really go mainly for the food, I love pasta. But I'm also going to visit Florence, and the ancient Roman temple (The Pantheon). I would also like to visit the ancient Roman city of Pompeii, to be able to see the ancient Forum, the amphitheater, the thermal baths, and the Lupanar.

In conclusion, the trip of my dreams would always be with my friends, especially if it is a trip outside of Spain. We intend to do it in 2024, when we are 20 years old. And I hope it goes according to plan.

My dream trip.
Word document
padlet drive

Añadir comentario

Anónimo 6d

Hi, I'm Miguel Ángel and I'm going to tell you about the trip I want to do in the future. I want to go to the Canary Islands because I like the climate that there is

---

Anónimo 6d

I love to travel so I would travel all over the world. Although I really want to go to New York at Christmas, since I have been told that it is beautiful with all the lights and more at Christmas time.

I would also like to go to Egypt, since my parents were many years ago and they told me about their trip, and the truth is that I would like to do it myself. And also go to the bahamas, since it is a place to relax and very beautiful.

I like all kinds of places, both crowds and quiet sites. Town, mountain, sea, forest ... I would love to visit everything.

Marina González (My travel blog)
Word document
padlet drive

Añadir comentario

Anónimo 6d

MY TRIP TO COSTA RICA

Hello, I am Adrián Sánchez and in this document I will make my own trip.

The summer of 2022 when I will have 18 years I will organize a trip from Costa Rica because is a good place to have a lot of parties and there were good food.

The trip is for seven days and in this week I will go to the beach all the mornings, and in the afternoons I will visit the city and the centre, in the night I will go to a lot of parties and when I had been tired I will go to an apartment near to the beach.

If there are some friends who like this trip he or she can go whit me.

MY TRIP TO COSTA RICA

Anónimo 6d

My ideal trip

I am not a person who likes the beach, so my ideal trip would be to plan a trip on my own to get to Vinicunca and see the mountain of seven colors but knowing that I would get lost, I would choose a planned route and enjoy the walk and the views.

My ideal trip
Word document
padlet drive

Añadir comentario

Anónimo 6d

During all my life i want to do a trip to Boston in USA. Boston is a different place with a lot of diffenet thigs to see in the city and for example i love the bastekboll and in they city there is a very famous basketball team Boston Celtics that i would like to see a match. But if you want to travel to Boston you must know that during a lot of months there is an extrem cold so if you does not go in summer you must be prepare for the cold. To sum up i think is a different place to visit a I would like to go

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big poster that it looked exactly like the one that I wanted to go when I was smaller. I asked my parents where was it and they told me it was a paradise island.

Therefore my idyllic trip has always been going to The Caribbean Island. I really don't mind who I'll go with, because I can make new friends there. But what i know is that when i finish highschool I'm going to pack up all my things and i'm going to catch the first plane as soon as possible. When I arrive there, I will try new activities such as: wind-surfing, snorkeling, flyboard and so on. I also will make sun castels because I love who they look like.

Añadir comentario

Anónimo 6d

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my dream trip
Word document
padlet drive

Añadir comentario

Anónimo 6d

Alba Laguna B/FC
THE TRIP OF MY LIFE

Hi, I'm Alba and today I'm going to tell you about the trip of my dreams. I would love to travel to many places, but if I had to choose just one, I think I would go to Venice again. At the moment I have only gone once in 2019 but I will return as soon as I can because I loved it. Venice is a city that seems very beautiful to me and it has many things to see. The whole city in general is beautiful, no matter where you go or which corner you look at, everything is beautiful. For example it is a city where there are many palaces, very beautiful bridges that connect the streets. But what most catches my attention about it is how different it is from other cities, for example there is no type of land transport in it because all of them are marine like the vaporettos that are the buses that go through the canals or that you can enter in the buildings from the water. Another thing that I also liked a lot are the mini pasta restaurants that are all over the city, they were the fast food restaurants in Spain but with pasta of all kinds. I had a great time and would love to come back.

the trip of my life
Word document
padlet drive

Añadir comentario

Anónimo 6d

A TRIP TO BALI

If I have to choose one place to visit it will be Bali which is an island of Indonesia.

LESSON 2:

CANVA: https://www.canva.com/design/DAEWGnfoU-k/JVMDJfg86t9itxJkqUtwfQ/view?utm_content=DAEWGnfoU-k&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Video: https://youtu.be/60WsVDdLS30

New vocabulary thought noun suffixes:

NOUN SUFFIXES

-er, -or	noun	teacher, director
-ance, -ence	noun	difference, attendance
-ant, -ent	noun	deviant, President
-ee	noun	employee, trainee
-ess	noun	stewardess, waitress
-ian	noun	electrician, beautician
-ism	noun	Communism, theism
-ics	noun	mathematics, statistics
-ist	noun	chemist, artist
-ity	noun	rarity, velocity
-ment	noun	achievement, astonishment
-ness	noun	happiness, fondness
-ship	noun	relationship, friendship

-AL condition, quality	arrive –arrival
	approve – approval
-ANCE / -ENCE action, state, condition or quality	attend –attendance
	accept –acceptance
-ATION / -TION action or resulting state	educate – education
	inform – information
-SION action or resulting state	confuse – confusion
	decide – decision
-URE action or resulting state	depart – departure
	erase – erasure
-MENT state, act, condition	agree– agreement
	pay – payment
-AGE action, state, process	break – breakage
	post – postage
-ING action, state, process	bless – blessing
	land – landing
-ERY a business or trade, a behavior, a condition	cream – creamery
	slave (N) – slavery

Edpuzzle: https://edpuzzle.com/media/6019e5bde7e0384287b54190

LESSON 3:

CANVA:

https://www.canva.com/design/DAEWMzgCr4Q/LYwg3ljjvKQ74ecUcTAffw/edit

Video: https://youtu.be/V4o0B6IDo50

Grammar explanation:

Grammar:

gives us information about something or someone.

RELATIVE CLAUSES

	Person	Thing	Place	Time	Reason
Subject	Who That	Which That	Where	When	Why
Object	Who Whom That				
Possessive	Whose				

DEFINING CLAUSE

indicates the specific subject or object that is being mentioned or the person being talking about.

the sentence meaning changes when the relative clause is removed because this clause condenses the principal idea of the entire sentence. However, the sentence is still grammatically correct.

The neighbor who had a baby has left the city."

NON-DEFINING CLAUSE

gives more information than the defining clause about the subject mentioned.

If a non-defining relative clause is removed from the sentence, some details may be removed but the meaning remains.

Commas or parentheses separate these sentences.

The smartphone, which he bought yesterday, is 5 months old.

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Practise with kahoot:

1 - Quiz
I was talking to some students who/that explained the source of the problem.

| ▲ | Defining | ✓ |
| ◆ | Non-defining | ✗ |

2 - Quiz
There are three TV channels which/that broadcast live games.

| ▲ | Non-defining | ✗ |
| ◆ | Defining | ✓ |

3 - Quiz
That was the year when they hosted the first World Cyber Games.

| ▲ | Defining | ✓ |
| ◆ | Non-defining | ✗ |

4 - Quiz
They want to escape into an online world where they can win every once in a while.

| ▲ | Defining | ✓ |
| ◆ | Non-defining | ✗ |

5 - Quiz
Addicts are people whose lives has been taken over by the games.

| ▲ | Non-defining | ✗ |

◆ Defining ✓

6 - Quiz

I've been in Seoul, which is the capital of South Korea, for a week now.

▲ Defining ✗

◆ Non-defining ✓

7 - Quiz

My new shop, which you visited last week, is very successful.

▲ Defining ✗

◆ Non-defining ✓

8 - Quiz

My mobile phone, without which I could not live, is always in my left pocket.

▲ Non-defining ✓

◆ Defining ✗

9 - Quiz

The politician who visited Valladolid last monthis against animal mistreatment.

▲ Non-defining ✗

◆ Defining ✓

10 - Quiz

My students, who are experts in relative clauses, are going to pass the final exam.

▲ Non-defining ✓

◆ Defining ✗
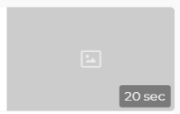
11 - Quiz

The theater, which is beautiful, was designed by Tom Jon.

▲ Defining ✗

◆ Non-defining ✓

12 - Quiz

William Boyd, who has written many books, is one of my favorite author.

▲ Defining ✗

◆ Non-defining ✓

PRACTISE WITH QUIZZIZ

Q. The dog ..... barking you can hear is our neighbour's dog.

— opciones de respuesta

- 🔴 who
- 🔴 which
- 🟢 whose
- 🔴 where

⊙ Pregunta 2   🕐 30 segundos

Q. This is the purse ..... I am looking for.

— opciones de respuesta

- 🔴 what
- 🟢 that
- 🔴 whose
- 🔴 who

⊙ Pregunta 3   🕐 30 segundos

Q. Could you tell me the name of the boy..... is sitting opposite us?

— opciones de respuesta

- 🟢 that
- 🔴 which
- 🔴 whom
- 🔴 whose

Q. My mother, ... worked as a nurse, is retired now.

— opciones de respuesta

- 🟢 that
- 🟢 who
- 🔴 which
- 🔴 where
- 🔴 whose

☑ Pregunta 5   🕐 30 segundos

Q. I don't know the phone number ..... is used in case of emergencies.

— opciones de respuesta

- 🔴 what
- 🟢 which
- 🔴 who
- 🟢 that

☑ Pregunta 6   🕐 30 segundos

Q. We booked a really comfortable hotel room,..... was a very good idea.

— opciones de respuesta

- 🟢 that
- 🔴 what

- which
- who

Q. We booked a really comfortable hotel room,..... was a very good idea.

— opciones de respuesta —

- ,whose reputation... ,
- whose reputation... ,
- ,who reputation... ,
- that reputation... ,

Q. What have you done with the pen .... I left on the table?

— opciones de respuesta —

- pen which,I left
- pen where I left
- pen which|that I left
- ,pen that I left,

Q. I delivered the parcel to Charles _____ to Ann.

— opciones de respuesta —

- , who gave it
- , who gave
- , that gave it

Q. His wife .... is an architect designed their new house.

— opciones de respuesta —

- who
- that
- where
- whose

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LESSON 4

VOCABULARY

Communication

USER FRIENDLY

DELETED

WIRELESS

GO VIRAL

STATE OF THE ART

OUT OF DATE

RELIABLE

:(**CHRASHED**
Your PC ran into a problem that it couldn't handle, and now it needs to restart.

It'll restart in: ∞ seconds

FAULTY

Err 01
Communications between the camera and lens is faulty.
Clean the lens contacts.

Canon

TRUE OR FALSE

LATEST
DOWNLOAD
CHARGED
SCREEN
DEVICE
UPLOAD
CUTTING-EDGE
COME-UP WITH

QUIZIZZ
Engage in class
at home
at work
or anywhere else.

Communication vocabulary - Quiz
Preview this quiz on Quizizz.
quizizz.com

COMPOUND NOUNS Adj+noun

SCREENSAVER
WALLPAPER
TOUCHSCREEN
VOICEMAIL
KEYBOARD
SMARTPHONE
WEBCAM
DESKTOP

CANVA: https://www.canva.com/design/DAEWNTNQ1x0/view

8 preguntas   👁 MOSTRAR RESPUESTAS   ▶ AVANCE

⊙ Pregunta 1   🕐 30 segundos

Q. The latest video games were invented in the 1980s.

— opciones de respuesta

◯ True   ◯ False

⊙ Pregunta 2   🕐 30 segundos

Q. A file that you download can never harm your computer.

— opciones de respuesta

◯ False   ◯ True

⊙ Pregunta 3   🕐 30 segundos

Q. Smartphones need to be charged once a week.

— opciones de respuesta

◯ True   ◯ False

Pregunta 4 — ⊙   🕐 30 segundos

Q. You can't see things on a computer if the screen isn't working.

— opciones de respuesta —

- True
- False

Pregunta 5 — ⊙   🕐 30 segundos

Q. A computer is a type of device.

— opciones de respuesta —

- False
- True

Pregunta 6 — ⊙   🕐 30 segundos

Q. When you upload, you trasfer material to another computer system.

— opciones de respuesta —

- False
- True

Pregunta 7 — ⊙   🕐 30 segundos

Pregunta 7 — ⊙   🕐 30 segundos

Q. A cutting-edge camera uses film.

— opciones de respuesta —

- False
- True

Pregunta 8 — ⊙   🕐 30 segundos

Q. Bill Gates came up with the idea of Windows

— opciones de respuesta —

- True
- False

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Listening: https://voca.ro/1maR54oau8AG

OPEN YOUR EARS AND
          LISTEN

-I like to be able to see what I am buying before I spend my money. I want to be able to try on my clothes, to see how they fit me and how I look like in them.

- I am lazy, so it's nice to shop without having to get out of my pyjamas. I can just search through websites and apps using my phone.

- I like bargain hunting. I remember years ago having to walk from store to store to see the differences in price, and having to remember all that information in my head. Nowadays I can find the best price without leaving my home.

- Also, I can have something immediately. The excitement of buying something and being able to use it as soon as you get home is so exciting.

AUDIO FOR LISTENING :
HTTPS://VOCA.RO/1MAR54OAU8AG

Speaking:

ROLE PLAYING IN GROUPS

When I go on an online shopping spree:

SHOPPING

I'M SOLD! .....BUT CAN I GET A DISCOUNT?

Use this examples:

Sales Assistant:
-Certainly
-I'd recommend
-Our customers are very happy with it
-I would...
-Your receipt's in the bag
-It's our most popular model
-You won't be sorry
-Would you prefer a refund or something else from the store?

Customer:
-How much is it?
- Have you got anything cheaper?
-I haven't received my order
-It's not what I expected
-I'll take it
-I'll like a refund
-Is there any discount?

STUDENT A	CUSTOMER
Some expressions you could use:	

- Excuse me, can you help me to find this item?
- Sorry, I am looking for _____, could you tell me where can I find it?
- Do you have this size for this jacket? Thank you.
- Do you have this in any other colour?
- Sorry, can you tell me where I can find the fitting room?

STUDENT B	SHOP ASSISTANT
Some expressions you could use:	

- Yes, sir/madame! Follow me, I can tell you where this item is located.
- I am sorry, we don't have this product available any longer.
- The sizes we have goes from XS to XL, which one do you need?
- The fitting rooms are on the 2nd floor, you can take the elevator and go up, you will find them there.
- You can find those trousers in the 2nd floor near the fitting room.

Brainstorming
ONLINE-SHOPPING

- I do a lot of online shopping.
- I think online shopping has created new jobs.
- I don't like to waste time, so online shopping is ideal for me.
- There is much more variety of things online, plus I can search for the cheapest price.
- There are many stores, which do not have a physical store in my city, so I love online stores.

- I don't like to buy online, I like to see what I'm going to buy.
- I like to try things before I buy them.
- I am afraid that the order will not reach you or that it will be delayed more than necessary.
- I need someone to advise me face to face, I like to talk to sales clerks.

LESSON 5:

CANVA: https://www.canva.com/design/DAEWOzvgJI4/k6QCjs-Id9RSH06xeR_CAw/edit

Video: https://youtu.be/XFmwWcGUWU4

Purpose with Quizziz:

⊙ Pregunta 1   🕐 30 segundos

Q. Jennifer took a graphics course...become a games designer.
— opciones de respuesta

🟢 in order to   🔴 so
🔴 so that   🔴 so as not to

⊙ Pregunta 2   🕐 30 segundos

Q. Buy a cover for your iPhone...break it.
— opciones de respuesta

🔴 in order to   🔴 so
🔴 so that   🟢 in order no to

⊙ Pregunta 3   🕐 30 segundos

Q. Send Adam a text message...he'll know where to meet us.
— opciones de respuesta

🔴 in order to   🔴 in order not to
🟢 so that   🔴 so not

⊙ Pregunta 4   🕐 30 segundos

Q. I keep a file of my passwords...forget them.
— opciones de respuesta

🔴 so   🔴 to
🟢 so as not to   🔴 so as to

⊙ Pregunta 5   🕐 30 segundos

Q. We used GPS...we wouldn't get lost.
— opciones de respuesta

🔴 so not   🔴 in order to
🔴 in order not to   🟢 so

⊙ Pregunta 6

Q. Hundreds of people came to the shop...buy the cheap tablets.
— opciones de respuesta

🔴 so   🔴 so not to
🟢 so as to   🔴 so as

Formal letter explanation and examples:

John Donaldson
8 Sue Circle, Smithtown, CA 08067 · 909-555-5555 · john.donaldson@emailexample.com

August 14, 2020

George Gilhooley
Times Union
87 Delaware Road
Hatfield, CA 08065

Dear Mr. Gilhooley,

I am writing to apply for the programmer position advertised in the Times Union. As requested, I enclose a completed job application, my certification, my resume, and three references.

The role is very appealing to me, and I believe that my strong technical experience and education make me a highly competitive candidate for this position. My key strengths that would support my success in this position include:

- I have successfully designed, developed, and supported live-use applications.
- I strive continually for excellence.
- I provide exceptional contributions to customer service for all customers.

With a BS degree in Computer Programming, I have a comprehensive understanding of the full lifecycle for software development projects. I also have experience in learning and applying new technologies as appropriate. Please see my resume for additional information on my experience.

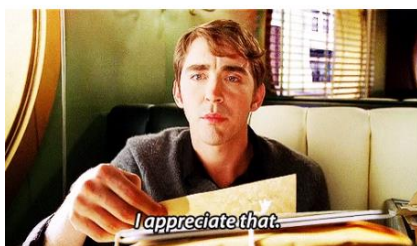I can be reached anytime via email at john.donaldson@emailexample.com or by cell phone, 909-555-5555.

Thank you for your time and consideration. I look forward to speaking with you about this employment opportunity.

Sincerely,

John Donaldson (signature hard copy letter)

John Donaldson

Example

Dear Sir or Madam,
To whom it may concern,
I am writing in order to…
I would like to make a complaint abou
The problem began when…

Example

I was told that…
I would like to be part of your team,
The role is very appealing to me…
I am the right person for this job/traineeship.
I was led to believe that…
You should/should have…
I would like my money back.
I would appreciate…
I demand that you…
Please reply as soon as possible.
I look forward to your reply.

Example

Yours faithfully,
Yours sincerely,
Best regards,

How (not) to do an online interview:

Don't: https://www.youtube.com/watch?v=Mh4f9AYRCZY

https://www.youtube.com/watch?v=GvU8fL4MiSQ

Do: https://www.youtube.com/watch?v=aT0hI_ll690

LESSON 6:

Europass: https://europa.eu/europass/es

Let's practise:

https://padlet.com/saralozano2/Bookmarks

Video: https://youtu.be/BuE98oeL-e0

First with the relative clauses: https://create.kahoot.it/collection/9d8598e0-1deb-4475-af61-c888435638c2

Then with connectors of purpose: https://create.kahoot.it/share/b1-connectors-of-contrast-and-purpose/7238cf65-d1ed-4626-945a-072d208815d2

And finally, the vocabulary: https://create.kahoot.it/share/b1-vocabulary-technology/2d76a210-291f-4e4c-91c8-85c7ed9ce989

LESSON 7:

Video 1: https://youtu.be/9IbN1LxXevM

Video 2: https://youtu.be/vXmk8-uBorU

LESSON 8:

Video: https://www.youtube.com/watch?v=i68a6M5FFBc

Surveys:

7.5. EVALUATION RUBRICS

PROVIDED BY THE TUTOR OF THE CENTRE (Navas, 2021)

GROUP PRESENTATION

CATEGORY	EXCELLENT 2,5 points	GOOD 2 points	FAIR 1,5 points	POOR 1 point	PEER ASSESSMENT
GRAMMAR,VOCABULARY AND SPELLING	Effective control of gramar and use of accurate vocabulary	Satisfactory control of gramar and use of exact vocabulary. One or two errors.	Acceptable control of gramar and use of precise vocabulary. More tan two errors.	Limited control of gramar and use of accurate vocabulary. Frequent errors.	
CONTENT	Very coherent. Covers topic thoroughly.Includes supporting details.	Coherent. Includes essential info.Includes supporting details.	Fairly coherent. Includes sufficient info. But details are not well explained.	Not coherent. Lacks essentiel info. Or the materials are copy-pasted.	
VISUAL PRESENTATION	Appealing and very clear layout. Graphics or potos enhance understanding	Adequate and clear layout. Graphic or potos do not distract from understanding.	Tolerable, but not very easy to follow. Some potos distract from understanding.	No visual appeal and hard to follow. Confusing and messy layout.	
ORAL PRESENTATION	Well prepared, speaks clearly, makes eye contact, the audience is engaged.	Engages audience, fluid delivery, makes steady eye contact. The audience is engaged.	Clear and understandable. Makes sporadic eye contact. The audience is distracted.	Not clear. Speaks too quickly or quietly. Hard to understand.Makes minimal eye contact. The audience is not engaged.	
GROUP WORK	Highly balanced. Willingly fulfills role in group, sensitive to feelings and needs of others.	Well-balanced tasks.Fulfills specific role within group without prompting. Respectful to others.	Even responsibilities. Works toward group goals with occasional prompting. Maintains a positive attitude.	Uneven duties. Works toward group goals. Is sensitive to others only when prompted.	

SPEAKING RUBRIC

	LEVELS OF ACHIEVEMENT				
CATEGORY	EXCELLENT (2 POINTS)	GOOD(1,5 POINTS)	FAIR(1 POINT)	POOR(0,5 POINTS)	ASSESSMENT
VOCABULARY	Excellent language control.Wide range of accurate vocabulary.	Satisfactory language control. Good range of vocabulary.	Weak language control. Acceptable but basic vocabulary.	Limited language control. Lack of basic vocabulary.	
GRAMMAR	Accuracy and variety of gramatical structures. Efective control of grammar.	Satisfactory control of gramar. Few errors when attempting to use varied sturctures.	Acceptable control of gramar. Frequent errors and Little variety.	Limited control of gramar. Very frequent errors even in simple structures.	
PRONUNCIATION	Sounds natural and clear. No pronunciation or intonation problems. Sentence and Word stress is always accurately placed. Individual sounds are articulated clearly	Sounds fairly natural and clear. Minor pronunciation or intonation problems. It is inteligible. Sentence and Word stress is often accurately placed. Individual sounds are generally articulated clearly.	Some pronunciation or intonation problems that may interfere with communication. It's mostly inteligible. Sentence and Word stress is seldom accurately placed. Individual sounds are sometimes articulated clearly.	Frequent intonation or pronunciation issues that interfere with communication. It is not inteligible. Student has some control of the phonological features at both utterance and Word levels.	
FLUENCY	Speaks fluently. Expresses thoughts with no hesitation and few pauses. Contributions are relevant with a clear organization of ideas. Uses a range of cohesive devices.	Speaks clearly but expresses thoughts with some hesitation and pauses. Contributions are relevant with Little repetition. Uses a few cohesive devices.	Speaks slowly, with frequent pauses and hesitation. Most ideas are complete. Most Contributions are relevant but there's repetition of ideas. Uses recurrent and simple cohesive devices.	Speaks slowly with long pauses and constant hesitation. Incomplete ideas, hard to understand. Uses basic or no cohesion devices.	
INTERACTION	Uses frequent expressions to enhance communication. Initiates and responds appropriately , linking contributions to peers. Maintains and develops the interaction and negotiates towards an	Uses expressions to enhance communication. Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very Little	Uses few expressions to enhance communication. Problems Initiating or responds appropriately. Needs the teacher's support to Maintain and develop the interaction.	Uses no expressions to enhance communication. Unable to Initiate and respond without the teacher's help.	

ATTITUDE RUBRIC: ATTENDANCE-PUNCTUALITY-BEHAVIOUR-PREPARATION

	Excellent 2,5 points	Good 2 points	Fair 1,5 points	Poor 1 point
ATTENDANCE	Student was present for every class	Student was absent for 1 class but provided instructor with a reasonable excuse	Student was absent for 2 classes but provided instructor with reasonable excuses	Student was absent for more than 2 classes and/or did not provide instructor with reasonable excuses.
PUNCTUALITY	Student was always on time for class and often arrived early	Student was usually on time or early for class (was late to class only 1 or 2 times).	Student was sometimes on time (was late to class 3 times), but rarely arrived early	Student was rarely on time or early (was late to class 4 or more times).
LEVEL OF ENGAGEMENT AND BEHAVIOR	Student brought original thought and persepctive to class discussions. Student was fully engaged and actively involved during every class. They also worked cooperatively and well with all of their peers.	Student often partipated freely in class, asked questions, and participated in discussions/work with peers cooperatively	Student sometimes participated in class without being prompted but was reluctant to join in discussions/work with peers.	Student rarely participated in class discussions or asked questions. Interaction with peers was mimimal.
PREPARATION	Student is always prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary	Student is usually prepared for class with completed assignments and necessary materials. May have had a few quiz/homework questions left to answer at the beginning of class.	Student is sometimes prepared with most of the assignment completed and with the required materials. May have needed extra time to complete homework/quizzes before turning them in.	Student is almost always unprepared for class. Assignments/quizzes are not fully completed and/or they do not have other required materials

WRITING RUBRIC

	LEVELS OF ACHIEVEMENT				
CATEGORY	EXCELLENT (2 points)	GOOD (1,5 points)	FAIR (1 point)	POOR (0,5 points)	ASSESSMENT
Vocabulary	Excellent language control. Wide range of accurate vocabulary. Occasional errors may be present but do not impede communication	Satisfactory language control. Wide range of vocabulary. Errors do not impede communication	Weak language control, Acceptable but basic vocabulary. While errors are noticeable, meaning can still be determined.	Limited language control.Lack of basic vocabulary. Errors impede meaning	
Grammar	Accuracy and variety of gramatical structures. Effective control of gramar. Occasional errors may be present but do not impede communication	Satisfactory control of gramar. Few errors when attempting to use varied structures. Errors do not impede communication	Acceptable control of gramar. Frequent mistakes and Little variety. While errors are noticeable, meaning can still be determined.	Limited control of gramar. Very frequent mistakes even in simple structures. Errors impede meaning	
Organization and structure	Extensive variety of sentence structure. Structures the text following conventions	Frequent and varied sentence structure. Follows the structure conventions	Little variety in sentence structure. Does not follow the structure of the text conventions.	No variety in sentence structure. Writing is disorganized and hard to follow.	
Cohesion	Accurate use of cohesive devices and transitions	Uses some cohesive devices and transitions	Weak or not accurate use of transitions	No transitions or cohesive devices.	
Content	Very coherent. Covers topic thoroughly. Adds supporting details and logical ideas. All content is relevant to task. Target reader is fully informed.	Coherent. Includes essential info.Includes some supporting details. Minor irrelevances and/or omissions may be present. Target is on the whole informed.	Fairly coherent. Includes sufficient info, but the few details are not well explained. Some irrelevances and nisinterpretation of task may be present. Target reader is minimally informed.	Not coherent . lacks essential info and logical ideas. Mostly copy-pasted. Content is totally irrelevant. Target reader is not informed.	

NOTAS FINALES CON IDOCEO

	Evaluación Inicial	Primera Evaluación							Segunda Evaluación						Tercera Evaluación										Evaluacion Final							Asistencia					
	Classwork Notebook Grade* 25/11		ORAL							ORAL						Half-Term Exam	End-Term-Exam	Total exams 19/11	Total orals 19/11	Total homework and classwork	Final Mark 19/11	08/12	Padlet Travel Blog	Europass		ATTITUDE				Final Mark Sar 23/03
#				VOCABULARY	GRAMMAR	PRONUNCIATION	FLUENCY	INTERACTION		VOCABULARY	GRAMMAR	PRONUNCIATION	FLUENCY	INTERACTION											PUNCTUALITY	ATTENDANCE	LEVEL OF ENGAGEMENT AND	PREPARATION	
1	10.00	10/10	6.50/10	1	1	1.5	1.5	1.5							0.00		3.25	4.00	0.73			6.5	10	10/10	2.5	2.5	2.5	2.5	7.90
2	9.00	9/10	6.50/10	1	1	1.5	1.5	1.5							0.00		3.25	3.60	0.69			6.5	10	7/10	1.5	1.5	1.5	2.5	7.20
3	10.00	10/10	10/10	2	2	2	2	2							0.00		5.00	4.00	0.90			10		10/10	2.5	2.5	2.5	2.5	9.00
4	10.00	10/10	9/10	1.5	1.5	2	2	2							0.00		4.50	4.00	0.85			9.5	10	10/10	2.5	2.5	2.5	2.5	9.45
5	7.00	7/10	6/10	1	1	1	1.5	1.5							0.00		3.00	2.80	0.58					7/10	1.5	1.5	1.5	2.5	5.10
6	9.00	9/10	4/10	0.5	0.5	1	1	1							0.00		2.00	3.60	0.56			7	9	9/10	1.5	2.5	2.5	2.5	6.30
7	10.00	10/10	8.50/10	2	1.5	2	1.5	1.5							0.00		4.25	4.00	0.83			6.5	10	10/10	2.5	2.5	2.5	2.5	8.90
8	5.00	5/10	2.50/10	0.5	0.5	0.5	0.5	0.5							0.00		1.25	2.00	0.33					3/10	1	1	1		2.35
9	10.00	10/10	6/10	1.5	1	1	1	1.5							0.00		3.00	4.00	0.70			6	8.5	10/10	2.5	2.5	2.5	2.5	7.45
10	5.00	5/10	5/10	1	1	1	1	1							0.00		2.50	2.00	0.45					5/10	2.5	2.5			4.00
11	10.00	10/10	5/10	1	1	1	1	1							0.00		2.50	4.00	0.65			5	10	7/10	2.5	1.5	1.5	1.5	6.40
12	3.00	3/10													0.00		0.00	1.20	0.12					3/10			1.5	1.5	0.90
13	10.00	10/10													0.00		0.00	4.00	0.40					9/10	2.5	2.5	1.5	2.5	2.80
14	9.00	9/10	6.50/10	1	1	1.5	1.5	1.5							0.00		3.25	3.60	0.69			5.5	6	9/10	2.5	2.5	1.5	2.5	7.10
15	3.00	3/10													0.00		0.00	1.20	0.12					3/10			1.5	1.5	0.90

#	Inicial	Inicial /10	Handwriting	Neatness	Spelling	Coupling	Cover	ORAL	VOCABULARY	GRAMMAR	PRONUNCIATION	FLUENCY	INTERACTION	ORAL 24/10	Half-Term-Exam	End-Term-Exam	Total exams	Total orals	Total homework and classwork	Final Mark	ATTITUDE	PUNCTUALITY	ATTENDANCE	LEVEL OF ENGAGEMENT	PREPARATION	Padlet Travel Blog	Europass	Final Mark Sara 23/03
1	10.00	10/10	2	2	2	2	2	9/10	1.5	1.5	2	2	2				0.00	4.50	4.00	0.85	10/10	2.5	2.5	2.5	2.5	7.5		8.25
2	8.00	8/10	1.5	1.5	1.5	1.5	2	7/10	1.5	1	1.5	1.5	1.5				0.00	3.50	3.20	0.67	10/10	2.5	2.5	2.5	2.5	5.5		6.85
3	7.00	7/10	1.5	1.5	1.5	1.5	1	6.50/10	1	1	1.5	1.5	1.5				0.00	3.25	2.80	0.61	7/10	2.5	1.5	1.5	1.5	7	6	6.65
4	6.00	6/10	1.5	1.5	1	1	1	4/10	1	1	0.5	0.5	1				0.00	2.00	2.40	0.44	7/10	1.5	2.5	1.5	1.5	5	5	5.00
5	5.50	5.50/10	1	1	1	1	1.5	6/10	1	1	1	1.5	1.5				0.00	3.00	2.20	0.52	5.50/10	2.5	1	1	1	4.5	6	5.70
6	6.00	6/10	1.5	1.5	1	1	1	9.50/10	2	1.5	2	2	2				0.00	4.75	2.40	0.72	6/10	1.5	1.5	1.5	1.5	8.5	10	8.40
7	6.00	6/10	1.5	1.5	1	1	1	6.50/10	1.5	1.5	1.5	1	1				0.00	3.25	2.40	0.56	6/10	1.5	1.5	1.5	1.5	7	8	6.55
8	5.00	5/10	1	1	1	1	1	7.50/10	1.5	1.5	1.5	1.5	1.5				0.00	3.75	2.00	0.57	5/10	1.5	1.5	1	1	6	8	6.65
9	6.00	6/10	1.5	1.5	1	1	1	8.50/10	1.5	1.5	1.5	2	2				0.00	4.25	2.40	0.67	6/10	1.5	1.5	1.5	1.5	7.5	8	7.60
10	10.00	10/10	2	2	2	2	2	9.50/10	1.5	2	2	2	2				0.00	4.75	4.00	0.88	10/10	2.5	2.5	2.5	2.5	7		8.45
11	6.00	6/10	1.5	1.5	1	1	1	6.50/10	1	1	1.5	1.5	1.5				0.00	3.25	2.40	0.56	6/10	1.5	1.5	1.5	1.5	5.5		5.60
12	6.50	6.50/10	1.5	1	1	1.5	1.5	6.50/10	1	1	1.5	1.5	1.5				0.00	3.25	2.60	0.58	7/10	1.5	1.5	1.5	2.5	8.5	6	6.75
13	6.00	6/10	1.5	1.5	1	1	1	9/10	2	2	2	1.5	1.5				0.00	4.50	2.40	0.69	6/10	1.5	1.5	1.5	1.5	9	8	8.00
14	8.00	8/10	2	1.5	1.5	1.5	1.5	9.50/10	1.5	2	2	2	2				0.00	4.75	3.20	0.80	8/10	2.5	2.5	1.5	1.5	8.5	10	9.00

160

7.6. SURVEYS

Do you feel motivated in your English classes and would like to improve your English?

30 respuestas

- Yes, I do
- No, I don't

93,3%
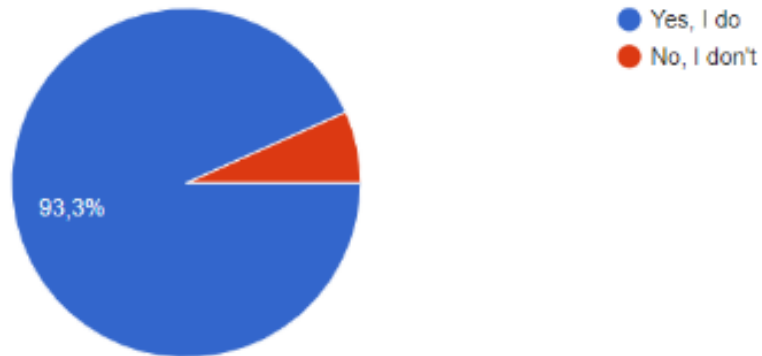
If not, what could motivate you?

30 respuestas

.

do diferent things

.

Yes, i do

Maybe films and games

Do you think English is important for your professional future?

30 respuestas

- Yes, I do
- No, I don't
- Maybe

100%

Do your teachers motivate you to study English?

30 respuestas

- Yes, they do
- No, they don't

100%

And your parents?

30 respuestas

- Yes, they do
- No, they don't

100%

Do most of your friends and classmates like English?

30 respuestas

- Yes, they do
- No, they don't
- Maybe

50%

43,3%
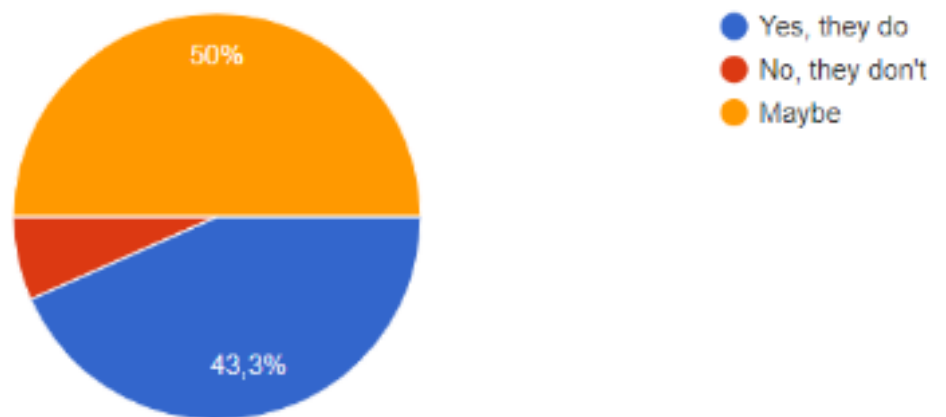
Do you like the topics discussed in the English class?

30 respuestas

- Yes, I do
- No, I don't

90%

10%
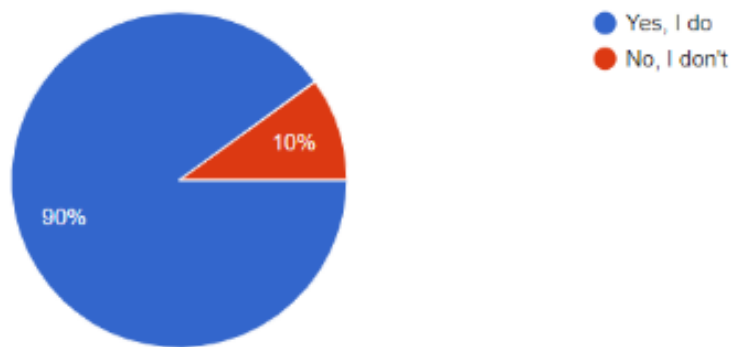
What topics would you like to discuss in English class?

30 respuestas

Interested topics, like social media, problems like bulling, internet.. Etc

Actuality topics

Cinema

.

Maybe things that I like

Do you think the activities in English class are interesting or not?

30 respuestas

- Yes, I do
- No, I don't

93,3%
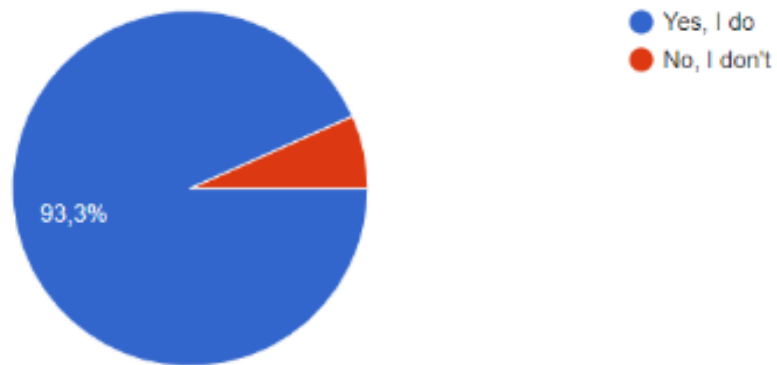
How do you think you work best in English classes, in pairs, in small groups or individually?

30 respuestas

- In pairs
- In small groups
- Individually

70%

13,3%

16,7%
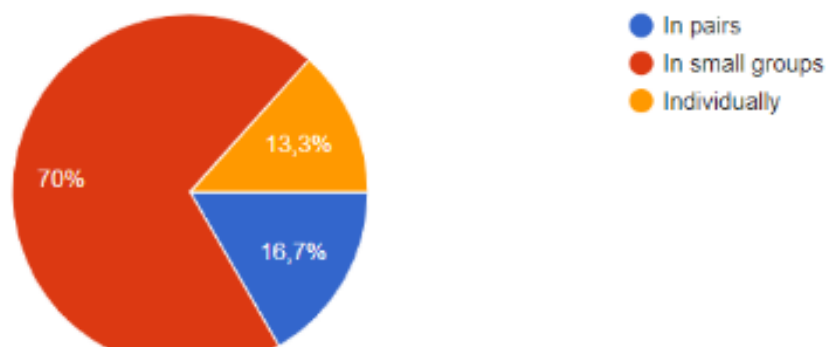
Do you find the English teacher's explanations difficult or clear?

30 respuestas
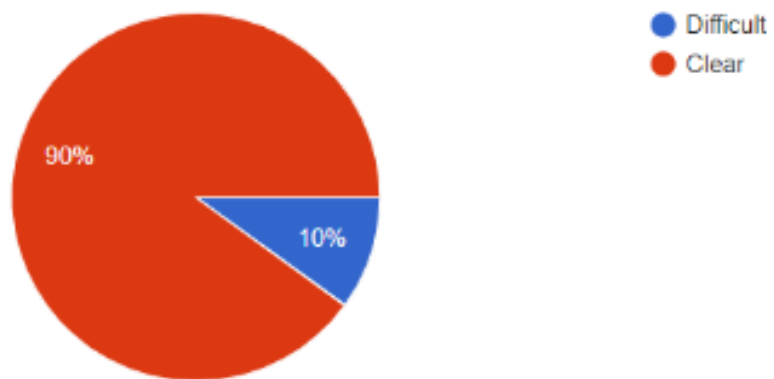
- Difficult
- Clear

90%

10%

Do you think that by working with the internet and technological tools you are more motivated to learn?

30 respuestas

- Yes, I do
- No, I don't
- Maybe

73,3%

23,3%
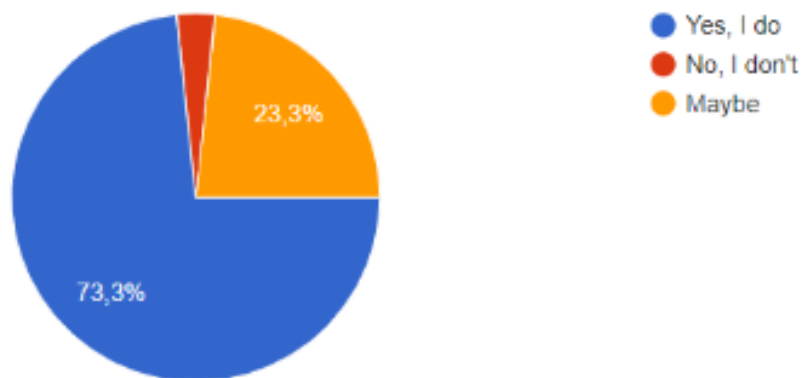
Would you like to continue studying English in the future?

30 respuestas

Legend:
- Yes, I do
- No, I don't
- Maybe

86,7%

13,3%
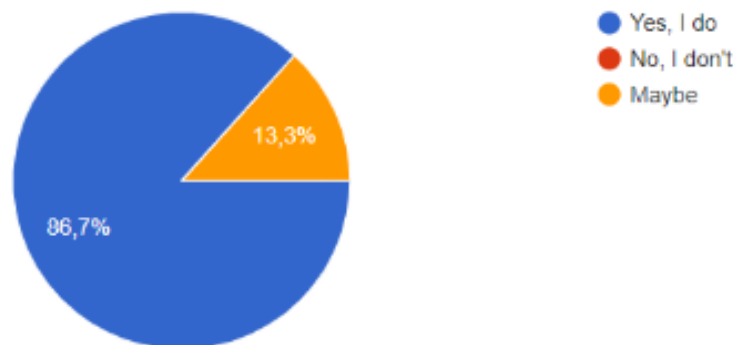
How do you think the English classes could improve?

30 respuestas

doing more quizz and things with technology

A lot of english level

More games Emma more games like sara did he he

Practising most of the time.

I don't know

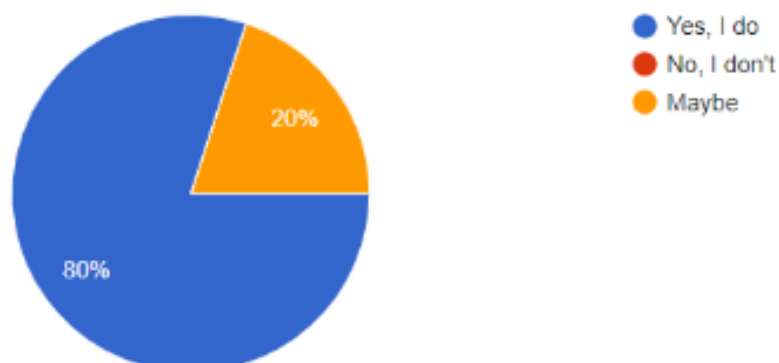I think they are already good, but for example I'd like to do a game or something like complete a song or

Do you prefer online or face-to-face English classes?

25 respuestas
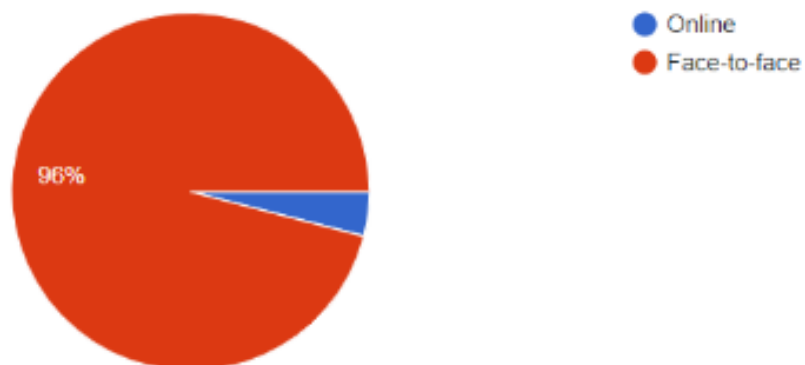
- ● Online
- ● Face-to-face

96%

Do you think that social networks or internet games help you to understand English classes better?
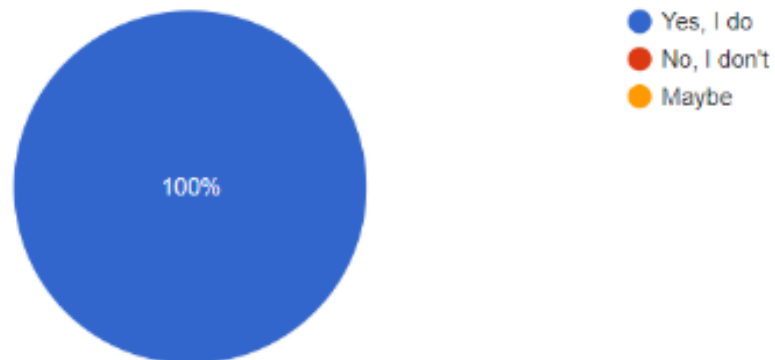
25 respuestas

- ● Yes, I do
- ● No, I don't
- ● Maybe

20%

80%

Do you think watching videos and movies in English improves your understanding and speaking skills?

25 respuestas

- Yes, I do
- No, I don't
- Maybe

100%
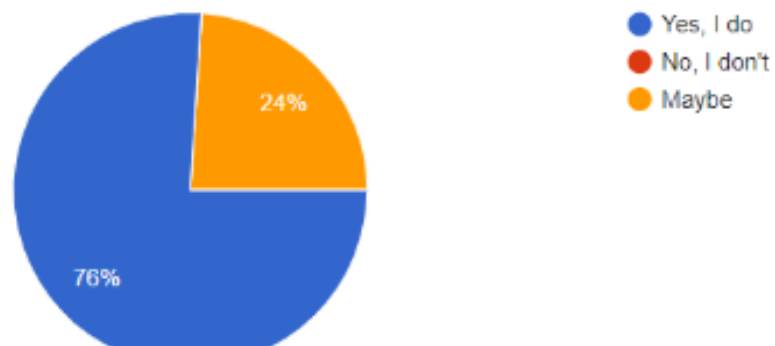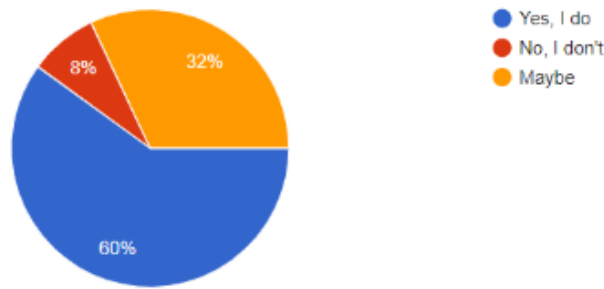
Do you think that by working with the internet and technological tools you are more motivated to learn?

25 respuestas

- Yes, I do
- No, I don't
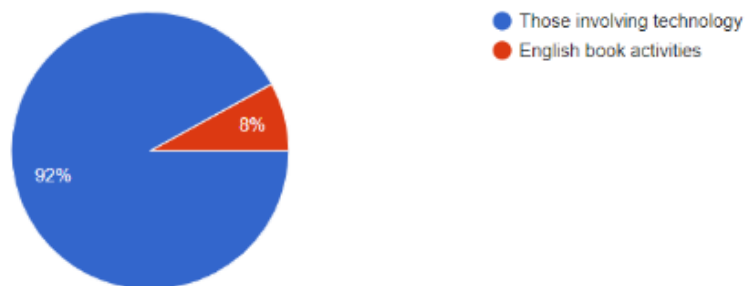- Maybe

24%

76%

Do you think that technological tools should be applied more often in English classes?

25 respuestas

- Yes, I do
- No, I don't
- Maybe

60%
32%
8%

Which activities do you like best, those involving technology or English book activities?

25 respuestas

- Those involving technology
- English book activities

92%
8%

How would you improve your English classes using new technologies?

25 respuestas

Maybe doing games but just to learn and relax

With more quizz or Kahoot in order to help having fun and studing more easily

with quizz and kahoots

I think we already use lots of TICs on English class, but I would like to watch films or short videos on English.

Kahoot and quizizz

With some interactive games or other things

I'm more focus on the classes because is a new form for learn english and for me it's more funny

Listen to other people speaking on English and work with new apps, help to you to the spealling and to be more interest on the class