

Trabajo Fin de Máster

Learning with technology

The use of ICT Tools and digital resources to avoid the overuse of the English textbook in order to boost students' motivation

Aprender con el uso de la tecnología

El empleo de herramientas TIC y recursos digitales para evitar el uso excesivo del libro de texto en la asignatura de inglés con el objetivo de aumentar la motivación de los estudiantes

Autor

Laura García Barcelona

Director

Alejandra Marta Gómez Marquínez

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato,
Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas

Facultad de Educación

Curso 2020/2021

Table of Contents	
1. Introduction	1
2. Purpose and Aims of the Dissertation	2
3. Justification, Theoretical and Curricular Framework, Methodology	3
3.1. Justification	3
3.2. Theoretical and Curricular Framework	4
3.2.1. ICTs	4
3.2.2. Communicative Language Teaching (CLT)	6
3.2.3. Aragonese Curriculum for ESO	7
3.2.4. Project Based Language Learning (PBLL)	8
3.2.5. Cooperative Learning (CL)	9
3.2.6. Motivation	11
3.3. Methodology	12
4. Critical Analysis and Discussion of the Didactic Proposal	14
5. Conclusions	27
Works cited	29
Appendices	32
Appendix 1 Assignments used as evidence of the necessity of improvement	32
Appendix 2 Learning Objectives of the Unit	32
Appendix 3 Contents of the Unit	34
Appendix 4 Evaluation Criteria of the Unit	37
Appendix 6 Materials	72
Appendix 7. Is learning English as a Second Language motivating?	88

Abstract

The current study analyses and attempts to provide a solution for the over-reliance on the English textbook and the lack of students' motivation in the EFL classroom identified in a 2nd year ESO group of a state-subsidised high school in Zaragoza during the second internship of the Master's degree. Hence, this work carries out a didactic proposal whose final objective is to improve the necessity indicated using ICT Tools and digital resources and integrating a combination of different areas of study ranging from Communicative Language Teaching, the Aragonese curriculum for ESO, Project-Based Language Learning, and Cooperative Learning.

Resumen

El presente estudio analiza e intenta dar solución a la excesiva dependencia del libro de texto de inglés y a la falta de motivación de los alumnos en la clase de inglés en un grupo de 2º de ESO de un instituto concertado de Zaragoza durante las segundas prácticas del Máster. Por ello, este trabajo lleva a cabo una propuesta didáctica cuyo objetivo final es mejorar la necesidad indicada utilizando herramientas TIC y recursos digitales e integrando una combinación de diferentes áreas de estudio que van desde la Enseñanza Comunicativa de la Lengua, el currículo aragonés perteneciente a la ESO, el Aprendizaje de Lenguas Basado en Proyectos y el Aprendizaje Cooperativo.

1. Introduction

The term "technology" has become an essential issue in many disciplines, including education, in the 21st century. This is because, in most countries, technology has become the primary means of knowledge transfer. Thus, schools and other educational institutions that are responsible for preparing learners to live in a "knowledge society" must include ICT into their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012).

We now live in a globalized and digital society that encourages people, particularly teenagers born in this new environment, to connect and maintain social ties primarily through electronic devices whose use is becoming increasingly common. This new condition is driving us toward a far less intimate world, in which most of our contacts with others take place through a screen, rather of the traditional face-to-face interaction. Furthermore, the current COVID-19 situation is having a significant impact and changing our style of communicating with others by forcing us to maintain social distance, which favors a much distant treatment among people.

In education, ICT integration refers to a technology-based teaching and learning process that is directly linked to the use of learning tools in schools. The topic of ICT integration in schools, specifically in the classroom, is crucial since students are comfortable with technology and would learn better in a technology-based setting. This is because the use of technology in education has a significant impact on pedagogical aspects, since the usage of ICT will lead to successful learning with the aid and support of ICT elements and components (Jamieson-Procter et al., 2013). Furthermore, ICT gives assistance and complementary support for both teachers and students when it comes to effective learning with the use of computers as learning aids (Jorge et al., 2003). Computers and technology are not meant to be replacements for qualified teachers; rather, they are seen as supplemental tools for improved teaching and learning. The importance of ICT integration in education is essential because, with the aid of technology, teaching and learning can take place not only in the classroom, but even when teachers and students are physically separated.

For that reasons, it is essential that teachers take use of their position in teenage education and assist students in making efficient use of digital resources as well as enhancing oral interaction and participation. According to Dickinson (1998, cited in

Mafuraga, M., & Moremi, M., 2017 p.145), the use of ICT is more effective when it is properly integrated into the curriculum and different learning units.

The concept of innovation and motivation are constantly designated in the Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón (Art. 12 and 29). Thus, this Master's Degree Final Project has been created as an innovation project in order to improve a need that was detected during the Practicum II period: the excessive use of the English textbook and therefore the lack of students' motivation in the EFL classroom. This over-reliance on the textbook, which was employed without any additional learning tools, was ineffective for the students, who did not like or find it very beneficial and motivating for learning English as a Foreign Language. This result was drawn from a survey that was designed to ask a 2nd year of ESO class their thoughts on the usage of textbooks in English classes based on their own learning experiences as well as how motivated they feel when taking English classes. The findings of this poll revealed that most students do not prefer to use the textbook as their only learning tool in English class.

Hence, these findings provided me with the essential knowledge to recognize an existing necessity that need to be improved. Consequently, this information support the applicability required to start the process of changing the teaching-learning process, which I personally experienced throughout my high school internship. My plan for the transformation process is to develop a learning unit based on the integration of ICT technologies and digital resources to replace the English textbook and achieve an increase of the students' motivation.

In order to develop the corresponding learning unit, which deals with giving advice and instructions on different types of sports, different methodological frameworks, ranging from Communicative Language Teaching (CLT), the Aragonese competence-based curriculum for ESO, Project-based Language Learning (PBL) and Cooperative Learning (CL) have been considered and further explained in this paper.

2. Purpose and Aims of the Dissertation

The main purpose of this project is to design an eight-lesson learning unit that may replace a syllabus based mostly on the usage of a textbook by incorporating various ICT tools or digital resources in order to foster students' motivation. The objective of this unit is to

experiment with new approaches of learning that may be more engaging to students than those they have encountered in past learning experiences. The activities in this unit are expected to meet some needs that are typically not fulfilled by using a textbook: boosting student cooperation, integrating the organizational features of language (grammar and discourse) with pragmatic aspects (those that are dependent on the means and contexts of language production), enhancing student autonomy and giving them an active role during lessons.

Hence, the purpose of the project is to design a Project Based Language Learning (PBLL) unit based on a Communicative Language Teaching (CLT) approach to determine if the activities have addressed properly those demands.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1. Justification

This dissertation has been created to cover the need that has been mentioned before: Motivating students by replacing English textbooks with the use of ICT tools and digital resources. During my internship in La Salle Gran Vía, I realized, by observing three different English teachers, that English lessons were mainly focused on the textbook. My mentor did not employ any other resources, and the only digital tools they used were those offered by the company that provides the high school with the English textbook and workbook. However, it was only used in case any student had left the book at home. That was not surprising because teaching English in Spain has always been very bound to textbooks.

After that, I attempted to find whether the students liked the dynamics and considered they were effective for studying English as a Foreign Language or not. Merely by analysing the situation, it was evident that the answer to this question was not positive. However, I decided to create a survey in order to have a statistical foundation on which to draw my conclusions. This survey was conducted before the creation of this learning unit and it was answered by the 24 students who form one of the 2º year of ESO class. It is constituted by 9 questions whose format has been taken considering some questionnaires carried out in a subject of the Master's Degree: 63267 Innovation and Classroom Research in EFL.

The class consisted of 24 students who all responded to the questionnaire. There were 12 males 12 female students who were in the 2nd year of secondary school. They were asked some dichotomous questions, such as “yes or no” questions about the use of textbook for learning as well as how motivated they feel with it. The survey also consists of some multiple-choice questions which you need to mark an option or give some short open answers. Finally, some rating questions such as likert-scale and semantic-differential-scale questions can be found.

The results of the survey can be observed in the appendix number 7 where some screenshots with the students’ answers can be found. In question number 3 half of the class answered that they only use textbooks for studying English. Nevertheless, the ones who did not employ only textbooks added that they used videos, music, films and PowerPoints, which may be tedious if it is not implemented in the right way. In questions 5 and 6, learners said that textbook is not highly motivating and also, they would like to use ICTs and digital resources to learn English, which was one of the answers that encourage me to design this learning unit. Finally, considering the last part of the questionnaire, students seem to enjoy learning English, but they would prefer studying it by using technological tools and more real-world expressions. These are the reasons why this learning unit is conducted with the focus on ICT tools and digital resources to foster the students thinking skills a unit managed without a book since it could be highly beneficial for learners’ motivation in the EFL classroom.

3.2. Theoretical and Curricular Framework

3.2.1. ICTs

There are various motivations for employing technology in language instruction, according to Pete Sharma and Barney Barret (2007). Aside from the fact that technology may be motivating, it also provides the option of working independently or interacting and collaborating with others. In addition, technology gives real-time feedback on language proficiency in a variety of activities and exercises. Technology may also be used to extend the classroom and save time. Finally, technology may aid language acquisition by providing new, genuine, and inspiring materials that can be accessed immediately from the Internet. Using blended learning, which they define as “a language course that combines a face-to-face classroom component with an appropriate use of technology”, Pete Sharma and Barney Barret (2007: 7) suggest that “positive learning outcomes are most apparent when clear roles are assigned to the teacher and to the technology.”

Ally and Prieto-Blázquez (2014) discussed the advantages of mobile technology in education, emphasizing the fact that technology is continually evolving and, therefore, cannot be ignored by the educational community. They describe technology as an easy access to knowledge and a current method of employing relevant educational materials that may benefit both students and specialists in any subject of study.

ICT can be used in various ways where it helps both teachers and students to learn about their respective subject areas. A technology- based teaching and learning offers various interesting ways which includes educational videos, stimulation, storage of data, the usage of databases, mind-mapping, guided discovery, brainstorming, music, World Wide Web (www) that will make the learning process more fulfilling and meaningful (Finger & Trinidad, 2002). On the other hand, students will benefit from ICT integration where they are not bounded to the limited curriculum and resources, instead hands-on activities in a technology-based course are designed to help them stimulate their understanding about the subject. It also helps teachers to design their lesson plans in an effective, creative and interesting approach that would result in students' active learning. Previous researches proved that use of ICT in teaching will enhance the learning process and maximizes the students' abilities in active learning (Finger & Trinidad, 2002; Jorge et al., 2003; Young, 2003; Jamieson-Procter et al., 2013).

Integration, enhancement, and complementary are the three primary phases described by Hermans, Tondeur, Van-Braak, and Valcke (2008) for ICT to be highly appreciated and considered by teachers. The integration approach entails incorporating appropriate ICT use in a subject area with complex concepts and abilities in order to increase student accomplishment. Furthermore, a curriculum review is required so that only connected ICT materials and appropriate software will be installed in order to meet the curriculum's key purposes and objectives. The enhancement strategy entails utilizing ICTs to provide a strong emphasis on the topic in question. Microsoft PowerPoint, for example, may be used to present the issue in a unique and creative way that encourages conversation and the exchange of ideas and opinions. Finally, when ICTs are employed to help and support student's learning, it is referred to as a complementary approach. This method allows students to be more organized and efficient by allowing them to take notes on the computer, submit their work via email from home as long as they meet the deadline, and search for information from a variety of online sources to complete the task assigned to them (Hermans et al., 2008).

3.2.2. Communicative Language Teaching (CLT)

CLT must be identified as one of our main supports, with participation and interaction among learners in the L2 as our end purpose, as it was stated by Brown (2007) in the post-method era as one of the best approaches for achieving communicative competence that was conceived as a reaction to traditional methodologies. Furthermore, the Aragonese curriculum for ESO demands its use in EFL classrooms with the purpose of acquiring the required competence. CLT is defined by Richards (2006) as a "set of principles about the goals of language teaching" (p. 2), which emphasizes on the activities that take place in the classroom. Brown (2007) claims that CLT places learners at the center, therefore both final products and processes will be included throughout the sessions, using a mixed-focus approach (Finney, 2002). As a result, rather than acting as an authoritative source of knowledge, the teacher's role in this scenario is to act as a guide and facilitator. Therefore, students' role is that of active participants who communicate with others using their interlanguage in pursuit of meaning (Lightbown, 2000, and Richards and Rogers, 2001). In addition, Richards (2006) states that learning a language entails, among other factors, students' engagement in the L2 for negotiation of meaning and feedback they can obtain if they consistently produce language. Long (1991, cited in Lightbown, 2000 p. 445) claims that a "focus on form" (as opposed to "focus on forms,") or, otherwise, the inclusion of corrective feedback in classroom communicative situations, has a positive impact on Second Language Acquisition (SLA) in the instructional context.

However, for this focus on form to occur, there must be in-class interaction and involvement in English. Brown (2007) feels that CLT is the most effective method for achieving meaningful communication because it involves students in "a pragmatic, authentic, functional use of language for meaningful operations" (p.46). That is, according to Brown (2007), Ellis (2003), and Lightbown (2000), that students have to participate in real-life context activities in order to accurately apply the language to everyday situations.

The tasks designed aim to encourage students' engagement and interaction by focusing on fluency rather than on accuracy, because, as Lightbown (2000) notes, knowing a linguistic rule does not guarantee that learners will be able to apply it in real-life situations. Nonetheless, even while the ultimate objective of CLT (Brown, 2007) is fluent and meaningful communication, this does not disprove the need of accuracy.

Therefore, grammar content was introduced through input enhancement and flood (Gil and Pascual, 2021), and explicit language explanations may occur during the implementation as needed.

3.2.3. Aragonese Curriculum for ESO

When developing the learning unit, the curriculum design and planning were also taken into consideration. Two theories have received considerable attention: Scott (2011) and Ur (2011). (2012). The first was considered when organizing the syllabus; according to Scott (2011), conventional English syllabuses were mostly focused on grammar. However, instead of isolated and decontextualized grammar practice, a suitable syllabus design should be centered on concepts that foster communication and also on motivating students to participate in activities that encourage them to enhance their thinking abilities. This was noticed when the focus is mainly on the textbook: learners acquired grammatical structures by completing tasks in the book that replicated those structures. They struggled to use their knowledge when attempting to communicate, even though it was completely possible to do so by using the language and vocabulary they had learned. In this way, the exercises of the unit sought to integrate grammar within activities based on communication rather of just remaining in the explanation with its subsequent isolated activities.

Ur (2012) was the second author who contributed to curriculum design, and whose work was employed to determine the sort of syllabus that required to be chosen as a model for my own learning unit. Regarding Ur (2012), each unit within a structural or grammatical syllabus concentrates on a grammar aspect, and the activities connect to it either directly (with grammar explanations and activities) or indirectly (with the use of communicative activities from which the grammar learning occasionally occur).

It is crucial to highlight that, considering the educational context in which the pedagogical innovation of this dissertation is being implemented, the learning unit designed meets the requirements of the constitutional law 8/2013, of December 9th (LOMCE), which includes the LOMCE Aragonese Curriculum (Order ECD/489/2016, of May 26th). The aforementioned curriculum comprises general provisions and methodological instructions for the stage, as well as specific provisions for EFL, where the assessment criteria and specific contents for all levels may be found. In the case of key competences related to these contents and evaluation criteria, the Order ECD/65/2015 of January 21st was used as a guide. The 2nd year ESO class in a secondary school in

Zaragoza, which was observed and taught during the Master's internship term, is the specific environment that deals with the learning unit created for this work.

In addition, the eight curricular general objectives for the EFL area, which are mentioned in the specific provisions for EFL, have also been considered in the development of this didactic proposal. It focuses on Obj.IN.1., Obj.IN.2., Obj.IN.3., Obj.IN.4., and Obj.IN.6., which will be commented about in the critical analysis section, and especially on the second and sixth objective, which requires learners to communicate and express themselves verbally in the L2 and to develop autonomous and cooperative learning strategies by using ICTs, self-evaluation and co-evaluation, in order to progress in the learning and acquisition of the foreign language, which we are attempting to improve with the current innovation. The learning outcomes for this unit, which are listed in Appendix 2, have contributed significantly to these purposes.

Finally, as we are working with a competence - based curriculum, it is crucial to note that the seven key competencies specified in it are addressed in our approach. Competence in Linguistic Communication (CCL) through the teaching of both grammar and vocabulary contents, the practice of the four main skills (speaking, listening, reading, and writing) using by the use of an integrative approach, and the integration of the components of communicative competence (linguistic, sociolinguistic, and pragmatic elements) will probably be the most worked on and directly present in all lessons together with Digital Competence (CD), as ICTs are involved in all the activities that are carried out and, furthermore, it is what this project is based on. In addition to this, the Learning to Learn Competence (CAA) is also tackled since students work in pairs or groups most of the time and apply both self- and peer-assessment.

3.2.4. Project Based Language Learning (PBL)

Another CLT viewpoint that activities which comprise this learning unit is to follow the Project-Based Language Learning method (PBL), which, as the name suggests, involves learners creating a project in order to learn a second language as it progresses.

According to Stoller (2009), in order to produce a high quality PBL experience, many requirements must be met, which mostly align with the basic PBL design concepts. PBL should, in particular, (1) be oriented toward both the product and the process, (2) be defined to some extent by students, (3) be longer than one lesson, (3) incorporate all language skills, (4) integrate content and language learning, (5) involve group and

individual work, (6) charge students with their own learning, (7) result in a product, and (8) allow for student reflection on the process and the product (p. 24).

It is stated that using technology can help PBL become more effective (Condliffe et al., 2017, p. 2). According to Krajcik and Shin (2014), ICT tools may aid learners with knowledge generation, discovering, analyzing, and sharing content online, collaborating, and generating multimedia products. Technology allows "to extend what they can do in the classroom and serve as powerful cognitive tools that help teachers foster inquiry and student learning," according to (Krajcik & Shin, 2014, p. 287). Technology may help to boost PBL by facilitating communication, interaction, and cooperation between students and teachers, as well as allowing for the creation of multimedia materials and the display of students' work to an audience (Gu, 2011; Debski & Gruba, 1999). Finally, in PBL, technology may be employed to assist students in "developing critical and creative thinking, as well as the capacity to generate and solve issues in a way that will have an influence on their lives and the lives of people around them" (Gu, 2011, p. 226).

Students will have to create a blog which will include all the activities carried out during the unit. Apart from that, they will have to record themselves and edit a video in which they must give advice and instructions about how to play a specific sport in order to advertise a sport company. Even though the project's focus in PBL does not have to be on language, Second Language Acquisition will be heavily implicated because "the major goal reported for project-based instruction is to provide opportunities for language learners to receive comprehensible input and produce comprehensible output" and "to provide students with opportunities to "recycle known language and skills" in natural contexts." (Beckett, 2006).

3.2.5. Cooperative Learning (CL)

When it comes to the interaction, we want our learners to have, the benefits of Cooperative Learning (CL) have been taken into account for this proposal, since Brown (2007) highlighted it as a method for encouraging students to participate actively. CL principles, according to Johnson & Johnson (2002 cited in Johnson, D. W., & Johnson, R. T., 2008, p.10), are heavily influenced by the Social Interdependence Theory, which states that one person's achievement is influenced by the actions of others. This theory explains therefore that interdependence can be positive when someone achieves their goal only if others achieve theirs; negative when individuals achieve their goals only if others

fail to achieve theirs; and no interdependence when the accomplishment of any activity is not dependent on the performance of others.

When it comes to school education and achieving learning goals, Johnson, D. W., and Johnson, R. T. (2008) argue that positive interdependence, which entails cooperation rather than competition or individualism, is the most successful. As a result, it will be the structure applied the most of the time in this learning unit, as learners will be working in groups or pairs the majority of the time, such as when giving advice instructions about how to play a sport or participate in a debate about benefits and drawbacks about playing sports. However, positive competitive features will be incorporated at some time to motivate learners to participate and cooperate, but only in the context of teamwork and cooperative approaches, such as in Guns, Bombs and Angels game, which they play in teams.

According to Theodore Panitz (1999), there are various advantages of using CL for educational objectives. One of them is the boost in learners' self-esteem and, consequently, their willingness to participate engaged in the learning process. Moreover, Panitz (1999) claims that CL enhances students' social skills, while Yager, Johnson, and Johnson (1985, cited in Panitz, 1999, p.63) claim that it also improves their oral communication abilities by providing or requesting clarification or explanation of concepts. Apart from that, Webb (1982, cited in Panitz, 1999, p.61) notes that CL encourages interaction among learners at all levels since pair or team work benefits everyone. Hence, in the current didactic proposal, students will always be paired up according to their different learning profiles (Sternberg, 1988, and Gardner, 2011) and levels, putting into groups low or middle-low level learners with high or middle-high level partners, so that they can all benefit from their position by asking questions or assisting others.

At the same time, Slavin (1980, cited in Panitz 1999 p.63) describes CL as a very effective approach for involving students in their own learning process, which Dörnyei (1994) and Treisman (1983, 1992, cited in Panitz 1999 p.64) consider essential for increasing learners' motivation and interest in the course, and thus boosting their active participation.

3.2.6. Motivation

Dörnyei is a well-known author which comes readily to mind when thinking about motivation when learning a foreign or a second language. According to him (1994), “motivation is one of the determinants of second/foreign language (L2) learning achievement”. That is why this paper is attempting to increase the motivation of 2nd year ESO students by the implementation of a didactic unit which uses digital resources as the main tool to achieve that. As a result, bringing items to the classroom that might enhance students' enthusiasm and help them become more involved in their learning system is crucial. In today's society, audiovisual materials are more consumed than the written ones, and every student might have access to them on a daily basis. Thus, using video clips such as interviews, series or animated videos as an instructional tool may be a useful method for students to establish connections between school and their free time.

Dörnyei said that Gardner's distinction between instrumental and integrative drive was oversimplified, and Dörnyei (1994) added that “socio cultural context has an overriding effect on all aspects of the L2 learning process, including motivation.” Other methods to motivation include the behaviorist perspective, which "stresses the importance of rewards and reinforcement" (Brown, 1994: 73) to motivate students. For that reason, an initial challenge letter was created for students to dare them to create the perfect advertisement. It is founded on the idea that motivation occurs when pupils are presented with a stimulus, such as an external reward or reinforcement, that causes them to behave in a certain way.

Education and cultural backgrounds are also important, according to Gardner. Gardner claims as a result that “when we discuss the motivation to learn a second language, we have to take both contexts into consideration” (Gardner, 2007). In order to understand its effects and make the teachings successful, the educational context of the specific school, or more precisely, of the specific classroom, must be taken into consideration in any topic. That is, teachers should keep in mind the varied types of learners in each class, their level, their behavior, and what they enjoy and loathe, because all of this will affect the class rhythm, and some approaches will function much better in some classes than others. The cultural background must be addressed in the case of a foreign language subject since aspects from a culture other than the students' own are discussed in class.

Dörnyei divided these strategies into four groups in 2001. These categories are quite useful for identifying what is required to raise students' interest in a foreign language lesson. The first category is concerned with the teacher's role as a model and also teacher-student interactions. Teachers should act as a role model in terms of their enthusiasm, commitment, and desire to work. In order to promote group cohesion, teachers should also establish good connections with students, maintain a comfortable and pleasant atmosphere, and provide norms. The second category is focused on increasing students' goal orientation as well as the production of realistic and relevant materials so that students may work with resources that are engaging and attractive. The enhancement of learners' autonomy and self-confidence lies under the third category. Students' learning will be more successful if they are given the opportunity to learn to work independently and organize their own studies as they will demonstrate with the Symbaloo activity ,for instance (Appendix 6.10.). Hence, students will have more self-confidence since they will be conscious of their development. The fourth area focuses on improving self- evaluation, rewarding effort over ability, giving feedback, and boosting learner satisfaction. Students who are able to self-assess will be more aware of their own flaws and areas in which they need to develop. Their autonomy will be enhanced, and they consequently will be more motivated. When a teacher offers feedback and praises a student's work, the same thing happens. Students will perceive that they are appreciated, which will increase their fulfillment and will drive them to study and learn (Bernaus & Gardner, 2008).

3.3. Methodology

The main purpose of this dissertation, as it has been mentioned before, is to substitute 2nd year of ESO textbook by implementing activities which only use ICT tools and digital resources in order to foster students' motivation in second language acquisition.

The first thing to do was to detect a need during the initial observation process of the Practicum II. Once the necessity was found, I conducted a survey which consists of questions about their opinion in the utilization of textbooks to learn English, in addition to how motivated they feel when taking an English class at high school.

After the conduction of the survey, I opted for carrying out this unit plan as an improvement of the lack of students' motivation by trying to use ICT tools and digital resources as an innovative teaching method. Thus, I have designed an eight days' plan with activities based on PBL and CLT which comprehend the four skills (reading,

listening, writing and speaking). Apart from considering all these approaches, I also contemplated Aragonese Curriculum in order to be faithful to the objectives, content and competences that students should learn during the whole course. In addition, I also considered the different assessment criteria set out in the curriculum and, from there, designed several rubrics and checklists that can be found in appendix 4. They assess some particular activities which are crucial in the learning process, moreover students have self- and peer-assessment so that they work in their autonomy and self-criticism. After the process of thinking about the activities that will be used considering the theoretical framework, I designed the material in a real way, so this plan might be carried out in a 2nd year of ESO English class.

Regarding the present paper, a brief introduction to the dissertation will be displayed. Then, the objectives as well as the purpose of the project will be exposed so that we know what the aims of this paper are as well as to know what the writer is trying to achieve and why, which might be discovered in the justification section. This part deals with the reasons why it has been decided to substitute the textbook by using technology as a way of motivating students as well as the survey explanation. Besides, this information can also be found in more detail in appendixes 1 and 2 at the end of the dissertation. After that, the paper will develop the methodology and the theoretical framework to be pursued. The latter consist of theories from significant authors that will be helpful for the grounds and support of this project. The following section deals with the analysis of eight lessons developed in appendix 5 which will be commented critically considering some important authors' theories as well as the Aragonese curriculum which provides the objectives, contents and evaluation criteria to follow. Eventually, the final chapter will address the reflection and conclusion that has been drawn from this improvement project. References and appendixes will be included at the end of the paper.

The efficacy of the learning unit will be assessed by the students, who will be given the opportunity to fill out a questionnaire expressing their own ideas about the activities they have produced and comparing them to the activities they would typically do in a textbook-based learning unit. This form which can be seen in Appendix 4.6., will analyze students' thoughts on the activities as well as any ideas for improvement, which will be considered in order to change the unit for future usage.

4. Critical Analysis and Discussion of the Didactic Proposal

Context and group characteristics

The learning unit in this work was designed to be a motivating way to work with a CLT approach without having to rely on the use of a textbook, which, according to the survey and the selected literature, is insufficient in terms of fostering students' motivation and improving their linguistic skills. To meet this target, activities had to be highly reliant on English in real-life scenarios rather than isolated situations, and they have to promote student cooperation through their communicative skills.

Therefore, it was determined that the best method to achieve these objectives was to develop a unit that was mostly composed of digital activities: ICT tools and online materials. As it can be seen in the lesson plan, all the activities to be completed have been created in the following manner: by using online programs like Google Drive, WordArt.com, Mentimeter, Google Forms, Mindomo, iMovie and Movie Maker, Padlet, Symbaloo; online activities with game-like characteristics like Quizizz or Flippity; social media sites like YouTube or Wix (blog site); the digital version of some articles written in blogs or forums.

In this section a critical analysis and discussion of this didactic proposal will be conducted. This proposal is focused on materials based on ICT Tools and digital resources which has been created regarding my internship (Practicum II) in La Salle Gran Via (Zaragoza), a bilingual state-funded English bilingual high school. This learning unit is organized in eight sessions of 55 minutes, placed in the second term. The group is composed of 12/13-year-old students, who are in 2nd of ESO. Learners, in general, presented a good level of English, the average level will be A2 regarding the European Framework. There are students with an English level above the average, however there are also the ones who are below the average. This contrast will allow the class to be divided into groups of students at “different levels” so that they learn from each other and do not get overwhelmed. Thus, the activities were chosen and created with this level in mind. If any of them are too difficult, the teacher will be available to provide language support through a variety of strategies and scaffolding, such as explaining the meaning of words and supplying similar examples, providing constant corrective feedback or assisting students in identifying the most difficult structures so they can focus on them.

Contribution to key competences

This learning unit addresses six key competences according to the Orden ECD/65/2015 por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. Thus, this section provides a brief description of how these competences are worked in this unit.

It contributes to the Learning to Learn Competence (CAA) by placing students at the center of their learning process through a questionnaire (Appendix 7) about the use of the English textbook for learning the language and how motivated they feel when taking an English class as they usually do. Furthermore, by self- and peer-assessment of an oral dialogue and the blog which are the final projects using some rubrics (Appendix 4.3 and 4.4), and planning their creations with the help of some thinking strategies (Appendices 5.1.2. and 5.5.2.), and by regularly cooperating with their pairs or group work.

The Digital Competence (CD) which is essential throughout the unit since it is focused on the use of technology to replace the usage of a textbook as well as to increase students' motivation. Almost every activity in the lesson plan is therefore an excellent illustration of developing the digital competence. These tools allow learners to be engaged with English in the many ways that are being mentioned. We are given specific attention to this competence since we must recognize that it is a part of students' everyday lives and therefore one of their areas of interest. It is developed in every lesson by using computers for searching for information, filling out questionnaires and self- and peer-evaluation, sharing their ideas in Menti, creating a blog where all the activities carried out will appear, record and edit a video giving instructions and advice about how to play a specific sport, elaborating a collaborative Padlet to plan their projects. They use ICT Tools and digital resources for every activity integrated in this learning unit.

The major focus of the Sense of Initiative and Entrepreneurship Competence (CIEE) is on the use of techniques to help learners achieve effective communication of their ideas, on continuous group work, and on the importance of English today. This unit is designed to boost students' autonomy; nevertheless, this does not preclude them from relying on their peers, since cooperation is highly encouraged. They must, however, be able to do their activities without the clear guidance of the teacher, who must act as a support rather than the leader of their learning process. The video production that students

must do in lesson 7, where students must demonstrate that they have acquired their own autonomy to work, is perhaps the clearest demonstration of this competence in the unit.

The Cultural Expression Competence (CCEC) entails understanding and appreciating other cultural backgrounds in a respectful manner. It also entails interpreting cultural elements as a means of communication among the members of the society, regardless of their origin. Thus, this competence will be introduced by dealing with unusual sports around the world and also sports which are typical of several English-speaking countries.

In terms of Social and Civic Competences (CSC), this competency is addressed throughout the unit to the extent that a lot of activities in the lesson plan require collaboration. The students' interaction skills will be developed because of the interpersonal relationships that are required to carry out the activities successfully. A good example of this is the debate about advantages and disadvantages of playing sports. That exercise is a simulation of a social issue in which students must take sides, understand the necessary standards for supporting one side or the other, and debate from a respectful viewpoint while working with their peers.

Considering that one of the main purposes of this learning unit is that students develop meaningful communication in English, the Competence in Linguistic Communication (CCL) is worked on in most of the activities.

Hence, it can be seen that this competence is very important in this unit because it is used in a variety of situations. Every cooperative activity in the unit provides a social setting in which students are required to interact with their peers. They are expected to communicate every time in English. This means that the learner will improve his or her linguistic competence in a different language than their native through any task that requires group work.

Therefore, the four main language skills are practiced following an integrated approach, as stated in the curriculum's specific provisions for EFL. Since oral production and active participation in the L2 are greatly promoted through cooperative activities such as an advertisement giving advice and instructions about a sport as well as *Guns, Bombs and Angels* will be done orally.

Oral comprehension will be dealt with through a video about sport and success (Appendix 5.3.2.), in addition to some videos about sports play in different English

speaking countries (Appendix 5.2.3.) and some questions about them. Students also will be given the opportunity to assess peers' oral dialogues, and to listen to each other's contributions. Written production will be tackled by asking students to write the draft for the dialogue (5.6.3.), by playing Scramble (5.4.2.), by completing the Padlet (5.5.2.) as well as by writing sentences with modal verbs in the Mind Map (5.2.2.). Finally, written comprehension will be worked on by reading articles of the topic of the unit (Appendices 5.2.1, 5.4.3, 5.5.1) and their peers blog, but also when reading any other instructions or comments for tasks, for instance when reading the WAGOLL of a dialogue (Appendix 5.6.1.) for creating one.

Objectives and Contents

According to Finney's (2002) mixed-focus approach for a syllabus model, which considers both the product and the process, learning is described as a cognitive process that situates learners at its center, including not only their cognitive but also their emotional needs. Consequently, the unit's learning outcomes (Appendix 2) were created with both the product and the process of learning in mind, resulting in a communicative approach through the integration of contents, assessment, and procedures. Thus, the contents (Appendix 3) were produced from the curriculum, taking into account topic and the high school English textbook concepts as well as the evaluation criteria and communicative processes.

This didactic unit also helps to the completion of the eight general objectives for the EFL area through the many activities and tasks offered. By the end of this unit, learners will be able to understand both detailed and specific information from oral and written texts (YouTube videos, articles, blogs) (Obj.IN.1), as well as orally exchange and express information related to the topic studied (Obj.IN.2), thanks to the inclusion of cooperative and communicative activities that encourage both participation and interaction in English, such as the creation of a dialogue about how to play a sport. They will also be able to comprehend and identify general and specific information from texts in a variety of styles (Obj.IN.3), such as an article, discussion, a blog, or a forum, as well as produce coherent and cohesive short texts giving advice and instructions (Obj.IN.4.).

Apart from that, learners will have to use their linguistic knowledge (Obj.IN.5) as well as collaborate with others through constant pair and group work, such as in collaborative Padlet, The Key to Think, Running Dictation, Number Heads Together, and

apply both self- and peer-assessment methods in order to accurately produce oral and written texts (giving advice and instructions) (Obj.IN.6.). They must also demonstrate effort and interest in their oral and written inputs to the process of learning English (Obj.IN.8), as well as regard the language as a useful tool for obtaining information and communicating with others.

In terms of stage objectives, learners learn to be responsible and tolerant through cooperative work to complete tasks, while also developing their affective and social skills, self-confidence, active participation, and a sense of initiative. They have to also use properly the ICT Tools to access different sources of information, show tolerance for cultural differences, and express themselves in English.

Sequence of activities

The Project-based Language Learning (PBL) stages learned in the course 63266 Design of Learning Activities for EFL are used to structure the activities in the lesson plan. The PBL learning style was chosen because, as Pitura and Berlinska (2012) point out, it may be an effective vehicle for students to obtain their required civic and digital skills. They also suggest that using technology can help the PBL to be more successful.

The following are the stages in which the activities are divided:

Activation stage (Lesson 1): The exercises in the first lesson are designed to activate and reinforce the student's previous knowledge on sports. This is accomplished through the presentation of a challenge letter and a challenge organizer (Compass points), which will incentive students to start thinking about the final project they must carry out (create and advertisement by recording a video where two people talk about how to practice the sport they will be randomly assigned. Moreover, this stage deals with a wordcloud, which allows students to think about terms they already know while also finding new ones. Furthermore, the form of the wordcloud (Olympic ring) offers pupils the first clue of what the unit will cover, in addition to the words included inside it. Apart from that, learners will create a wordcloud by writing individually five words about sports that had not appeared yet.

Discovery stage (Lesson 2): The first collaborative work the students will face in the unit begins with this lesson. This sort of group activity is highly favored by a CLT method (Brown 2007) as well as Second Language Acquisition theories like Dörnyei's (1994). The job entails commenting on the most essential points presented in the 11 weird

sports from around the world article (Homework from the previous lesson) and write them as if they were instructions of how to play the sports they choose from the article. Following that, they must orally discuss and justify their thoughts to their classmates. In this approach, the students learn the unit's main dynamics in the second lesson: how to use digital resources to improve their collaboration and communication skills.

This activity meets Richard's criterion as well: the skills must be integrated since that is how they will occur in real-life circumstances. These exercises are sequenced in a way that they cover every language skill: 1st Reading (reading the article), 2nd Writing (writing down the ideas as if they were instructions or advice), 3rd Speaking (oral presentation of these concepts drawn from the text), and 4th Listening (listening to the speeches of their peers).

After this activity, the students are given comprehensible input to start discovering the grammar structure which will be concerned during the unit: modal verbs. In this way, they are presented with a Mindomo mindmap used to explain how modal verbs work. Modal verbs (must, have to, can, should) are presented firstly explaining what each of them expresses when they are used. After that, some sentences are displayed as examples of modal verbs use. Then, students will have to produce sentences regarding what they have learnt about modal verbs. The digital mindmap is a helpful resource to the extent that it provides information in a visually appealing and well-organized manner, making it simpler for students' mental connections. Dörnyei's motivating strategies, which were present when developing the activities in the unit, influenced the choice of this tool to the degree that it is a means to create aesthetically attractive materials for the learners. To end the second lesson students will be grouped in Experts groups in order to watch some videos to become experts of that topic so they can later teach what they have learnt to their initial group. As it has been mentioned before, Johnson, D. W., and Johnson, R. T. (2008) argue that positive interdependence, which entails cooperation rather than competition or individualism, is the most successful, which it is what this cooperative activity is trying to achieve.

Deepening stage (Lessons 3-4): In the deepening stage the students are expected to deepen their understanding and their acquired knowledge about both vocabulary (sports) and grammar (modal verbs) through communicative processes and reasoning. They are also expected to be able to generate ideas extracted from the provided input. In lesson 3, students start with a very motivational game, as I could see during my teaching time,

which is Quizizz, a game which is used to review what they have learnt about modal verbs as well as to collaborate with each other. The next activity consists of a video which talks about football and success, due to it is Cristiano Ronaldo the interviewee which will help students to practice listening, since the two people who appear have different English accents. In addition, learners will have to answer some questions about the video which will allow them to practice listening comprehension. The last activity in lesson 3 is also used to deepen the students' vocabulary and it was created attending to one of Dörnyei's principles. He stated that game-like features should be used to increase the students' interest in the subject and, consequently, the game Guns, Bombs and Angels has been used to deepen on students' vocabulary in an entertaining and enjoyable way.

Lesson 4 consists on different games which allow students to practice some crucial skills according to Stoller (2009), The Key to Think, Sport Sentences Scramble and Running Dictation involves group work, all together incorporate the four main language skills, they integrate content and language learning and they are also oriented toward the final product and the process to achieve it. The first activity consists of group cooperation as they have to answer some questions within a certain time limit by using the whole group knowledge about the topic. Scramble game requires patient and group cohesion as they need to reach an agreement about the use of the unscramble sentences. The final activity requires speed, memory, correct pronunciation and good comprehension, since each group of students will have to collaborate to recreate an article stuck on the class' walls.

Planning stage (Lesson 5): During this stage, students are required to demonstrate their understanding of some sports themes covered during the course unit. A Tug of War thinking routine helps to achieve this. The students are expected to hold a debate between benefits and disadvantages of playing sports. Each group is provided with an article with arguments from both sides. The students may show everything they have learned about the topic of sports. This activity allows learners to orally convey their own point of view, so that they increase their autonomy. Brown's (2007) criteria are also fulfilled: the activity encourages the use of authentic, functional language (it simulates a real-life situation that the students may encounter), and interaction is encouraged because the students must form two groups that need to collaborate to create their debate. Dörnyei's strategies also support this: the exercise fosters group cohesion and group work in the classroom.

The second activity: Feedback carousel tackle pair collaboration since students need to think about questions they have about the plan, Strengths of the plan and ideas, Helpful Resources and links and Suggestions for improvement, by employing a collaborative wall as it is Padlet. Learners will receive the teacher and peers' feedback which according to (Bernaus & Gardner, 2008) students who are able to self-assess and receive feedback will be more aware of their own flaws and areas in which they need to develop. Their autonomy will be enhanced, and they consequently will be more motivated.

Creation stage / Publishing stage: (Lessons 6-7): The activities in the creation stage are aimed at creating the product resulting from the students' learning process along the unit. Thus, lesson 6 is aimed at start with the creation of the dialogue of the final advertisement. Students have scaffolding to the extent that they will be shown a WAGOLL dialogue and a video which will be used as models for the creation of advertisement. The functioning of the apps needed for creating the video (iMovie or Movie Maker) is going to be duly explained; they will have to transmit information in a similar way as the dialogue provided, using expressions, structures, vocabulary and grammar learnt and also pretend they are advertising the sport as the speakers in the video. After that, learners will have time to create their dialogues considering WAGOLL materials and also the suggestions about their projects they have had along the lessons. As previously stated, before making the video, the students will prepare the structure and content of the dialogue they plan to use for the ad. This final project exemplifies Richards' (2006) criterion that skills should be developed in an integrated way: first, they improve their listening skills by watching the video, then they improve their writing skills by writing a draft, and finally, they practice their speaking skills and communicative competence by doing the adverting video.

Two activities may be found in lesson 7, one of them is about the final project creation, apart from the advertisement, students must create a blog where they have to post all the activities carried out during the whole unit, as they were all done with the computer. This forms part of the publishing stage which allows students to have their work compiled in an app, which can be reviewed whenever students need. The other activity of lesson 7 is Number Heads Together, which as Richards (2006) states learning a language entails, among other factors, students' engagement in the L2 for negotiation of meaning and feedback they can obtain if they consistently produce language, which this

activity attempts to achieve by thinking individually the questions posed and then comment them with the group member so that students reach a clear understanding of each other in order to get a common team answer. Furthermore, according to Brown (2007), Ellis (2003), and Lightbown (2000), that students have to participate in real-life context activities in order to accurately apply the language to everyday situations. Consequently, this activity may reflect a real-world situation which students can encounter in the future.

Assessment Stage (Lesson 8): Based on Pitura and Berlinska's (2012) explanation, the assessment stage has been created as follows:

PBL assessment should (1) focus on products created by students that represent learning, (2) give chances for self-assessment, student reflection, and teacher feedback, and (3) allow students' products to be presented to a larger audience.

The evaluation activities consist of the student presenting their blogs with their advertisement videos they have generated (where they are supposed to demonstrate the learning they obtained during the unit) and receiving feedback of them from both the teacher and the other students (using some peer assessment rubrics) (Appendix 4.3.), in addition to an Exit Ticket (4.4.) which will work as their self-assessment of the whole unit (questions they have, what they have learnt, things they found interesting).

Materials

All the resources created for the didactic unit can be seen in appendix 6 which are divided according to the activities designed. They were intended to meet the needs of the group-class while remaining consistent with my proposal and the specific objectives. Additionally, resources are viewed as instruments that aid students in developing their knowledge and implementing their ideas into practice, resulting in a learner-centered classroom.

Authentic materials are considered because, regarding certain researches, classroom activities should be similar to the real and actual world, and the objectives of reading in class and in real life should be equivalent. They stated that several advantages were that authentic materials “provide cultural information about the target language, exposure to real language, they relate more closely to learners' needs and they support a more creative approach to teaching” (Clarke and Silberstein, 1977, as cited in Richards, 2006). All the resources are realistic and focus on real-world situations, as indicated by

Brown (2007) in the communicative method. On the other hand, working with real information that is free of modifications, stimulates students because they have a new feeling of responsibility for having to deal with authentic English.

The usage of ICT is an integral part of the foundation of the learning unit. As a result, in every lesson, mobile phones, tablets, and laptops are available. The teacher should allow learners to employ these tools in the classroom, and they should be able to access them at home if necessary. Thus, it encourages learners to be self-reliant and responsible as well as to be more motivated as these are tools that are familiar to them. In addition to that, materials are not difficult to comprehend and are always supported by an oral explanation from the teacher as well as scaffolding, such as cheat sheets, to avoid students to lose track and to help them to create an idea of how to carry out the task. Apart from that, it has been considered the level as well as the length of the videos and texts employed in order to encourage students and avoid the lack of concentration.

The materials used to design the didactic unit will be briefly explained, as they have been mentioned previously and can be found in detail in appendix 6.

6.1 – Challenge Letter: A challenge is firstly presented to students. A company is reaching them in order to advertise the sports this company offers.

6.2– Challenge Organizer (Compass Points): Students will be challenged with a compass point chart which they have to fill out with their worries, needs, suggestions and excites for the project they have been assigned.

6.3– Wordcloud: This wordcloud was created with the digital app WordArt.com and it contains vocabulary from the unit's main subject: sports. It is shaped as the Olympic Ring in order to give a clue to the students about what the unit is going to be about. At the end of the unit the student is expected to know the meaning of all of them. Thus, a wordcloud which students create with the app Mentimeter is used to check their initial knowledge about the topic and to start increasing it with this set of words.

6.4. – Eleven Weird Sports from around the World: Students have to read this article at home and write four sentences giving advice or instructions about some sports they have read about so that next lesson they will put them in common with their peers.

6.5.– Mindomo Mindmap. First part of a Mindmap created with the app Mindomo in order to explain the use of modal verbs. It was created in order to express complex

information in an organized and visual way so the explanation could be more effective and easily understood. The mindmap contained gaps which the students had to fill in order to work on the grammar structure.

6.6. – Jigsaw in Digital Tools: This activity consists on creating expert groups from another cooperative groups in order to become experts of a several topics that will be show in different videos. After becoming experts, each student will have to return to the original group to explain to the other group members what they have learnt.

6.7. – Modal verbs Quizizz: It is a competitive online quiz which keep students motivated while they are asked grammar questions.

6.8. – Sport and success video: It helps learners to practice listening comprehension as well as writing production, since they have to answers some questions about the video.

6.9. – Guns, Bombs and Angels: Game that consists of take lives off the other groups or winning lives by answering vocabulary questions correctly.

6.10. – Symbaloo: Students have to organize in this app all the activities they are doing during the unit. A Symbaloo created by the teacher will be shown as a model.

6.11. – The Key to Think: This game encourages students communication since they are asked some questions and they can only give a correct answer as fast as possible, so they get the point of the question. The group who gets three in a row squares in the game chart will be the winner.

6.12. – Sport Sentences Scramble: As the name indicates, some sentences are scrambled, so students must unscramble them to get some expression that they will have to use in the final project.

6.13. – Running Dictation: It is a “moving” activity since students will have parts of an article stuck on the walls of the class and they will try to memory sentence by sentence to tell them to some partners who will be writing what the “runners” say. After that, they will have to organize the dictated article in order to answer some reading comprehension questions about it.

6.14. – Tug of War: As it has been mentioned before, in this activity students are expected to hold a debate between benefits and disadvantages of playing sports. Each group is provided with an article with arguments from both sides. The students may show

everything they have learned about the topic of sports. This activity will allow them to orally convey their own point of view and increase their autonomy.

6.15. – Feedback Carousel: This activity is useful to plan the students' final project and for giving and receiving feedback. With the pairs, they will carry out the project, they need to create a collaborative wall in Padlet to write down Questions you have about the plan, Strengths of the plan and ideas, Helpful Resources and links and Suggestions for improvement.

6.16. – WAGOLL dialogue and video: As it named indicates, a What a Good One Looks Like dialogue and video will be presented to students as scaffolding so they know exactly how to deal with their final project.

6.17. – Sports Distribution: In order to create the dialogue for the advertisement video, the teacher will randomly raffle, with a flippity roulette, the sports that the company which students are working for offers.

6.18. – Number Heads Together: Students will use a shared document in Google Drive to answer individually to three questions the teacher poses. After that, they will have to reach an agreement of which will be the team answer. They all have to participate as the teacher will name a person randomly.

6.19. – Blog Creation: As part of the final project, students have to create a Blog with the app Wix in order to originally post all the activities they have been doing throughout the unit. They have to publish the advertisement as well in order to show the creations to their classmates.

Evaluation

This dissertation describes how the evaluation of students' learning processes would be produced if the didactic suggestion were to be implemented.

Through the evaluation of many in-class activities and the supplied feedback, the assessment will be ongoing in addition to summative and formative. Apart from that, it's important to mention that in the high school I did my internship learners' assessments were mostly centered on mechanical grammar and vocabulary exercises, with just a small percentage of the final grade given to listening and writing abilities.

Thus, in order to truly value whether students maintain an active role and acquire the aforementioned communicative competence, an integrative approach will

be employed in this unit, in which the four common linguistic skills will be assessed. Furthermore, the development of the key competences highlighted in the curriculum will be also considered. Then, all lessons will be part of an evaluation process, which will take into account the full procedure, as well as involvement and engagement in English, rather than just the end results. The assessment criteria will be based on those established for English as a Foreign Language (EFL) in Section 14 of the LOMCE Aragonese Curriculum.

With regard to lesson 1, the activities are not evaluated, however, there is a rubric which works for the continuous evaluation of students. The teacher will take into account some aspects considered in Crit.IN1.3., Crit.IN.2.3. and Crit.IN.4.3 such as: the interest of the subject, the participation and attitude, the personal work and development as well as the group work, which will be graded with the 20% of the mark. Regarding reading comprehension will be graded with a 10% if students will be able to identify the main and secondary ideas of the text and write some advices or instructions about the sports which appear in the text according to Crit.IN.1.1. and Critt.IN.3.1. In addition to that, the Modal Verbs Quizizz activity will be assessed with the 5% of the final mark.

According to Crit.IN.4.1. and Crit.IN.4.2., students' grammar production in the Mind Map activity will be graded with a 10%, whereas the Blog creation and publication of all the activities will be evaluated with the 15% of the final mark since in the blog it can be seen if students have been able to carry out successfully all the activities of the unit (Reading, listening, writing). Crit. IN.2.1. deals with the oral production of students, therefore, the advertisement created with all the resources learnt during the unit will be graded with the 20% of the mark. Although the 5% out of 20% will be evaluated by the rest of the students with several peer-assessment charts.

Regarding Crit.IN.2.2., students need to be able to participate in simple oral conversations about the topic making themselves understood and including the sociocultural and sociolinguistic knowledge learnt, which activities such as Tug of War, Number Heads Together or the sport and success video are attempting to reach, that is

why the three of them are assessed with the 15%, which means that each one is graded with 5% of the mark. Finally, Symbaloo activity is useful to assess interest, effort, self-confidence towards the use of oral and written language according Crit.IN.1.3., Crit.IN.2.3. and Crit.IN.4.3.

5. Conclusions

Even though ICT is becoming more common in schools, there is still a long way to go before it becomes a natural part of the teaching of English as a Foreign Language. As teachers, we must be aware of the fact that we are living in a globalized age where the employment of ICT is more and more common. Therefore, this paper was created with the intention of replacing the English textbook by using ICT tools and digital resources in order to achieve an enhancement on students' motivation.

This eight-lesson unit proposes a series of activities centered on the topic of sports which, at the same time, follow a CLT and PBL approaches, in order to fill a perceived gap in EFL students' motivation. To develop the activities proposed, a first survey was carried out to discover students' beliefs about the use of textbook on English lessons and how motivated they feel with that. The scope of the textbook is restricted, and it also fails to adequately motivate learners to study English. This need was identified by simply observing students' attitudes toward how they were being taught English as a Foreign Language, and it was revealed by some data, extracted both from the survey I created based on one academic source: Ornstein (1994), who points out that the utilization of the textbook has several flaws: its writing is superficial, and its content is sometimes trivial; additionally, they do not capture the students' imagination and interest. Although the didactic unit has not been implemented, the survey was conducted in 2nd year ESO students to detect the need that had to be approach since I had to be in that grade during my internship. As it has been mentioned above, I detected lack of motivation within the students as well as over-reliance on the use of the textbook to learn a secondary language. Hence, the activities that I finally propose can be used in the EFL classroom to assist learners with language acquisition and increase students' motivation and engagement.

When the necessity was identified, I researched into other academic sources to see how I might improve it. Ally and Prieto-Blázquez (2014) see technology in the classroom as a good and effective instrument for increasing students' interactive access to knowledge

and, consequently, gaining significant advantages from its use. Furthermore, the findings of my survey revealed that most English students did not employ electronic devices in their courses but would have preferred to employ them. Keeping this in mind, I decided to design a learning unit based on numerous ICT tools and resources that might be used in place of traditional textbooks. As Pitura and Berlinska (2012) describe, the ideal approach to develop this type of unit is through Project Based Language Learning, which is a very productive technique to integrate the usage of technology into the students' learning process. Hence, the unit was created using the PBL stages learned in Master's Degree subject Design for EFL Learning Activities. Communicative Language Teaching was used to approach the unit. Brown (2007) and Richards (2006) were two writers that were considered for this method. Encouragement of student cooperation and groupwork, the use of real materials, the integration of skills, the implementation of activities in which communication played an important role, and the promotion of students' autonomy were all factors that were strongly considered when designing the activities.

Furthermore, Second Language Acquisition theories were considered as some activities were designed in accordance with Dörnyei's strategies for increasing students' motivation in a Second Language Acquisition class: the activities were diverse, included sociocultural components, game-like features, and focused on group cohesion, among other things.

The syllabus structure was obtained from Scott's (2011) work to the extent that the communicative approach was adopted, but grammar was not neglected. He emphasizes that, although grammar learning and knowledge should not be the final objective (successful communication ought to be), it should be a factor to consider during the communicative process. Thus, this syllabus was a structural or grammatical syllabus but with an indirect approach. As defined by Ur (2012), “communicative activities or texts where the grammar comes up incidentally”.

Even if it has been proved that the textbook lacks some learning effectiveness, I would like to examine the possible options of using this didactic unit in conjunction with some activities from a textbook, because the exercises suggested in students' books are usually easier to comprehend by students with a lower level. This would imply that the textbook would be utilized as a supplement to the classroom, rather than as the only source of information considered for teaching English.

Works cited

- Ally, M. and Prieto-Blázquez, J. (2014). What is the future of mobile learning in education? *Universities and Knowledge Society Journal*, 11 (1) 142-150.
- Arnseth, H.C., & Hatlevik, O.E. (2010). Challenges in aligning pedagogical practices and pupils' competencies with the Information Society's demands: The case of Norway. In S. Mukerji & P. Tripathi (Eds.), *Cases on technological adaptability and transnational learning: Issues and challenges*. Hershey: IGI global.
- Brown, D. H. 2007. "The Postmethod Era: Toward Informed Approaches" extract from *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Longman, 40-61.
- Dörnyei, Z. 1994. "Motivation and motivating in the foreign language classroom". *The modern language journal*, 78(3), 273-284.
- Ellis, R. 2003. "Criteria Features of a Task" extract from *Task-based Language Teaching and Learning*. Oxford: OUP 9-10.
- Finger, G., & Trinidad, S. (2002). ICTs for learning: An overview of systemic initiatives in the Australian states and territories. *Australian Educational Computing*, 17(2), 3-14.
- Finney, D. 2002. "The ELT Curriculum: A Flexible Model for a Changing World", in J. Richards and W. Renandya, eds. *Methodology in Language Teaching*. Cambridge: CUP, 69-79.
- Gardner, H. (2011). *Frames of mind: The theory of multiple Intelligences*. Hachette UK.
- Ghavifekr, S., Afshari, M., & Amla Salleh. (2012). Management strategies for E-Learning system as the core component of systemic change: A qualitative analysis. *Life Science Journal*, 9(3), 2190-2196.
- Grabe, M., & Grabe, C. (2007). *Integrating technology for meaningful learning* (5th ed.). Boston, MA: Houghton Mifflin.
- Hermans, R., Tondeur, J., Van -Braak, J., & Valcke, M. (2008). The impact of primary school teachers' educational beliefs on the classroom use of computers. *Computers & Education*, 51(4), 1499-1509.
- Jamieson-Proctor, R., Albion, P., Finger, G., Cavanagh, R., Fitzgerald, R., Bond, T., &

- Grimbeek, P. (2013). Development of the TTF TPACK Survey Instrument. *Australian Educational Computing*, 27(3),26-35.
- Johnson, D. W., & Johnson, R. T. 2008. Social interdependence theory and cooperative learning: The teacher's role. In *The teacher's role in implementing cooperative learning in the classroom* (pp. 9-37). Springer, Boston, MA.
- Jorge, C. M. H., Gutiérrez, E. R., García, E.G., Jorge M. C. A., & Díaz, M. B. (2003). Use of the ICTs and the perception of e-learning among university students: A differential perspective according to gender and degree year group. *Interactive Educational Multimedia*, 7, 13-28.
- Ley Orgánica 8/2013, de 9 diciembre, para la mejora de la calidad educativa (LOMCE). BOE de 10 de diciembre de 2013, no 295, 97858-97921.
- Lightbown, P. M. 2000. "Anniversary Article: Classroom SLA Research and Second Language Teaching". *Applied Linguistics* 21.4: 431-462.
- Mafuraga, M., & Moremi, M. 2017. Integrating information and communication technology in english language teaching: a case study of selected Junior secondary schools in Botswana. *International Journal of Education and Development Using ICT*, 13(1).
- Orden ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón, no 105, 12640-13458
- Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. BOE. Madrid de 29 de enero de 2015, no 256986-7003.
- Ornstein, A (1994). *The Textbook – Driven Curriculum*. *Peabody Journal of Education*, 69 (3) 70-85.
- Panitz, T. 1999. *The Motivational Benefits of Cooperative Learning*. *New Directions for Teaching and Learning*, 1999, 59-67.
- Pitura and Berlinska-Kopec (2012). Learning English while exploring the national cultural heritage: technology-assisted project-based language learning in an upper- secondary school. *Teaching English with Technology*, 18 (1) 37-52.

- Richards, J. C. 2006. *Communicative Language Teaching Today*. Cambridge: CUP.
- Richards, J. C. & Rodgers, T. S. 2001. *Approaches and methods in language teaching* (2nd ed.). Cambridge, UK: Cambridge University Press.
- Scott, K. (2011). *Transforming the curriculum into activities and work for the*
- Sharma, P. & Barret, B. (2007). *Blended learning: Using technology in and beyond the language classroom*. Macmillan
- Sternberg, R. J. 1988. *The triarchic mind: A new theory of human intelligence*. New York: Viking. Image courtesy of Robert J. Sternberg, taken by Michael Marsland, Yale University, Office of Public Affairs.
- Ur, P. (2012). *Types of Language syllabus*. CUP.
- Young, S. C. (2003). Integrating ICT into second language education in a vocational high school. *Journal of Computers Assisted Learning*, 19, 447-461.

Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

1. *Portafolio de Practicum II*. Practicum II. Subject: 63268 Practicum II (Esp Lengua Extranjera: Inglés):

https://drive.google.com/file/d/1NoUAW9IEJcZzYMKfcd7Rj5kf_6VMyFbV/view?usp=sharing

Practicum II diary which contains three activities: Analysis of materials, Practicum Reflection and Interaction in the EFL Classroom.

2. *Analysis of materials*. Subject: 63265 Instructional and Curricular Design in EFL:

<https://drive.google.com/file/d/1VZDtsEKxC19NRt9samksYydxCk3QzRD7/view?usp=sharing>

Analysis of the activities included within an English textbook from a CLT perspective.

3. *Questionnaire on Attitudes*. Innovation and Classroom Research in EFL. Subject: 63267.

<https://drive.google.com/file/d/1wwl4OdgZ8zYnyV72R9qT7eE7ORqEng09/view?usp=sharing>

This was an activity based on the creation of a questionnaire about self-esteem and self-image. The question format in this work was taken as an example to create the survey which deals with the unit learning assessment.

Appendix 2 Learning Objectives of the Unit

At the end of this Learning Unit, students will be able to...

Identify and select general and specific information from both oral and written texts (YouTube videos, forums, articles, blogs) related to the topic of sports.

Highlight the most relevant ideas contained in audiovisual and written texts and express an opinion towards them

Participate in oral debates in class about benefits and disadvantages of playing sports.

Write advice and instructions using the appropriate modal verbs.

Give advice on how to play a specific sport and on what type of sportswear is needed.

Explain and ask for the instructions to follow for playing a specific sport in the form of a dialogue.

Use different ICT tools and digital resources accurately to improve students learning process.

Differentiate the modal verbs *must/mustn't*, *have to/haven't to*, *can/can't*, *should/shouldn't* and use them accordingly.

Create and edit a blog in an original way using the corresponding indications of the teacher and the appropriate tools.

Participate in cooperative activities in order to get successful results when doing activities regarding sports vocabulary and modal verbs grammar.

Appendix 3 Contents of the Unit

Comprehension and Production abilities and strategies
Comprehension of oral instructions, explanations and dialogues in classroom communication.
Comprehension of general and specific information of both oral and written texts on the topics of sports.
Use of comprehension strategies: Activating and using background knowledge, generating and asking questions, making inferences, summarizing, visualizing and comprehension monitoring.
Production of an oral dialogue about sports instructions and participation in group interaction on the topic of sports (weird-, extreme-, water- sports).
Production of written advices and instructions as well as ideas and statements about sports mostly using ICT tools.
Use of production strategies: adapt the oral/written text to the kind of spectator/reader and the context by using the appropriate register, use of body language accurately, activate and coordinate general and communicative competences for an effective completion of the activities, write advice by using a WAGOLL.
Sociocultural and Sociolinguistic aspects

Values and attitudes towards advantages and disadvantages of playing sports.
Habits and traditions around the world about different sports.
Use of non-verbal language when expressing opinions (likes and dislikes in Padlet, the use of emojis in the blog).
Communicative functions
Give and receive instructions for practicing different sports.
Expression of different types of modality: obligation, prohibition, possibility and capability.
Expression of the advantages and disadvantages of playing sports.
Frequently used lexicon
Identification of vocabulary and expressions related to sports, free time (regarding sports), health (regarding sports).
Accentual, rhythmical and intonational patterns
Contracted forms (shouldn't, mustn't, don't, doesn't, can't, haven't).
Recognition and use of stress, rhythm and intonation patterns.
Practice of especially difficult phonemes.
Spelling patterns and conventions

Use and comprehension of basic digital language (www., #hashtag, likes and dislikes, emojis, type).

Use of punctuation marks and capital letters.

Syntactic-discursive patterns

Modality: obligation (must, have to); prohibition (mustn't); advice (should, shouldn't); capability (can).

Pronouns: persona, possessive and relative pronouns (who, that, which).

Attributive adjective (adj. + noun).

Prepositions: (on, at, in, for, to, by).

Questions: wh- questions (how, what).

Connectors: sequence (first, secondly, finally).

Appendix 4 Evaluation Criteria of the Unit

4.1. Evaluation Criteria

Evaluation Criteria	Description	Key Competences	Tool or procedure used to assess	Marking Criteria
Crit.IN.1.1. and Crit.IN.3.1.	Learners are able to identify the main and secondary ideas of some texts and videos regarding different unusual sports, in addition to their classmates' oral explanations of different type of sports and written texts about instructions as well as benefit and detriments of sports. Moreover, they are also able to understand written and oral texts about extreme and unusual sports and advice of how to play a specific sport.	CCL-CAA- CSC-CMCT- CCEC	Lesson 2. Homework. Reading comprehension Lesson 3. Modal verbs quizizz.	10% 5%
Crit.IN.4.1. and Crit.IN.4.2.	Students can write pieces of advice, making a correct use of the language for it to be cohesive and well-organised, integrating sociolinguistic and sociocultural elements, such acronyms and emojis.	CCL-CAA- CSC-CMCT- CD-CIEE- CCEC	Lesson 2. Mind map activity. Lesson 7. Blog publication with all activities.	10% 15%

Crit.IN.2.1.	Learners are able to produce an oral dialogue giving or receiving instructions about different sports, making an adequate use of the language, and planification and execution strategies in order to express themselves with clarity.	CCL-CAA- CD- CIEE- CCEC	Lesson 8. Video projection of the advertisement they have created.	20%
Crit.IN.2.2.	Students are able to participate in simple oral conversations about the topic making themselves understood and including the sociocultural and sociolinguistic knowledge learnt.	CCL-CAA- CSC-CMCT	Lesson 3. Sport and success video. Lesson 5. Tug of war. Lesson 7. Number heads together.	15%
Crit.IN.1.3., Crit.IN.2.3. and Crit.IN.4.3.	Learners in their contributions and activities show interest, effort and self-confidence towards the use of the oral and written language and recognize it as a means of communication and understanding.	CCL-CAA- CSC-CIEE	Lesson 3. Homework. Symbaloo. Continuous assessment	5%
Continuous assessment	Students are constantly being evaluated by the observation of the teacher and the use of a rubric in order to assess, not only tasks, but also interest, participation, attitude, personal and group work.	CCL-CAA-CD- CSC-CCEC	Continuous assessment rubric	20%

4.2. Continuous Evaluation Rubric

	Excellent (15-20 marks)	Good (10-14marks)	Poor (5-9 marks)	Very por (0-4 marks)
Interest in the subject	The student has a strong interest in the subject by often asking questions and demonstrating a high level of excitement for the activities.	The student expresses interest in the subject, asks a few questions, and appears to be enthusiastic about the activities.	The student is uninterested in the material; he or she rarely asks questions and is unmotivated to participate in the activities.	The student has little interest in the material, never asks questions, and is unmotivated to participate in the activities.
Participation and attitude	The student willingly answers all the teacher's questions and is always eager to correct exercises and share his or her opinion.	The student freely answers some of the teacher's questions and always responds when asked, and is usually willing to correct exercises and express his or her opinion.	The student does not volunteer to answer inquiries from the teacher, but he or she answers when asked. In most cases, the student is unwilling to revise exercises or express his or her opinion.	The learner never answers questions, whether freely or when prompted to do so. The student is never willing to revise exercises or express his or her opinion.
Personal work	Every activity is completed on time, and the student makes a concerted effort to achieve successful results.	Almost every activity is completed on time, and the student tries to get successful results when performing them.	The student seldom ever completes any activity on time, and he or she makes no attempt to achieve	The student never completes any activity on time and never attempts hard enough to earn good results when doing them.

			effective results when doing so.	
Personal development	The student has made significant progress from the beginning until the completion of the unit. When the unit is completed, his or her level of knowledge and understanding of the ideas studied in the unit is significantly greater.	The student makes good progress from the beginning until the end of the unit. When the unit is completed, his or her level of knowledge and understanding of the ideas studied in the unit is higher.	The student makes dismal progress from the beginning until the end of the unit. When the unit was completed, his or her level of knowledge and understanding of the ideas examined had grown, but not in a meaningful way.	The student shows no progress from the beginning until the completion of the unit. When the unit is completed, his or her level of knowledge and understanding of the ideas examined in the unit is precisely the same as it was at the start.
Group work	The student maintains appropriate verbal communication and can successfully work with peers with no prompts.	The student needs 1-2 prompts to maintain appropriate verbal communication and to successfully work with peers.	The student need more than 2 prompts to maintain appropriate verbal communication and to successfully work with peers.	The student is unable to maintain appropriate verbal communication and to work successfully with peers.

4.3. Peer assessment

CONTENT	Completely agree	Agree	Neither agree nor disagree	Do not agree	Completely disagree
My peers covered their topic in depth.					
The topic my peers chose is useful for the unit.					
The dialogue my peers used is logically developed.					
My peers demonstrated a good					

knowledge of the topic they chose.					
------------------------------------	--	--	--	--	--

PRESENTATION SKILLS	Completely agree	Agree	Neither agree nor disagree	Do not agree	Completely disagree
The video that my peers presented is original and creative.					
My peers' video had a clear and logical structure.					

My peers' use of the ICT tools (iMovie and Movie Maker) was effective.					
The length of my peers' video was appropriate.					

USE OF ENGLISH	Completely agree	Agree	Neither agree nor disagree	Do not agree	Completely disagree
My peers showed fluency.					
My peers did not commit grammar mistakes.					




My peers' pronunciation was perfect.					
My peers accurately used the vocabulary studied during the unit.					

4.4. Exit Ticket. Self-assessment

Name _____ Date _____

Directions: **Exit Ticket:**

How well did you understand the unit ?

3 Things I Learned

_____ 1

_____ 2

_____ 3


2 Things I Found Interesting

_____ 1

_____ 2

1 Question I Still Have

_____ 1

www.storyboardthat.com 

Create your own at Storyboard That

4.5. Rubric for Dialogue Performance: Advertisement about giving instructions for practicing sports.

Features	Excellent (9-10)	Good (7-8.9)	Satisfactory (5-6.9)	Poor (0-4.9)
Time (0.5p.)	The dialogue lasts between 2:30 and 3 minutes.	30 seconds deviation.	1 minute deviation.	More than 1 minute deviation.
Vocabulary and expressions (1.5p.)	The student makes use of a wide range of vocabulary and expressions related to the topic.	The student makes use of different vocabulary and expressions related to the topic.	The student uses some vocabulary and expressions related to the topic.	The student does not use vocabulary and expressions related to the topic.

<p>Grammar correction (1.5p.)</p>	<p>The learner expresses him/herself making no grammar mistakes.</p>	<p>The learner expresses him/herself making minor grammar mistakes.</p>	<p>The learner expresses him/herself making some important grammar mistakes.</p>	<p>The learner expresses him/herself making a significant amount of grammar mistakes.</p>
<p>Purpose (3p.)</p>	<p>The student clearly fulfils the purpose of giving or asking for instructions for playing a sport in great detail.</p>	<p>The student fulfils the purpose of giving or asking for instructions for playing a sport, but more details could be added.</p>	<p>The student fulfils the purpose of giving or asking for instructions for playing a sport, but he/she does not get to the point.</p>	<p>The student does not fulfil the purpose of giving or asking for instructions for playing a sport.</p>

<p>Discourse management (2p.)</p>	<p>The learner uses complete sentences and connectors appropriately, introducing new information in every intervention.</p>	<p>The learner uses complete sentences and connectors appropriately, but he/she repeats some information.</p>	<p>The learner includes several complete sentences and connectors, but he/she repeats some information.</p>	<p>The learner does not make an appropriate use of complete sentences and connectors and constantly repeats information.</p>
<p>Pronunciation and fluency (1.5p.)</p>	<p>The student clearly articulates the sounds and uses intonation and stress patterns appropriately.</p>	<p>The student clearly articulates most of the sounds and uses stress and intonation patterns</p>	<p>The student clearly articulates some of the sounds and uses intonation and stress patterns</p>	<p>The student does not articulate any sounds clearly and does not use intonation and stress patterns</p>

		appropriately most of the time.	appropriately on some occasions.	appropriately at any time.
--	--	---------------------------------	----------------------------------	----------------------------

4.6. Unit Evaluation

<https://forms.gle/6n3wk3G3D8aDpsyG7>

Appendix 5 Lesson Plans

5.1.

Lesson 1

LESSON PLANS: Lesson 1 in Activation Stage			
ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.Challenge Letter: Students receive some kind of message where they are asked to answer a question or solve a problem in order to help someone. They are presented with the challenge and told what they will be expected to do with specific criteria.</p>	<p>1. Take a look to your e-mails. There, you will find a letter which explains what is the objective we need to achieve for the next two weeks as well as what is our job about.</p>	<p>1. Challenge letter (Appendix 6.1.) 2. Computer 3. Adobe to open PDFs</p>	<p>10 min.</p>

LESSON PLANS: Lesson 1 in Activation Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Challenge organizer: Compass Points: The students will fill out a compass points chart which will be sent to them in the same message as the challenge letter in order to organize the project they have to carry out.</p>	<p>2. In the same message, you will find a document which includes a chart with some questions you have to answer individually thinking about the project you need to work on until the end of the unit.</p>	<p>1. Compass Points (Appendix 6.2.) 2. Computer 3. Microsoft Word</p>	<p>15 min.</p>

LESSON PLANS: Lesson 1 in Activation Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>3. Wordcloud projection: The teacher will project a wordcloud created with the App WordArt.com in the digital blackboard. This is the baseline in order to check the students' previous knowledge. The wordcloud is shaped as the Olympic rings in order to connect its meaning to the topic of the unit: Sports, free time, leisure and culture.</p>	<p>3.1. Take a look to this wordcloud and, together with your shoulder partner think and talk about the words you see. 3.2. Which words do you know? Which words you don't know? 3.3. What do you think is the topic that connects every word in this wordcloud?</p>	<p>1. Wordcloud (Appendix 6.3.) 2. Computer 3. Projector 4. Digital blackboard 5. WordArt.com: https://wordart.com/</p>	<p>10 min.</p>

LESSON PLANS: Lesson 1 in Activation Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>4.1. Wordcloud explanation: The teacher explains students how to use WordArt.</p> <p>4.2. Common wordcloud creation: Using the app Mentimeter which allow you to create a collaborative wordcloud. Students will type on the app five words related to the topic trying not to be the same as the wordcloud showed by the teacher.</p>	<p>4.1. This app called WordArt can be used to create <u>wordclouds</u> just like the one I have just showed you. You can choose style, font, shape, colours and add as many words as you want (explanation).</p> <p>4.2. Type Mentimeter on Google, click on the first link and enter with the code I am going to show you now, then write five words related to the topic on the gaps that appeared on the screen. Try not to repeat the words from the wordcloud seen before.</p>	<p>1. Projector 2. Computer 3. Digital Blackboard 4. WordArt.com 5. Mentimeter: https://www.menti.com</p>	<p>15 min.</p>

HOMEWORK: (5mins explanation). Students read an article about unusual sports. They must write down the main idea of each sport and 4 sentences giving advice or instructions about one of the eleven sports that appear in the article and think three unusual sports from their birth country.

5.2.
Lesson 2

LESSON PLANS: Lesson 2 in Discovery Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.Homework check: It will be done collaboratively. In groups of four, students will have opportunities to discuss about what they have read, to talk about any unusual sports in their countries and to give advice to their peers about the sport they have chosen. Finally, one representative of each group will have to write in the digital blackboard one advice or instruction of each group peer.</p>	<p>1. Form groups of four and discuss about which sport is more interesting and fun for you and give some reasons. Then, give to your peers the advices or instructions you have written about the sport you have chosen from the article. After that, one person of each group will share on the digital blackboard one advice of each of your group peers.</p>	<p>1. Eleven Weird Sport from Around the World (Appendix 6.4.) 2. Computer 3. Digital blackboard</p>	<p>10 min.</p>

LESSON PLANS: Lesson 2 in Discovery Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Modal verbs: Mind map: Exposition of a mind map done with the app Mindomo in order to explain modal verbs. The mindmap also has numbers which will be used for asking students to write a sentence using the modal verb where the number is.</p>	<p>2. In this mindmap you can see the functioning of modal verbs. I will give you one number and, after the explanation, you will have to write down a sentence in google drive, where we have a shared document, using the phrasal verb where your number is. (Give an example). Then, you have to read your sentence outloud so I can complete the mindmap.</p>	<p>1. Mindomo (Appendix 6.5) 2. Computer 3. Digital blackboard 4. Projector 5. Google Drive</p>	<p>25 min.</p>

LESSON PLANS: Lesson 2 in Discovery Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>3. Jigsaw in digital tools: Students form Expert Groups, comprised of individuals from different cooperative groups who have the same assigned topic. Together, expert partners study their topic and plan effective ways to teach important information when they return to their cooperative groups. Then, participants return to their cooperative groups and teach all members of the group.</p>	<p>3. Form groups of four. I will give to each of you a number from one to four. Afterwards, you have to group with the students who have the same number as yours. Then, you will have to open the folder with your number, read what is inside and with your partners write on a Google Drive important things you have read. After that you become experts who will have to return to your original groups to teach to your peers about the sport that you have been reading of.</p>	<p>1. Listening materials: 4 videos of different sports (Appendix 6.6): 2. Computer 3. Google Drive</p>	<p>20 min.</p>

5.3. Lesson 3

LESSON PLANS: Lesson 3 in Deepening Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.Modal verbs Quizizz: Students need to collaborate in pairs in order to complete this questionnaire. It contains sentences with gaps students must complete with the modal verbs learnt in the last lesson. It will help them to consolidate knowledge as well as to prove if they have completely understood modal verbs functioning.</p>	<p>1. In pairs, use one computer or one mobile phone and enter this code, we are going to answer a quiz similar to Kahoot. It will appear some sentences in which you need to fill out the gaps with modal verbs we saw in the last lesson. After this quiz, I will ask you some extra oral questions to complete it a little bit.</p>	<p>1. Quizizz (Appendix 6.7.) 2. Computer/ Mobile phone 3. Projector</p>	<p>10 min.</p>

LESSON PLANS: Lesson 3 in Deepening Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Sport and success video: A video about a short interview to Cristiano Ronaldo who is talking about how he has succeeded and also about some specific vocabulary about football.</p>	<p>2. We are watching a video of Cristiano Ronaldo being interviewed. He is talking about success and some things related with football. After seen it once, I want you to write down this questions: -What is the key to get better at dribbling (regatear)? -What is the name of the boots they are talking about? -How Cristiano has succeed? -Write five adjectives you have listened in the video. -Write one modal verb. -Write five words you don't know the meaning. You have to answer the questions individually. After that, you will form groups of four in order to share your answers with your peers, and improve them if it is necessary.</p>	<p>1. Video (Appendix 6.8.) 2. Computer 3. Projector</p>	<p>15 min.</p>

LESSON PLANS: Lesson 3 in Deepening Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>3. Guns, bombs and angels: The teacher will project an empty chart where student in groups of four will have to choose one square (B4). The teacher will ask a question to the group, if they answer correctly the teacher will give them a (big gun, small gun, bomb or angel). Each group will start the game with 3 points.</p>	<p>3. In groups of four, you will choose a square of this empty chart, for example B4. You will need to answer one question, if it is correct I will tell you if you get a big gun, which you can use to shoot another team and take them two points off. If you get a small gun you have the same power but you only take one point off. If you get an angel, you will get one extra life and if you get a bomb your own team will lose one point.</p>	<p>1. Google Drive (Appendix 6.9.) 2. Computer 3. Projector</p>	<p>25 min.</p>

HOMEWORK (5 min explanation): Create a Symbaloo, adding and organizing all the links we are using in the unit. (Grammar, vocabulary, reading, listening...). (Appendix 6.10.)

5.4.
Lesson 4

LESSON PLANS: Lesson 4 in Deepening Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.The Key to Think: The chart will be divided into nine squares, each containing a key with a different question. Students will be divided into groups of four and will take turns to choose the square. Every group has to answer the question as soon as possible, the group that finishes answering first gets the selected box key. Students have to try to get three keys in a row, the one who succeeds wins the game.</p>	<p>1. In groups of four you will take turns to choose one square from the chart that will be projected. Every group has to answer the question as fast and good as possible. The first group to finish will get the selected square. You have to try to get three in a row in order to win the game. The questions will be related with the unit topic, sports.</p>	<p>1.The Key to Think (Appendix 6.11.) 2. Computer 3. Projector</p>	<p>15 min.</p>

LESSON PLANS: Lesson 4 in Deepening Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Sports Sentences Scramble: As the name suggests, this game is about scrambled sentences that students need to unscramble. The sentences are useful expressions related to the topic which will support students in their final project creation.</p>	<p>I will show you some sentences which are scrambled, that means that you have to unscramble them. In the same groups, try to guess. After that, you will have to talk with your partners to decide what you will use these expressions for. These will be useful for the creation of your final project.</p>	<ol style="list-style-type: none"> 1. Scramble template (Appendix 6.12.) 2. Computer 3. Projector 4. Digital Blackboard 	<p>15 min.</p>

LESSON PLANS: Lesson 4 in Deepening Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>3. Running dictation: An article about The Importance of Sport for The Children’s Health will be divided into four paragraphs. Each paragraph will be pasted on the classroom walls so that students have to run to the papers, memorize the sentences in order to tell them to other group members who will be typing them on google drive. Once finished, students will read the entire article in order to complete a reading comprehension questionnaire and to write the words they haven’t understood in order to look for their meaning.</p>	<p>3. In groups of four, you need to cooperate in order to write and article. It is going to be hanged on the walls of the class, however you cannot copy it, you have to run to the paper which has the number one and try to memorize some sentences in order to say them to the groupmates who will be writing down whatever you dictate them. After you finish the dictation, you will have to note down the words you don’t know of the text in order to look for them in online dictionaries. Moreover, you have to complete a questionnaire about the text, to see if you have understood it.</p>	<ol style="list-style-type: none"> 1. Dictation papers (Appendix 6.13.) 2. Computer 3. Projector 4. Digital Blackboard 5. Google Drive 	<p>25 min.</p>

5.5.
Lesson 5

LESSON PLANS: Lesson 5 in Planning Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1. Tug of war: A dilemma will be presented: Is playing sports as healthy as people think? The class will be divided into four groups standing at the two sides of the classroom: those in favour will have to read an article with the advantages of playing sports and those against will have to read an article about disadvantages of playing sports. Then, they will have to highlight the most relevant ideas and express them in an oral debate.</p>	<p>1. Are you for or against the idea that doing sport is very healthy? Form four groups of six people each, you will read an article and basing yourself on that information you have to highlight the most relevant ideas in order to create an oral debate with the other group to defend your position. Two groups will be in favour and the other two against.</p>	<p>1. Articles (Appendix 6.14.) 2. Computer 3. Projector 4. Google Drive</p>	<p>30 min.</p>

LESSON PLANS: Lesson 5 in Planning Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Feedback Carousel: This activity will help students to organize and demonstrate learning as well as to plan their final project and receive feedback. Students will have to fill out a Padlet with their corresponding project partner. Padlet wall will have four different columns to fill up: Questions you have about the plan, Strengths of the plan and ideas, Helpful Resources and links and Suggestions for improvement.</p>	<p>2. With your final project co-worker, create a wall in Padlet with these questions: (show cheat sheet). Fill them out honestly because after that, me and your partners will give concrete suggestions for improvement. I will walk around the class looking at your ideas to give you feedback on your plans.</p>	<ol style="list-style-type: none"> 1. Padlet (Appendix 6.15.) 2. Computer 3. Projector 4. Digital Blackboard 5. Google Drive 	<p>25 min.</p>

5.6. Lesson 6

LESSON PLANS: Lesson 6 in Creation Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.1.WAGOLL dialogue and video: The teacher will show a video of two people, one is giving instructions to the other about how to use a coffee machine. This will help students have an idea about how to create their advertisements. Then, a dialogue about two people talking about a specific sport will be shown. One is the instructor and the other is a persona who wants to learn how to play. The dialogue is about giving advice and instructions about that sport. Then, the teacher will name two students to play it as an example of the final advertisement they will have to create.</p> <p>1.2. Sports distribution: The teacher will open the random name picker of the app Flippity in order to raffle the sports they will create their advertisement about.</p>	<p>1.1. Pay attention to this video in general, not only what the way it is transmitted. Look at this dialogue and pay attention to way it is written and the expressions used. (Name two students to play it). Try to act as real as possible.</p> <p>1.2. I will randomly distribute the sports so you can prepare your dialogues. When we finish the raffle, you can ask questions.</p>	<p>1. Dialogue (Appendix 6.16.) 2. Computer 3. Projector 4. Digital screen 5. Random Name Picker 6. Sports list (Appendix 6.17.) 7. Flippity: https://www.flippity.net</p>	<p>15 min.</p>

LESSON PLANS: Lesson 6 in Creation Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. iMovie and Movie Maker explanation: The teacher will show the students how to use iMovie and Windows Movie Maker so they can record the final project video and publish it in their blogs.</p>	<p>2. These tools are used to record, edit and publish your videos. Compare with notes you took previously with the example video and dialogue because, as you know, you will have to create an advertisement giving advice and instructions about the sport you got in the raffle. Then you will publish it on your Unit Blogs. If you know other apps to create and edit videos you can use them.</p>	<p>1. iMovie and Windows Movie Maker 2. Computer 3. Projector 4. Digital screen</p>	<p>10 min.</p>

LESSON PLANS: Lesson 6 in Creation Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>3. Dialog creation for the final video: Students will have to create an advertisement by making a dialogue which talks about giving advice and instructions about a sport. In addition to creating the dialogue, students will have to review all the ideas they have had along the lessons to organize the video recording since they will have to do it at home.</p>	<p>3. In pairs, create the dialogue taking into account the video and the dialogue we previously have seen. Then try to organize your thoughts about the advertisement creation since you will have to edit and record it at home.</p>	<ol style="list-style-type: none"> 1. Share document between each pair of students. 2. Computer 3. Camera or mobile phone for recording 	<p>30 min.</p>

HOMEWORK: Record the video with the dialog created in class.

5.7.

Lesson 7

LESSON PLANS: Lesson 7 in Creation and Publishing Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.Number Heads Together: This activity lends rigour and accountability to group work, preventing students either dominating or opting out. The teacher poses three questions and gives individual think time, after which all students have to write down their personal answer. The students are seated in teams of four and the next stage is for them to ‘put their heads together’ and arrive at a team answer. It has to be a team answer and everyone in the team needs to be able to explain it as the students do not know who will be called on by the teacher.</p>	<p>1. Get into groups of four and open a share document in Google Drive with your team members. I will pose you three questions. Write down their personal answer individually. After that, you will ‘put your heads together’ in order to arrive at a team answer for each question. It must be a team answer and everyone in the team needs to be able to explain it you do not know who I will call on.</p>	<p>1. Three questions (6.18.) 2. Computer 3. Google Drive</p>	<p>20 min.</p>

LESSON PLANS: Lesson 7 in Creation and Publishing Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Blog creation and activities publication: In pairs, the same pairs they have created the video with, will create a blog similar to the one the teacher has created to show as an example. Once they have it, they will publish every activity done along the unit, including the advertisement video</p>	<p>2. Create a blog with the app I am going to show you. Here you have an example of a blog (cheat sheet). Style it as you want and publish all the activities you have done along the whole unit.</p>	<p>1. Blog cheat sheet (Appendix 6.19.) 2. Computer 3. Blog: https://www.wix.com/ 4. Activities from the whole unit</p>	<p>35 min.</p>

5.8.

Lesson 8

LESSON PLANS: Lesson 8 in Assessment and Reflection Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>1.1. Video projection: Students will show the advertisements they created and give a brief oral explanation of their creation process.</p> <p>1.2. Peer assessment: The class members will need to evaluate their peer's work by filling out a peer assessment form that will be given to them. Individually, they have to evaluate the other pairs of the class, not their own partner.</p>	<p>1.1. Using the class computer, project the advertisements you have created. After that, give a brief explanation about the procedure you have followed to create the video.</p> <p>1.2. Evaluate what you thought about your classmates' work by filling in this form. The creators of the video with the best reviews will get a promotion on the job as well as a unit point.</p>	<p>1. Students blogs and videos 2. Computer 3. Projector 4. Digital blackboard 5. Peer assessment forms (Appendix 4.3.)</p>	<p>1.1. 30 min. (video projection and commentary) 1.2. 5 min.</p>

LESSON PLANS: Lesson 8 in Assessment and Reflection Stage

ACTIVITY	TEACHER TALK	MATERIALS, RESOURCES	TIMING
<p>2. Exit Ticket. Self-assessment and Unit Learning Evaluation: Students will fill out an Exit Ticket which will be given to them in order to evaluate their own learning process and thoughts about the unit. They will be given a link to a google forms as well.</p>	<p>2. Complete this Exit Ticket to express your thoughts about your personal development in the unit and also for questions that you still have or don't understand about the unit. After that, click on the link I will give you and answer some questions about your opinion of the whole unit.</p>	<p>1. Exit Ticket template (Appendix -) 2. Computer 3. Digital screen 4. Google Form (Appendix 4.4.) 5. Unit Evaluation (Appendix 4.6.)</p>	<p>20 min.</p>

Appendix 6 Materials

6.1. Challenge Letter

SUDDEN FIT, INC.

The Company that work out the Future

To: Research Innovation and Development Department

From: Publicity Department

Subject: Work out for the future

During the next two weeks, you are to put all existing projects aside and devote time and effort to publishing the sports our company offers.

Our research shows that the average teenager is looking for pastime sports that includes adrenalin rush as well as keeping themselves fit.

During these weeks you will work in groups, individually and in pairs, so we can see your potential. However, the final product will be developed in pairs so that we have more options to choose.

This final product will consist of making a specific sport advertisement. each pair will choose one of the sports we offer in our company. None may be repeated.

Remember that in order to carry out a project, it is first necessary to consider the project, look at the different options, make suggestions and give options for improvement. To do this, we provide you with a document called compass points where you will have to think about the project individually, and then put it together with your partner and reach a good agreement.

At the conclusion of two weeks' work, your team will publish a great advertisement giving advice and instructions about the sport chosen, as if you were elite sportspeople. The more original the ad is, the more likely you are to earn points in the advertising industry.

As always, never lose sight of our company mission – Work out life

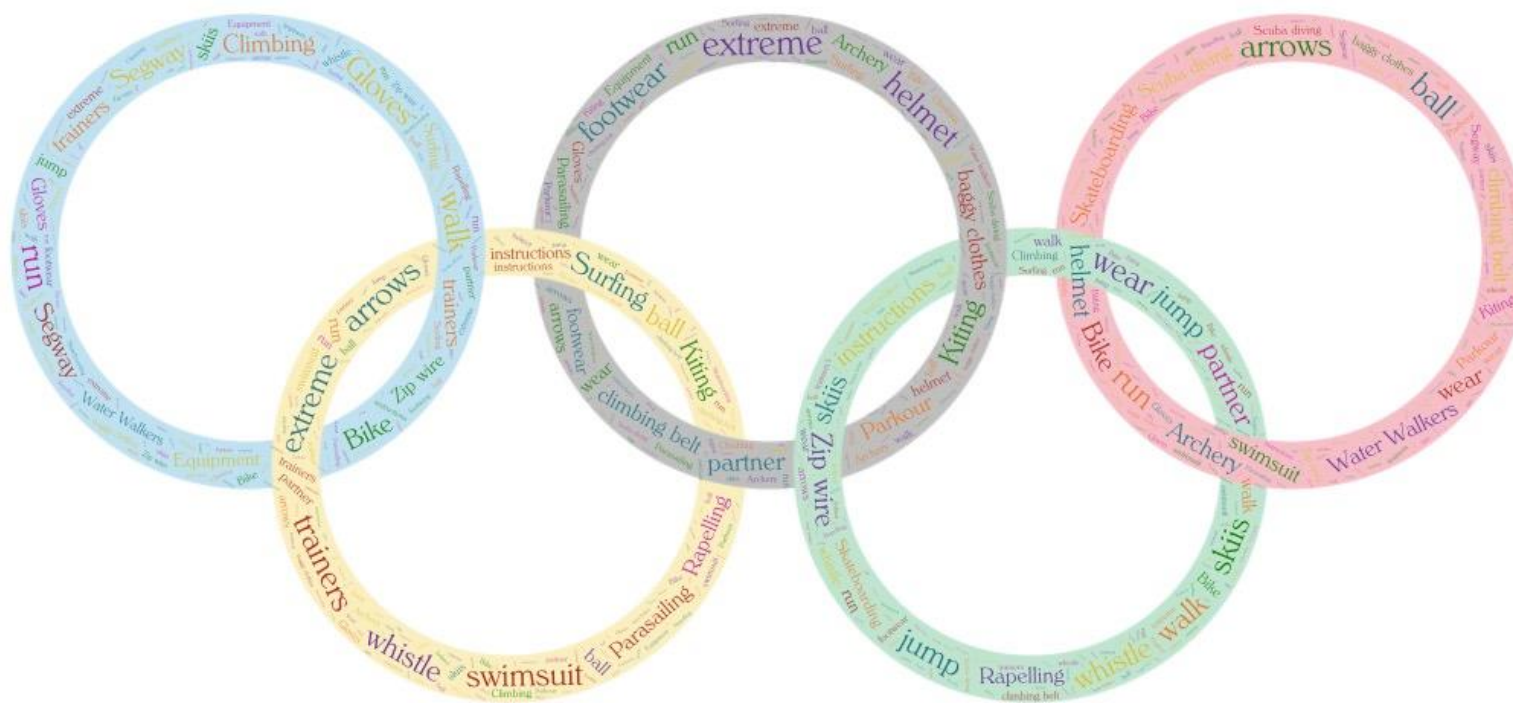
Kat Hudson, Publicity Officer

6.2. Compass Points

https://docs.google.com/document/d/10bxmsnfb28T_85PCr5L3ZCKhwODadDCoVDZBPZ64NCg/edit?usp=sharing

Retrieved from: Gil, V. (2019). Project Based Language Learning for the EFL Classroom Presentation. Universidad de Zaragoza

6.3. Word cloud projection



6.4. Homework: Eleven Weird Sports

<https://www.babbel.com/en/magazine/weird-sports-around-the-world>

6.5. Modal Verbs: Mind map

<https://www.mindomo.com/mindmap/modal-verbs-1c5cedfe5d624298936c9f784bd12f3c>

6.6. Jigsaw

<https://getoutside.ordnancesurvey.co.uk/guides/7-unusual-sports-played-in-great-britain/>

Videos: <https://www.youtube.com/watch?v=is1TnRNVJFc> (Sports in the UK)

<https://www.youtube.com/watch?v=6NPXFdyZvZ0> (Sports in USA)

https://www.youtube.com/watch?v=L3c_oOhd5KI (African combat sports)

https://www.youtube.com/watch?v=vkHhPH_Lu2Y World's strangest sports (From 0:27 to 3:42)

6.7. Modal Verbs Quizizz

<https://quizizz.com/admin/quiz/5be861aee28e4c001ae85c36>

Extra questions:

1. A friend wants to organise a sporting event with lots of people without taking into account pandemic restrictions, give her some advice/suggestions.
2. The manager of the gym wants to make some posters to hang at the entrance showing the things that are compulsory in the gym. What would you write on them?
3. Express something that you will have to do next weekend because otherwise you will miss the deadline.
4. Ask the gym instructor if he/she could help you because you don't understand how some of the machines work.

6.8. Sport and Success video

<https://www.youtube.com/watch?v=1KJFsm8NDyE>

6.9. Guns, Bombs and Angels

<https://docs.google.com/document/d/1hIExFcrLwIU0H1aC8aKmJ5DDOYNUfxCBuk8ZYZSJF8s/edit?usp=shari>

[ng](#)

6.10. Homework: Symbaloo (Scaffolding)



6.11. The Key to Think

https://docs.google.com/document/d/1U-12-A29QqQ1ymqrG_cWyNVFctezL1-VQzMVS6m6SQs/edit?usp=sharing

6.12. Scramble

Name: _____

Sports word scramble
Please unscramble the words below

Created on TheTeachersCorner.net Scramble Maker

1. veHa uoy tider odoinr nbcgiiml erebfo? _____
2. Do oyu twan ot evah a og? _____
3. nCa l ewar my nwo rrianste? _____
4. oD l evha ot wrae a mlhete? _____
5. haWt hsdulo l do txen? _____
6. mA l nigdo ti grthi? _____
7. uoY uhsond'l't awer ggaby lthseco _____
8. oDn't okol ondw if yuo'er arafdi of ehisthg _____
9. ouY tsmu veid thwi a ewitust _____
10. Yuo ysalwa vaeh ot aerw het cctor forwaeot _____

Name: _____

Sports word scramble

Please unscramble the words below

Created on TheTeachersCorner.net Scramble Maker

- | | |
|--------------------------------------------------|----------------------------------------------|
| 1. veHa uoy tider odoinr nbcgiiml erebfo? | Have you tried indoor climbing before? |
| 2. Do oyu twan ot evah a og? | Do you want to have a go? |
| 3. nCa I ewar my nwo rrianste? | Can I wear my own trainers? |
| 4. oD I evha ot wrae a mlhete? | Do I have to wear a helmet? |
| 5. haWt hsdulo I do txen? | What should I do next? |
| 6. mA I nigdo ti grthi? | Am I doing it right? |
| 7. uoY uhsondl't awer ggaby lthseco | You shouldn't wear baggy clothes |
| 8. oDn't okol ondw if yuo'er arafdi of ehisthg | Don't look down if you're afraid of heights |
| 9. ouY tsmu veid thwi a ewitust | You must dive with a wetsuit |
| 10. Yuo ysalwa vaeh ot aerw het ccertor forwaeot | You always have to wear the correct footwear |

6.13. Running Dictation

The Importance of Sport for The Children's Health

(Paragraph 1) Sport helps children to develop both physically and mentally. Physical activity should be part of our daily life. Practicing any kind of sport from an early age helps children in many ways, for example, group activities improve interaction and social integration. It also improves the mental level and promotes a healthy lifestyle in adulthood, as the habits we acquire as children are often to stay. Sports have multiple healthy benefits.

(Paragraph 2) If we talk on a psychological or personality level, sports activities (especially those done in groups) help children to strengthen* their social self-esteem, and allow them to understand the importance of having and respecting the rules. Another aspect to consider is what type of sport or activity will suit best the child considering his/her conditions and abilities.

(Paragraph 3) A timider and shy child is likely to get better at a sport where they must relate to peers*. To a more active one, an individual sport such as tennis can help better develop her/his ability to concentrate. One of the perhaps most relevant issues is the importance of physical exercise, not only in children but also in young and old people, because moderate daily physical exercise helps prevent overweight and obesity.

(Paragraph 4) Taking into account the growth of the percentage of children and young people with obesity and overweight in the Western world, the inclusion of sport in the family routine becomes almost mandatory. Sport can also have the power to help us rest. For all those fathers and mothers of active children, try to get them to run every day

playing soccer, or swimming or any other activity that keeps them physically active. They will fall asleep in bed in a matter of seconds and you, dads and moms, too.

MULTIPLE CHOICE QUESTIONS. For questions 1 - 5, choose the answer (a, b or c) which best fits according to the text.

1. Children who practice sports _____.

a) are more likely to understand why something can't be done. (correct)

b) tend to reinforce the social abilities of the team.

c) know more about their own self-esteem than children who don't.

2. Which of these statements is **NOT** true?

a) Playing tennis can help children focus their attention.

b) Practicing sports during childhood will encourage good health decisions later in life.

c) The positive experiences that sports bring play an important role only in a young person's life. (correct)

3. The author believes that _____.

a) children should be obliged to participate in sports at school.

b) parents should be forced to include sports with their children in their schedules (correct)

c) parents with obese children must practice sports.

4. Which of the following statements is **TRUE**?

a) Practicing sports together can help all the members of the family sleep better.

b) Parents of active children should consider participating in sports in order to relax appropriately.

c) Active children will be able to sleep more easily if they play sports daily. (correct)

5. According to the text, _____.

a) by playing sports, children understand the power of hard work.

b) when practicing sports, children learn that in order to achieve their goals they have to obey their coach.

c) sports are particularly helpful for children who have no discipline.

2. USE OF ENGLISH. For questions 6 - 13, choose the correct answer (a, b, c):

6. What's the meaning of "feel at home" in this exchange? - How's the new job? Do you **feel at home** yet?

a) feel relaxed and comfortable (C) **b)** feel happy and loved **c)** feel valued and appreciated

7. Peter _____ be in his office. I'm sure. I've looked in every room at home.

a) might **b)** can **c)** must (C)

8. Follow these practical instructions and after you _____ that, it is time to go to the roof.

a) did **b)** have done (C) **c)** would do

9. In which of the following sentences can the relative pronoun be omitted?

a) Many people with disabilities, who have never been able to drive until now, can benefit greatly from these new cars. **b)** That's the teacher who taught me last year. **c)** She didn't like the film that I recommended to her. (C)

10. _____ none of his victims were actually injured, his burglaries terrified local residents.

a) Despite **b)** In spite of **c)** Although (C)

11. You can still do it but you are running _____ of time.

a) in **b)** around **c)** out (C)

12. "It is really memorable" he said. He said _____.

a) it was really memorable. (C) **b)** it had really been memorable. **c)** it used to be really memorable.

13. Barry had lost contact with his family while he _____ abroad.

a) worked **b)** was working (C) **c)** had worked

Retrieved from: https://contenido.uned.es/cuid/prueba_libre/ingles/ingles_b1_cl.pdf

6.14. Tug of War

<https://docs.google.com/document/d/1eTBTImc6PcLzCZWtCbfgpy7jv8h3MkdMccR6Mev0NXE/edit?usp=sharing>
g (advantages)

https://docs.google.com/document/d/1CLvXkAG71szaY2cb_jm706m42RBdcWtR8G9hjuyWMo/edit?usp=sharing
g (disadvantages)

Retrieved from:

<https://howtheyplay.com/misc/Advantages-of-Playing-Sports>

<https://www.activenorfolk.org/2021/05/mental-benefits-of-sport/>

<https://howtheyplay.com/misc/Disadvantages-of-Playing-Sports>

<https://www.reference.com/world-view/disadvantages-playing-sports-9bec40f151113d90>

<https://environmental-conscience.com/playing-sports-pros-cons/>

6.15. Feedback Carousel

<https://padlet.com/7181291/40kxitebr2595n8v>

6.16. WAGOLL Dialogue and Video

DIALOGUE

* → Person who wants to try archery - → Instructor

* Good morning!

- Good morning!

* I've come here because I have a friend who has recommended me this place to practice archery.

- Of course! We are the most professional archery club in town. Have you tried archery before?

*No, I haven't. This is my first time.

- Right. Well, let's talk about the rules. First of all, you must listen carefully to the instructions. Secondly you should always walk and never run. Finally, it's a good idea to carry your own arrows.

*Do I have to wear special clothes?

- No, you don't, but you shouldn't wear baggy clothes

* Are there any other instructions about the equipment?

-Well, you mustn't point an arrow at a person and it isn't a good idea to drop the arrows on the ground.

*Okay, I think it is clear.

- Do you want to have a go?

*Nothing would make me happier.

- First of all, put on the backpack with the arrows. After that take the bow and grab the wooden part with your right hand.

*What should I do next?

- Try to put the arrow in the hole in front and hook it into the string behind. When you succeed, bring it back to the lip of your mouth. When you have aimed, you can release the arrow.

* Oops... I couldn't even get to the Diana.

- Don't worry, it's all about practice.

* I hope so... I would like to sign up, I'm not giving up.

- That's awesome! You won't regret it.

VIDEO

<https://learnenglish.britishcouncil.org/skills/speaking/pre-intermediate-a2/giving-instructions>

(From 0:43 to 2:11)

6.17. Sports distribution

LIST OF SPORTS FOR DISTRIBUTING THEM FOR THE VIDEO CREATION

- Scuba Diving
- Zip wire
- Golf
- Ice skating
- Rugby
- Horse racing

- Snowboarding
- Rock climbing
- Weight lifting
- Wind surfing
- Judo
- Fencing

6.18. Number Heads Together

1. Why do you think people like risky sports?
2. Do you think that MMA should be banned?
3. Team or individual sports? Choose one and give reasons why.

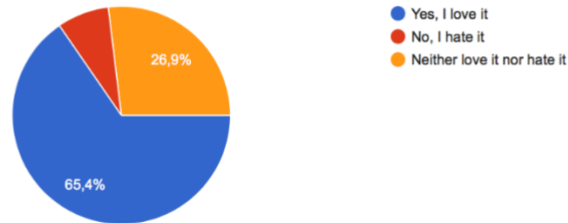
6.19. Blog Creation (Scaffolding)

<https://718129.wixsite.com/letsplaysports>

Appendix 7. Is learning English as a Second Language motivating?

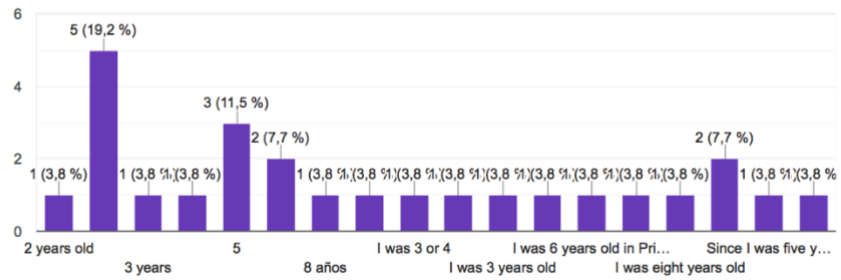
1. Do you like studying English?

26 respuestas



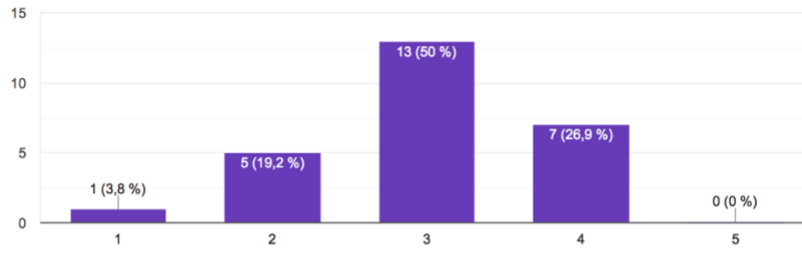
2. How old were you when you started studying English for the first time?

26 respuestas



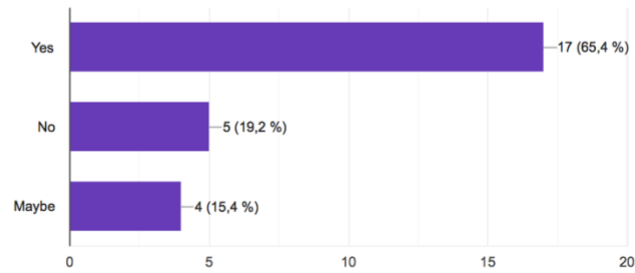
5. How motivating is the English textbook for you?

26 respuestas



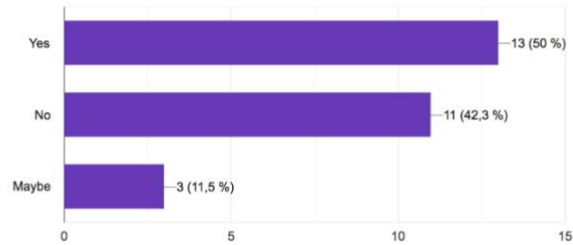
6. Would you like to use ICTs (TICs) and digital resources instead of the textbook?

26 respuestas



3. Have you ONLY used English textbooks while you have been studied English?

26 respuestas



4. If your answer to question 3 was "No", what materials did you use?

10 respuestas

Juegos, películas...

Films series book

We used power points and songs

I read subtitles in every serie I watch

Games, films, music...

Videos de youtube

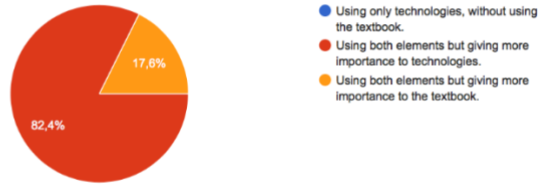
Also workbooks, little books for kids and videos to watch and listening

music, videos, etc.

I used music, movies, series etc.

7. If the answer to question 6 was "Yes", what do you think would be the best possible use for technologies?

17 respuestas



8. Give some reasons (if you have them) why the textbook should not be used to learn English.

13 respuestas

- Because you don't have all the resources of information in the text book
- Because it's taught wrong
- the textbook is very boring, the best to learn are the dynamic activities
- Because you don't have all the resources of information in the textbook
- Because the book is badly made
- I do not have
- Are boring
- People sell them written
- Because the most important aspect learning a language is to talk and the textbook don't help to talk

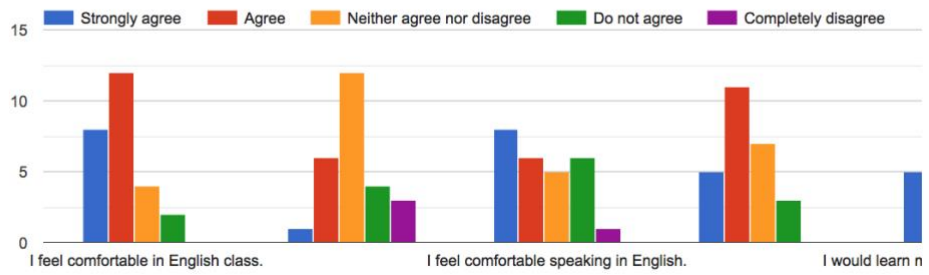
Its boring, It doesnt prepare u for reality situations

Because is better speaking english and not only study by heart the grammar

They are boring and not eco-friendly

I have no reasons.

Now there are going to be statements some people agree with and some people don't.
Please mark the box which best expresses how much you agree with the statement.



Now there are going to be statements some people agree with and some people don't.
Please mark the box which best expresses how much you agree with the statement.

