



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

TEACHING ENGLISH GRAMMAR AND VOCABULARY THROUGH POWERPOINT IN COMPULSORY SECONDARY EDUCATION

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ABSTRACT

This project aims to research into Computer-Assisted Language Learning (CALL), particularly, into its evolution up to the present day, its actual application, CALL materials and the advantages of incorporating them into the foreign language classroom.

Within CALL materials the focus will be on one specific type of material: PowerPoint and a much criticized use of it, "Drill and Practice". In this respect, a guide on how to create multimedia and interactive activities through PowerPoint will be provided, as well as sample materials in order to illustrate what can be really achieved.

As far as the creation of language learning materials is concerned, theoretical and practical aspects of teaching grammar, vocabulary and pronunciation will be taken into account so that they can be satisfactorily applied in the design of PowerPoint activities.

Key words: CALL, communicative competence, PowerPoint, grammar, vocabulary, drill and practice, interactivity, multimedia.

RESUMEN

Este Trabajo de Fin de Máster tiene como objetivo investigar la enseñanza de lenguas asistida por ordenador, particularmente, su evolución hasta la actualidad, su aplicación real, tipos de materiales digitales y las ventajas de llevar dichos materiales a la práctica en nuestras clases de enseñanza de idiomas.

Dentro de los materiales digitales, nos centraremos en un material en concreto: PowerPoint y un uso muy criticado de éste, "repetición y práctica". En este sentido, se incluirá una guía sobre cómo crear actividades multimedia e interactivas a través de PowerPoint, así como ejemplos de materiales para ilustrar lo que realmente se puede lograr hacer.

En lo que respecta a la creación de materiales de aprendizaje, se tendrán en cuenta aspectos teóricos y prácticos de la enseñanza de gramática, vocabulario y pronunciación para que puedan ser correctamente integrados en el diseño de actividades de PowerPoint.

Palabras clave: enseñanza de lenguas asistida por ordenador, competencia comunicativa, PowerPoint, gramática, vocabulario, repetición y práctica, interactividad, multimedia.

1. INTRODUCTION

During my four-year experience as a teacher in Primary Education I have come across many learning materials. However, there is one type I find particularly useful for my lessons: multimedia and interactive activities designed with PowerPoint.

PowerPoint is not unknown to teachers at all. Many teachers often use PowerPoint in order to present content in a more appealing manner. Nevertheless, this is just the beginning of what can be achieved through PowerPoint in terms of learning materials.

It was not until I studied a degree on education “Maestro Especialidad Lengua Extranjera (Inglés)” at the University of Jaén six years ago, particularly, in a subject called “Nuevas Tecnologías Aplicadas a la Educación”, that I discovered the full potential of PowerPoint. In this subject, we were taught how to create a blog, how to edit videos through Windows Movie Maker and how to create multimedia and interactive activities through PowerPoint among other things. However, once the subject finished and due to the lack of practice I almost forgot what I had learnt.

It was two years later, when I became a teacher in Primary Education, that I felt the need to explore different and motivating learning materials to incorporate them into my classroom. It was at this moment that I rediscovered and extended my knowledge of what I had learnt in that subject. Particularly, one defining moment was when I discovered “www.eslprintables.com”, an internet website on which teachers share educational materials for teaching English as a foreign language. I was amazed of what other teachers could do, especially with PowerPoint, so I spent many hours investigating other people’s work to find out how it was done, and soon after, I started to create my own materials, many of them published on this same website. A bit later I created a blog “<http://www.espanglis.blogspot.com.es/>” to guarantee my students access to these and other materials from home.

Up to this moment PowerPoint has become one of my major educational discoveries. For that reason, with this study I intend to make people aware of the many possibilities PowerPoint can offer, further beyond its use as a presentation tool.

To contextualize the design of PowerPoint Activities, which is the main aim of this research project and which will be developed from section 3.3 onwards, we will first look into Computer-Assisted Language Learning (CALL) and secondly, into communicative competence and its corresponding subcompetences. More precisely, within linguistic competence I will explain some important aspects about teaching grammar, vocabulary and pronunciation which will be later taken into account in the design of materials shown in section 3.4.

Finally, the theoretical part of this project will be applied into a didactic unit called “At the clothes shop”. This unit will illustrate how PowerPoint activities can be combined with other learning materials. Furthermore, in this unit we will see that while PowerPoint should never be the only learning material considered, its incorporation can greatly improve the unit in terms of motivation and by providing different learning experiences to students.

2. COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

Probably, the best known definition of CALL is that provided by Levy (1997: 1 in Leaky 2011: 22) which defines it as “...the search for and study of applications of the computer in language teaching and learning”.

In the same line Beatty (2010: 7) defines CALL as “any process in which a learner uses a computer and, as a result, improves his or her language”.

As useful as these two definitions are in encompassing CALL’s two main fields: the use of computers (1) to enhance language learning (2), they might seem too general. Therefore, a more precise definition, particularly, that provided by Leaky (2011: 22) clarifying what computers are exactly used for in language learning seemed necessary.

The exploration, sometimes coherent, sometimes disparate, of all aspects of the human-computer axis, with the primary goal of enhancing the process of second-language teaching and learning, be it in curriculum design, delivery, testing, feedback, monitoring or evaluation, by means of the generation of improved computer-based platforms, courseware, learning environments and pedagogies.

Regardless of the definition chosen, it is undeniable that computers have changed our view of education as we knew it, and it has clearly made a huge impact on educational pedagogies and materials.

2.1. Evolution of CALL

CALL has greatly evolved from the 1960s, when the first computer materials for language learning were created, up to the present day, in which the online and off-line resources for language learning are countless.

The evolution of CALL has been categorized in three stages (Warschauer 1996): behaviouristic CALL, communicative CALL and integrative CALL. In these three stages CALL materials and theories have shifted alongside with the rapid evolution of computer technology and the changing language learning pedagogical trends in the last decades. However as Warschauer (1996) points out “the introduction of a new phase does not necessarily entail rejecting the programs and methods of a previous phase; rather the old is subsumed within the new”.

The explanation below about the three stages in CALL is based on Leakey (2011: 37-43); Pérez Gutiérrez (2005: 560-562); and Warschauer (1996).

2.1.1. Behaviouristic CALL (1960s and 1970s)

Influenced by the audiolingual method and behaviourist theories, CALL materials created at this stage fitted into the Drill and Practice category. In Drill and Practice programmes the computer acts as a tutor delivering information and providing negative or positive feedback according to the learner's answers to a set of exercises such as gap-filling, quizzes, etc. The main objective of this type of materials is to enable students to attain grammar accuracy.

2.1.2. Communicative CALL (1980s)

The 1980s witnessed the rise of communicative language teaching methods and the shift from behaviourist theories, which emphasized repetitive practice in order to master the target language, to cognitivist theories, which focused on "the importance of mental processes in the learning experience" (Pérez Gutiérrez 2005: 561).

In Underwood's view (1984: 52 in Warschauer 1996), communicative CALL "allows and encourages students to generate original utterances rather than just manipulate prefabricated language". CALL materials at this stage were based on the use of the language, that is, fluency, rather than the study of the language itself and they promoted interaction and critical thinking.

The computer in communicative CALL is mainly used as a tool as in word processors and spelling and grammar checkers. However, the computer may also be used as a tutor, but unlike behaviouristic CALL, students are allowed a higher degree of participation in terms of choice, control and interaction.

2.1.3. Integrative CALL (1990s onwards)

Shaped by pedagogical theories based on sociocognitivism and constructivism and, especially, by the new advances in computer technology: the multimedia computer and the Internet allowing CMC (Computer-Mediated Communication), integrative CALL made its appearance in the 1990s.

CALL at this stage becomes a comprehensive approach which enables the combination of all language skills by means of multimedia elements and allows students to access authentic materials (newspapers, videos, etc.) and to be involved in real communicative environments (forums, email, videoconference, etc.) through the internet.

In Integrative CALL the computer may act either as a tutor or as a tool. Despite the computer being used as a tutor, the participation of the learner is even higher than in

communicative CALL due to the possibilities introduced by multimedia (images, sound, video and mainly hypertext). However, in integrative CALL the computer as a tool takes a new dimension allowing not only communication with other Internet users, but also collaboration and creation by different users as in wikis.

2.2. CALL strengths and limitations

Among the *advantages* for language teaching and learning that CALL has to offer we can mention the following (see Pérez Gutiérrez 2005: 563):

- CALL materials raise students' motivation as they provide a new and rich environment with almost limitless possibilities for learning different from traditional methods. When students feel engaged in an activity they enjoy and focus their attention on it, learning will be more likely to take place.
- CALL has made possible a drift from teacher-centred classrooms towards a learner-centred approach in which students take an active role in their learning process.
- Since computers can be accessed not only from school, but also from the students' own home, this increases the opportunities for learning beyond the classroom and for autonomous learning allowing students to progress at their own speed.
- CALL materials allow for self-evaluation as they provide students with feedback on their progress. Computers correcting students instead of being corrected by a teacher in the presence of the whole classroom will contribute to lower learners' fear of making mistakes. Moreover, CALL also enables teachers to evaluate students' performance by storing their answers.
- The combination of multimedia and interactivity in CALL makes it not only encouraging, but also suitable for different learning styles.
- Through the Internet, learners can have access to authentic materials, communicate with other users and learn social and cultural aspects about other countries. At the same time, on the net teachers can find unlimited resources and ideas to incorporate into their classrooms, as well as pages which promote collaboration among teachers by creating and sharing materials. A useful page to share materials is "www.eslprintables.com".
- CALL fosters students' digital competence and creativity while they learn a foreign language. CALL poses the possibility of learners creating their own materials such as posters, compositions, videos, stories, etc.

To these advantages we could also add the following two:

- Since textbooks often fall short in providing students with enough practice, CALL may serve to deliver remedial work, further practice and extension material.
- CALL reduces printing costs as it can replace individual worksheets for each student in the classroom, posters, flash cards and board games which can now be created in a digital format.

Nevertheless, CALL also has *limitations*. CALL cannot be seen as an educational miracle. As Warschauer (2006) points out “the effectiveness of CALL cannot reside in the medium itself but only in how it is put to use”. Computers do not make language learning happen by themselves. Instead, it is the methodology used by teachers what makes them so effective. The activities carried out with computers imply a previous planning and the setting of learning objectives on the part of the teacher.

Therefore, CALL should not become the only approach used by teachers, but rather one of the many teaching techniques they implement in their classrooms. Despite the proved motivational power of computers, their everyday use might make students lose interest. Teachers should continue using whatever they consider useful and effective for learning regardless of its format: the textbook, graded readers, worksheets, mimicry, role plays, games, etc.

Furthermore, communication and interaction should not be put at risk by the use of the computer. Although it was previously mentioned computers potential for communication, teachers should not deprive learners of meaningful and real interaction within the classroom.

To the previous considerations we can add the following four drawbacks (see Torat 2000):

- Feedback provided by computers is limited as compared to that provided by a teacher, as computers are unable to judge unexpected answers.
- Good quality CALL materials are often developed by private programmers, thus, they are only available upon payment of the required fee.
- CALL requires digital skills and time from the teacher. Teachers need to have at least basic technological skills to put into practice CALL activities. At the same time, looking for resources on the Internet can be really time consuming. Needless to say that designing CALL materials will demand further knowledge and a higher amount of time from them.
- There still exist some hardware compatibility problems when implementing CALL. Thus, teachers might find that a particular material cannot be played in some computers.

2.3. The use of ICTs in Secondary Education in Andalusia

The academic year 2003/2004 witnessed the first educational projects developed by Primary Education and Secondary Education schools in Andalusia for the implementation of ICTs in education. These educational projects involved not only the incorporation of ICTs for teaching and learning, but also as a tool to facilitate the administration of schools and the communication with the educational community (see Huertas Montes 2010: 58).

By means of these educational projects, schools, on the one hand, are committed to implement ICTs throughout the educational institution while the Andalusian Department of Education, on the other hand, is committed to provide schools with updated technological equipment, internet connection, educational software and teacher training in ICTs usage (see Huertas Montes 2010: 60).

From the academic year 2003/2004 until the academic year 2008/2009 many Andalusian schools benefitted from the educational projects to implement ICTs. From 2009 onwards, a new programme “Escuela TIC 2.0” has been introduced both for Primary and Secondary Education schools providing schools with further material such as the interactive whiteboard, resulting in a growing number of schools with technological equipment.

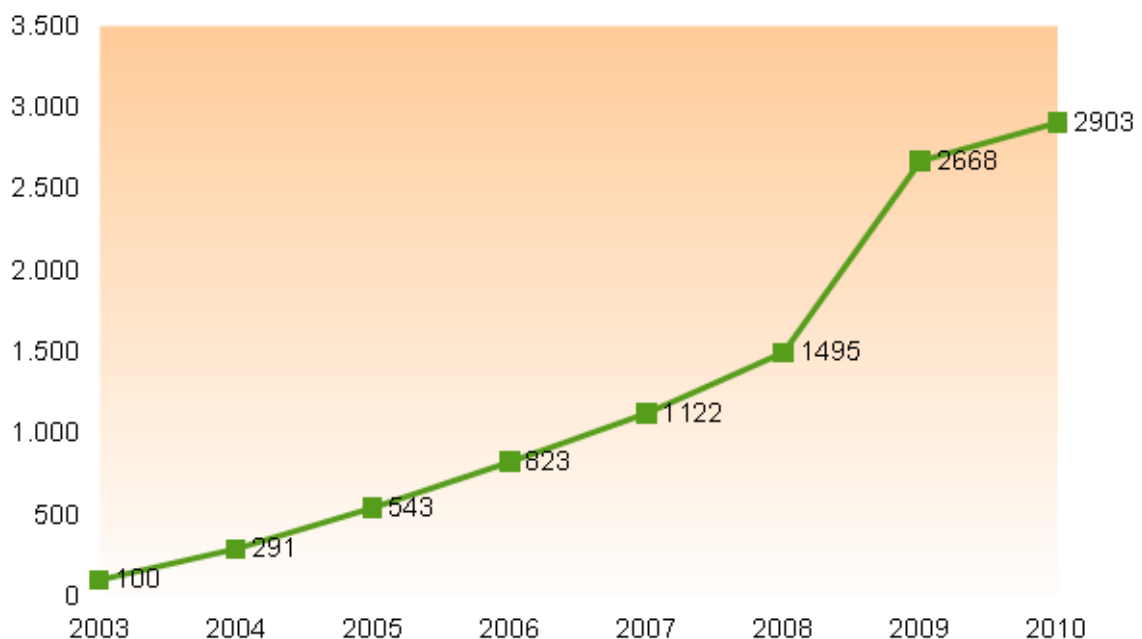


Image 1: Graphic showing the number of Andalusian schools incorporating ICTs into education (*Revista Andalucía Educativa* “TIC en cifras”)

However, in spite of the growing funds invested in equipping Andalusian schools and high schools with the latest technological resources for educational purposes, this

investment does not always necessarily translate itself into the full exploitation of these resources.

An investigation report by Mominó, Sigalés and Meneses (2008 in Huertas Montes 2010: 67) shows that many teachers continue to develop the same kind of activities they carried out before they had access to ICTs, disregarding the full potential of these new resources.

Therefore, the new educational challenge is not in incorporating ICTs into education, but in how these new technologies can change and enrich the concept teachers have of education.

2.4. Barriers to the use of ICTs by English teachers

As has been stated before, the growing investment in ICTs for their incorporation into education does not always result in teachers taking advantage of their full educational potential. A report by BECTA (British Educational Communications and Technology Agency) (2004) points out the main reasons why ICTs are not being properly implemented from which we can highlight the following:

In the first place, the lack of teachers' training leading to their lack of digital skills directly affects teachers' confidence to use ICTs in their classrooms. As a result, many teachers avoid using ICTs because they are afraid of being portrayed as having a poorer digital knowledge than their students.

In the second place, scarce access to resources due to insufficient, inadequate or outdated equipment, or even due to a poor organization of these resources.

In the third place, becoming familiar with ICTs and even creating or finding suitable materials to bring into the classroom are really time-consuming.

In the fourth place, technical problems are also a common fear among teachers. There is always the possibility of something going wrong when using ICTs. That is why it is advisable for teachers to always have a back-up plan not to disrupt the development of the lesson in case ICTs are not working properly.

Lastly, some teachers are suspicious of the benefits technological innovations might bring into their teaching practice and, therefore, they are not willing to change their traditional way of teaching with which they are perfectly comfortable with.

It is evident that teachers are often afraid of change. However, they cannot let that fear dominate their teaching career. Education and technology are constantly changing, normally for the better, and teachers should be able to take advantage of it. Incorporating new methodologies and materials should be a must for every teacher. It is essential in order to engage their students who live in a world in which what was

suitable yesterday is outdated today. As time consuming as innovation can be for teachers, it will be totally worth it if it helps students learn better.

2.5. Using CALL in the classroom

2.5.1. CALL materials

CALL materials and activities can be classified according to different criteria: the degree of teachers' involvement in the creation or adaptation of specific materials and the role played by the computer in educational resources.

Regarding the teacher's implication in the design of activities, we can distinguish between user software and programming or authoring software. On the one hand, *user software* refers to ready-made materials in whose creation the teacher does not intervene. Some examples of user software materials are CD-ROMs, electronic encyclopaedias, and simulation programmes. On the other hand, with *programming or authoring software* teachers are given the possibility to design their own activities (See Pérez Gutiérrez 2005: 569). In this respect, there are useful online resources such as "<http://learningapps.org/>", and off-line resources such as Hot Potatoes and eXeLearning, which allow teachers to add content to certain templates in order to create gap filling, multiple choice and matching exercises.

Concerning the role of the computer, materials can be classified depending on whether the computer acts as a tutor or whether the computer is used as a tool. A computer can be said to act as a *tutor* when it plays an instructional role by delivering content, evaluating students' answers and providing feedback. Call materials within this category can take the form of grammar and vocabulary tutorials, games and pronunciation programmes, text reconstruction programmes, gap-filling programmes, multiple choice and matching programmes and comprehensive multimedia programmes (See Pérez Gutiérrez 2005: 565). Multimedia elements and interactivity have greatly contributed to update tutorial CALL activities and to make them more appealing to students.

In contrast, "...there are programs that, instead of assessing the students' answers, mainly allow learners to use the *computer as a tool* and produce or see the results of their interaction and decisions" (Pérez Gutiérrez 2005: 565). CALL materials within this category include (See Pérez Gutiérrez 2005: 565): word processors, simulation programmes, reference materials, concordancers, Computer Mediated Communication (CMC) and material from the World Wide Web.

Of all these materials, the World Wide Web has tremendously broadened the possibilities for language teaching and learning because it:

- allows for CMC, that is, authentic communication between users all over the world, and it facilitates access to all the materials previously mentioned,
- offers countless examples of authentic materials in the form of texts, audio, video, etc.,
- makes it possible for students to access a huge amount of information to extend their knowledge,
- gives students and teachers the possibility to share, create and access language materials.

Whether the computer acts as a tutor or as a tool does not depend on the CALL material itself, but on how teachers and students make use of it. For example, a student can access a webpage to practise grammar through a ready-made gap-filling exercise (the computer as a tutor). On the other hand, he/she can access a webpage in order to create his/her own gap-filling exercise to present to his/her classroom (the computer as a tool).

The material on which we will base this project, PowerPoint, would fit in both categories: the computer as a tutor and the computer as a tool. When teachers use PowerPoint to create activities of the “drill-and-practice” type, as will be the case in this study, the computer will act as a tutor assessing students’ answers. However, PowerPoint can also be used by students to create their own projects (a presentation on a certain topic, a poster, a story, etc.).

Moreover, PowerPoint can also be considered within the authoring software category as it allows teachers and students to create their own materials.

2.5.2. The computer as a tutor: drill-and-practice

Framed within the behaviouristic stage of CALL, early educational software took the form of drill-and-practice programmes, called pejoratively drill-and-kill. Drill-and-practice refers to a certain type of activities (gap-filling, multiple choice, sentence completion, matching, etc.) in which the computer acts as a tutor delivering content and evaluating and providing feedback to students’ answers (see Davies, Otto and Rüschoff 2012: 21). This computer-based instruction technique is focused on form rather than meaning and is based on the premise that repetitive practice will help students achieve language accuracy.

Much criticism has arisen towards drill-and-practice, especially, as a result of the emergence of language teaching and learning approaches which emphasize the importance of the communicative purpose of a language and which give students a more active role in the learning process.

Learning via a transmission mode of pedagogy has been rejected as a central mode of instruction in favour of participative experience. In terms of language learning, this view has become particularly influential and the process is now allied with the need to make learners active agents and users of the target language. Replacing the purely form focused pedagogies of the past, language learning is now focused more on communicative ability (Thomas, Reinders and Warschauer 2013: 6-7).

The limitations of drill-and-practice to foster communication are undeniable. However, as essential as communication is in language teaching and learning, it is difficult for communication to take place in itself without previous knowledge of the vocabulary and the grammar of the target language. It is, in this regard, where drill-and-practice becomes useful: not within a grammar-translation approach where it is normally considered to fit, but within an eclectic approach where communication is the main goal but in which grammar and vocabulary are not underestimated. As Blake and Chun (2008: 40) show:

Arguably, there is nothing intrinsically wrong with incorporating grammar exercises into the curriculum, even the drill-and-kill type, especially in the beginning stages of learning a new language where new morphology and syntactic structures present so many challenges to the L2 learner. But drill-and-kill should not constitute the driving concept behind a web-based L2 curriculum.

Still, drill-and-practice is often considered outdated and ineffective. In Beatty's (2010: 12) words: "...the new and improved have not always replaced the old and tired. Instead, many programs being produced today feature little more than visually stimulating variations on the same gap-filling exercises used 40 years ago".

In addition, some authors do not see the point in replicating the same type of activities included in a textbook. Bax (2003: 16 in Leaky 2011: 38), for example, when comparing communicative and behaviouristic CALL, indicates that communicative CALL "...will never attempt what a book can do just as well".

However, CALL drill-and-practice has unique features which cannot be equaled by the same type of activities in a textbook:

Firstly, they are more visually appealing and they can incorporate multimedia elements such as text, images, sound, animations and video.

Secondly, they are more motivating as they provide the student with some degree of interaction (point and click, drag and drop, etc.).

Thirdly, they allow students to work at their own pace and to be aware of their progress by means of the immediate feedback provided by the computer to their answers.

Therefore, drill-and-practice should be considered a useful teaching technique as it can offer students further and more motivating practice out of the textbook so that they can better internalize the vocabulary and grammar of the target language. Nevertheless, it should never be thought of as the only technique to be implemented by teachers, but one of many to help students achieve communicative competence.

3. POWERPOINT AS A TOOL FOR CREATING LANGUAGE LEARNING MATERIALS

PowerPoint is a presentation software developed by Microsoft which is widely used in educational and non-educational environments.

Although many teachers use PowerPoint in their classrooms to make the information they provide students with more appealing, this linear use of PowerPoint is only the tip of the iceberg of what can actually be done: from drill and practice activities to board games or interactive stories.

In this section we will first consider the features which make PowerPoint so useful for teachers and learners. Moreover, a guide will be provided on how to create language learning materials by means of PowerPoint and, at the end of this section, sample materials will be included to illustrate what type of activities can be designed. These activities will be mainly based on grammar and vocabulary practice; however, pronunciation will also be indirectly addressed in activities including audio. For the design of these activities we will previously take into consideration theoretical and practical aspects about how to teach grammar, vocabulary and pronunciation without losing the whole picture of teaching students to be communicatively competent.

3.1. Advantages of PowerPoint in contrast to other CALL materials

As was previously stated in section 2.2., the advantages of CALL materials are many. However, there are some benefits of using PowerPoint in contrast to other CALL materials:

- Good quality CALL materials cannot be easily found and they are rarely free. PowerPoint offers the possibility of creating good quality materials without the need of acquiring expensive additional software.
- PowerPoint offers the possibility of including both interactivity and multimedia within the same file which is not often the case with other CALL materials.
- Although textbooks already include digital resources and even though teachers can find unlimited and useful resources on the internet, they may not fit exactly what their students need. Moreover, sometimes, despite finding a useful resource online, there might be annoying or inappropriate advertisements on the web page it is included in. Unlike other CALL materials, PowerPoint allows for the creation of personalized materials to suit students' needs by the person who knows best how they learn and what is appropriate for them: their teacher. This is a huge advantage if we consider the wide variety of learners and learning paces within a classroom and if we want to appropriately cater for diversity. Through PowerPoint, teachers will be able to modify

and adapt an activity, or even to create different kinds of activities (extension or reinforcement) for students who present different levels of achievement (fast-finishers, slow learners and even students with special needs).

- PowerPoint files can be converted into flash. Therefore, materials created through PowerPoint can be uploaded into a blog or an internet page and they can also be stored in a CD or a USB memory stick so that students can take them home and have access to them offline. Converting a PowerPoint file into flash also solves the recurrent problem of software compatibility which is a major concern in schools and high schools across Andalusia, whose computers use a different operating system than Microsoft: Guadalinux.

3.2. Teaching vocabulary and grammar

The main aim of this project is to show how to teach English through PowerPoint activities, the main focus of these activities being on grammar and vocabulary practice. Therefore, before explaining how to create PowerPoint activities and showing some examples of them, some considerations about grammar and vocabulary teaching need to be borne in mind: their definition, what they consist of, presentation techniques and exercises, activities and games to practise them.

Although not one of the main elements of the PowerPoint activities which will be later shown in this study, pronunciation will also be present through listening comprehension activities or through activities which demand speaking participation on the part of the students such as board games. For this reason, some features of teaching pronunciation will also be taken into account.

Nevertheless, teaching grammar, vocabulary and grammar only constitute some aspects of what it really means to learn a language. Grammar, vocabulary and pronunciation are constituents of linguistic competence, but we should never forget that they are also components of a bigger picture: communicative competence. Consequently, features of communicative competence and its constituents will also be explained in this subsection.

3.2.1. Communicative competence

If there is one concept which inexorably appears to be linked to the learning of foreign languages nowadays, that is the concept of communicative competence. The concept of communicative competence has had such an impact on education that it has been included in the *Common European Framework of Reference for Languages (CEFR)* and the Spanish curriculum.

However, the current concept of communicative competence has notably evolved from Chomsky's idea of *competence*. Chomsky considered that the knowledge of a language could be described in terms of competence and performance: "...*competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)" (Chomsky 1965: 4).

Competence is for Chomsky what is known about the language system and performance refers to how this language is put into use. Chomsky's view of competence was mainly based on grammatical knowledge as it focused on the mastery of grammar rules and forms of a language.

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky 1965: 3).

Chomsky's definition of competence in terms of grammatical knowledge was highly criticized for disregarding the social and cultural aspects within real life communicative situations, which would be later taken into account in what Hymes would call "communicative competence".

We have to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner (Hymes 1972: 277-278).

One well-known definition of communicative competence is that provided by Savignon (1972: 8) "...the ability to function in a truly communicative setting –that is in a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic of one or more interlocutors".

The term "communicative competence" has been accepted and used in the educational context since Hymes first coined it to the present day to make reference to what should be aimed when learning and teaching a language. Chomsky's grammatical or linguistic competence would become one of the sub-competences within communicative competence which also includes: discourse competence, strategic competence, sociolinguistic competence and intercultural competence.

3.2.1.1. Discourse competence

Discourse competence can be defined as "the ability of a user/learner to arrange sentences in sequence so as to produce coherent stretches of language" (Trujillo Sáez and Ortega Martín 2005: 518). Therefore, discourse competence can be said to go

beyond linguistic competence by putting its emphasis not on sentence formation, but on how sentences are related and put together to form oral and written discourses. In this process of sentence arrangement in order to create unified oral and written texts, cohesion and coherence play an essential role.

According to Halliday and Hasan (1976: 4) *cohesion* takes place “when the interpretation of some element in the discourse is dependent on that of another”. Cohesion within a text is achieved through grammar and vocabulary by means of reference, substitution, ellipsis, discourse markers and lexical cohesion (See Trujillo and Ortega 2005: 520).

In contrast, *coherence* refers to logical relations of meaning such as cause-effect or problem-solution between sentences or bigger parts of a text. Coherence in a text is often facilitated by means of linkers or connectors expressing different meaning relations such as result (*consequently*), explanation (*because*), addition (*furthermore*) or contrast (*nevertheless*).

3.2.1.2. Strategic competence

Strategic competence refers to the ability to use communicative strategies (verbal or non-verbal) to enable language users to get their message across. On many occasions language users will find themselves in a situation in which they want to communicate a message, but they do not know or do not find the proper words to do it. This does not only happen to the learners of a second language due to their lack of linguistic resources, but also to the native speakers of a language. In this kind of situations speakers will try to make themselves understood by means of communicative strategies.

Corder (1981: 104-105) divides communicative strategies into two categories: message adjustment or risk-avoidance strategies and resource expansion or risk-running strategies.

By means of *message adjustment strategies* the speaker can “...tailor his message to the resources he has available, that is adjust his ends to his means” (Corder 1981: 104). Message adjustment strategies include (See Corder 1981: 105):

In the first place, topic avoidance, by which speakers reject to take part in a topic they do not feel comfortable with because of their lack of linguistic competence. Message abandonment is a less radical example of topic avoidance in which the speaker tries to engage in the topic but interrupts his participation at some point for the same reason mentioned above.

In the second place, semantic avoidance or saying something similar, but not quite the same as what the speaker had planned to express.

Finally, message reduction or expressing an idea less exhaustively than what the speaker would wish.

On the other hand, by means of *resource expansion strategies* the speaker tries "...to increase his resources by one means or another in order to realize his communicative intentions" (Corder 1981: 105). Some examples of resource expansion strategies are (See Corder 1981: 105; and Dörnyei and Thurrell 1991: 16-23):

- Resorting to one's mother tongue or borrowing words from it.
- Asking the interlocutor for help: "*How do you say 'encontrar' in English?*".
- Making gestures, miming or imitating.
- Paraphrasing or using other words to express the same idea.
- Using more general words or words similar in meaning (e.g. "meat" instead of "beef").
- Fillers or hesitation markers such as "well", "let me think", "I mean" also have an important role in continuing the conversation by giving the speaker time to think.

3.2.1.3. Sociolinguistic and intercultural competences

Sociolinguistic competence refers to the ability of language users to appropriately apply their knowledge of the language (linguistic competence) to fit a certain communicative situation. In other words, language users will adapt their messages according to the social characteristics a particular communicative situation comprises: the context, the register, the participants involved and the relationship among them, communicative goals and communicative functions (see Méndez García and Bueno González 2005: 474).

Obviously, the language used in a job interview will not be the same as in a family meeting as the context, the register, the participants and the communicative goals and functions clearly differ in both situations. At the same time, the language in a letter to a friend will also be different to that of a letter applying for a scholarship. Therefore, the language user will have to resort to his/her linguistic and sociolinguistic knowledge to properly function in all kinds of situations.

All the components within a communicative situation (register, context, goals, etc.) will be highly influenced by the culture of the country where the language is spoken. Intercultural or sociocultural competence takes into consideration those cultural aspects (such as customs) that shape and define a communicative situation (see Méndez García and Bueno González 2005: 475). For example, the way people interact when meeting and greeting a person for the first time differ from one country to

another. A girl or woman giving one kiss on each cheek to the person (male or female) she just met would be perfectly normal in a Spanish context. However, in a British context shaking hands would seem more appropriate while kissing could make the recipient feel uncomfortable.

3.2.2. Linguistic competence

Despite being also included within communicative competence, linguistic competence is described in this section as it constitutes an essential part for the later development of this project.

Linguistic or grammatical competence refers to the mastery of the language system in terms of morphology, syntax, pronunciation and spelling.

In spite of the importance of the previously mentioned competences (strategic, discourse, sociolinguistic and intercultural) in the teaching-learning process so that students can be communicatively effective, linguistic competence should never be underestimated as it is key to the mastery of a language. Without the proper knowledge of the words of a language (vocabulary), its structures and the rules governing them (grammar), as well as their pronunciation, no learner can ever master a language.

Before going in depth into the teaching of grammar, vocabulary and pronunciation, a crucial aspect of teaching these language components should be considered. Teachers should pay special attention to *language interference*, that is, the influence of the student's mother tongue on the learning of a second language. Students will find it easier to acquire those aspects of the language which are similar or the same in both languages. On the contrary, those language aspects which are different in both languages, will present a higher level of difficulty to be acquired (see Lorenzo Bergillos 2005: 414). Emphasis should be put on the teaching of those aspects which are different in both languages in order to help students overcome learning difficulties. Some examples can be provided on how differences between L1 and L2 make language learning more complicated for students.

Grammatical interference. Possessive adjectives are normally used in English before body parts, while in Spanish the article "the" is used for the same structures.

e.g. He brushes his teeth after every meal (*él se lava los dientes después de cada comida*).

e.g. Please, open your mouth (*por favor, abre la boca*).

Vocabulary interference. False friends are words which are spelled similarly in both languages, but which differ in meaning. English words such as "embarrassed" and

“carpet” will be probably translated by Spanish students as “embarazada” and “carpeta”, while their actual meanings are “avergonzado/a” and “alfombra”.

Interference in pronunciation. Many English sounds are especially difficult to master by Spanish learners as they do not have a matching counterpart in Spanish. That is the case of many vowels. While there are twelve English vowel sounds, in Spanish there are only five. That is the reason why Spanish students find it so difficult to recognize and produce distinctively words such as “leave /lɪ:f/” and “live /lɪf/” which only differ in the length of the vowel sound. In Spanish this distinction between short vowels and long vowels does not exist.

3.2.2.1. Teaching grammar

Grammar can be defined as “the way a language manipulates and combines words in order to form longer units of meaning” (Harmer 1987: 1 in Pérez 1996: 323). Every language has its own grammar rules which determine how words can be combined to express meaning. Therefore, a language learner can be said to know the grammar of a language when he/she has a good command of the rules of a language and can apply them to produce grammatically correct messages.

We can distinguish between prescriptive and descriptive grammar (see Lorenzo Bergillos 2005: 409-410). *Prescriptive grammar* refers to the set of rules governing a language which differentiate what is right from wrong grammatically speaking. In contrast, *descriptive grammar* provides a more detailed explanation of grammar structures and their uses. Moreover, unlike prescriptive grammar, descriptive grammar does not focus on judging what is right or wrong in a language. Instead, it deals with how language is actually used.

Both prescriptive and descriptive grammar should be taken into account when teaching a foreign language. Teachers should bear in mind prescriptive grammar to help students realize what is grammatically acceptable or not in a language. However, descriptive grammar should also be taken into account, especially at higher educational levels when students have a better command of the language, to make them aware of the language used in real communication despite its being grammatically correct or not. For example, although prescriptive grammar shows that a sentence such as “he/she don’t...” is grammatically incorrect and, therefore, it should not occur in real life communication, the truth is that this expression is actually used by native speakers of English and it can be heard in films, songs, etc.

Much has been debated about the role grammar should play in language learning and many have even questioned if it should be taught at all. Traditionally, the teaching of a second language was mainly if not only based on grammar instruction expecting that

the knowledge of the language rules would on its own lead to the students' ability to communicate. However, the knowledge of grammar rules does not necessarily translate into being able to use the language in real life situations.

Thus, if grammar knowledge does not equal the students' ability to communicate, should it be taught if communication is the main goal we are aiming at when teaching and learning a language? The answer can be found in the words of Pérez Martín (1996: 324):

Teaching for communication means teaching students to do things through language and mastering the grammatical structure necessary to achieve that end.

Grammar is not an end in itself. It is the by-product of communication, necessary, therefore to facilitate communication. The ultimate source of accuracy in any language is grammar.

Although grammar does not result in communication, communication without certain knowledge of grammar is impossible. Language learners need to know the words of the target language and their possible combinations with other words (language patterns) in order to produce messages to communicate effectively.

New approaches to language teaching from the 1980s onwards have emphasized communication. Nowadays, there is no doubt about the importance of grammar in language teaching, but grammar is no longer considered as an end in itself. Instead, grammar is now considered as one of the means to achieve the communicative competence. This current vision of grammar in relation to communication has resulted in two different teaching styles: "those closer to a *learn to communicate* pole (teaching grammar bits so students can communicate), or a *communicate to learn* view (learning grammar as a by-product of actual interaction and language use" (Lorenzo Bergillos and Moore 2005: 411).

Once the importance of grammar and its current role in language teaching and learning have been stated, we should bear in mind the existence of different *grammar teaching models* (see Lorenzo Bergillos and Moore: 423-427).

Presentation, Practice, Production (PPP) is the most traditional grammar teaching model. In PPP students are presented with a certain grammatical item on which they work through exercises and activities. Finally, they are encouraged to produce and apply what they have learnt.

In contrast to PPP, new teaching models have appeared in order to approach grammar from different perspectives: Test, Teach, Test (TTT), Engage, Study, Activate (ESA), Observe, Hypothesize, Experiment (OHE), Illustrate, Interact, Induce (III) and Task-Based Learning.

In Test, Teach, Test (TTT) students are evaluated to find out in which aspects they have difficulties. These difficulties are addressed at the stage called “Teach”. A final evaluation is carried out to check students’ understanding of the given grammatical point.

In Engage, Study, Activate (ESA) students are motivated by the teacher before the teaching of grammar (“Study” stage). Finally, as in the PPP model, students put into practice what they have learnt.

In Observe, Hypothesize, Experiment (OHE) and Illustrate, Interact, Induce (III) students are presented with an authentic written or listening example of the language. In OHE students make hypotheses about the language shown in the original material provided and experiment with it. In the III model, the authentic material presented to students will lead to a discussion about the language, which will in the end cause (induce) a better grasp of the language.

In Task-Based Learning (TBL) the focus is not on grammar teaching, but on a task carried out by students instead. Grammar explanation is provided when students need it which might occur during the pre-task, the task itself or later on when receiving feedback.

Concerning *techniques for classroom practice* of grammar the classification provided by Lorenzo Bergillos and Moore will be taken into account (2005: 428-438)¹. They divide grammar teaching techniques into exercises, activities and games. Exercises are normally considered to be used for practice while activities are normally considered to be used for production. Games, on the other hand, can take the form of an activity or an exercise and normally contain an element of amusement. Games are very popular among students and they are a powerful technique to be considered by teachers as students learn and use the language without being aware of it and while they are having fun. Having considered the distinction between exercises, activities and games, a more thorough classification can be provided.

- Types of exercises:

- Questions and answers to practise the interrogative form (wh-questions and yes/no questions) as well as the different answers to them.
- Gap filling. Students fill in the blanks in a sentence or a group of words. Sometimes, a word bank can be provided to facilitate its completion.
e.g. I _____ *thirteen years old.*
- Sentence completion is similar to gap filling but it allows for more creativity.
e.g. *This weekend, I am going to _____*

¹ Although the types of exercises, activities and games have been taken from Bergillos and Moore (2005: 428-438), I have provided new examples for these teaching techniques.

▪ Matching two or more options. For example, a word with its definition, a word or a sentence with a picture, etc.

▪ Putting a sentence in order.

e.g. *in/shower/always/he/has/morning/the/a*

▪ Transformations. Students change a sentence according to the example given.

e.g. *A cat is bigger than a mouse.*

_____ (*A mouse is smaller than a cat*)

▪ Cloze. Students complete the letters or the words missing in a paragraph or text.

e.g. *Maria was visibly worried _____ the job interview. Her whole life now depended _____ how well she performed at that interview. She had been long waiting _____ an opportunity like this. She couldn't think _____ anything else.*

▪ Multiple choice. Students choose one answer among several options.

e.g. *Some people I know _____ in New York last summer.*

a) *were*

b) *is*

c) *was*

d) *are*

▪ Translation either from the mother tongue to the target language or the other way around. Translation, especially, from students' native language, can be very useful to raise awareness of the differences between certain structures in students' L1 and L2 which will be more difficult to acquire.

e.g. *Quiero que vayas al supermercado*

(**I want that you go to the supermarket*)

▪ Drills involve spoken repetition and they are useful to reinforce and memorize certain structures. In drills "the teacher (or a student) provides a prompt and the students, either individually or in a chorus, a response" (Lorenzo Bergillos and Moore 2005: 432).

e.g. -*Student 1: In my bag I have got a book.*

-*Student 2: In my bag I have got a book and a notebook.*

-*Student 3: In my bag I have got a book, a notebook and a pencil case.*

-...

▪ Total Physical Response (TPR) consists of commands given by the teacher (or a student) to which one or all students respond with body movements. E.g. *raise your right hand, raise your left hand, put your hands on the desk, put your hands under the desk, put your hands over your head, etc.*

- Types of activities:

- Communicative activities involve interaction and they put emphasis on expressing meaning rather than focusing on grammar. Some examples of communicative activities are “Mingle” (“Find someone who...”), “Information gap activities” (in a pair of students, each has the information the other one is missing), “Opinion gap activities” (for example: students make a list of five things they are going to take when they go camping. For that purpose, students will have to discuss which items should be put in the list and why they are important), etc.
- Tasks. All tasks involve communication; therefore, it is sometimes difficult to differentiate them from communicative activities. Some examples of tasks could be describing a picture, writing a film review, putting a dialogue in order and later creating one of their own, etc.
- Discovery-type activities. In this type of activities students are encouraged to come up with their own conclusions. For example: Students underline certain words or structures in a text and then hypothesize when and how they are used.

- Types of games:

- Pelmanism or matching pairs consists of a memory game in which students have to match identical or related cards (including pictures only, words and pictures, or only text) which can be used to practise irregular verbs, opposites, etc. The student or group with most pairs wins the game.
- Happy families. In this game players must complete a set of cards which belong to the same family by remembering who has the cards they need and asking for them to the right participants to collect them. This game is especially useful to practise questions and requests.
- Mimicry. A student mimics a word or sentence which is written in a paper or which is whispered by the teacher or another student in his/her ear while the rest try to guess it.

A variant to this game which I use with my students is what I call “Copy Cats”. Groups of five students come to the front of the classroom and they are arranged in a line. The first in line faces the teacher while the rest face the opposite direction. The teacher shows a sentence or a word to the first student and then he/she has three to five seconds to mimic it to the next student in line. The second in line repeats the same gestures (made by the first student) to the third student in line and so on until the gestures are performed to the last student. Then, the last student in line has to guess and say aloud the message

which was given to the first student. This variation of the game can serve the same purposes as the former, but it is more challenging and funnier for students as the message is distorted during the process and it is harder to guess it.

- Pictionary. The same process as in mimicry is followed in this game, but instead of making gestures or body movements to convey the message, students make drawings.
- Board games can also be adapted for the teaching of grammar (Noughts and Crosses, Snakes and Ladders, etc.) by creating questions which students must answer correctly in order to make a move. The classroom can be divided into several groups which compete against each other. Competition is normally very encouraging for students and they will try their best to get their answers right in order to win.

The choice of one technique or the other will depend on the teacher's teaching style, the item to be taught or reinforced, the time necessary to develop the technique, the number of students in a classroom and their characteristics, the moment at which the lesson takes place (in the early hours of the morning, in the afternoon or late evening), the moment at which the technique is carried out (at the beginning, in the middle or at the end of the lesson) and even the classroom environment teachers want to promote at a certain time.

3.2.2.2. Teaching vocabulary

Vocabulary teaching has traditionally been given less importance than the teaching of grammar. Students were expected to incidentally learn vocabulary while something else was being taught. In other words, while vocabulary teaching was not normally directly addressed in the foreign language classroom, vocabulary learning was expected to occur on its own. However, vocabulary learning is as important, if not more important than the learning of grammar. As Wilkins (1972: 111) points out: "While without grammar little can be conveyed, without vocabulary nothing can be conveyed". Although students may have a full knowledge of the structures or the target language, without a proper knowledge of vocabulary to accompany these structures, communication will be limited.

The American Heritage Dictionary of the English Language (2011) in its fifth edition defines "vocabulary" as "the sum of words used by, understood by, or at the command of a particular person or group". In the previous definition, the expressions "words used by" and "understood by" imply there is a distinction between recognizing and being able to produce words. This distinction is illustrated by the terms receptive or

passive vocabulary and productive or active vocabulary. *Receptive vocabulary* refers to the items which can be recognized and understood by the language user but not necessarily produced, while *productive vocabulary* is concerned with those items the language user is able to express either orally or in a written format (see García López and Bruton 2005: 446). Productive vocabulary will be more difficult to acquire as it will imply that a vocabulary item is not only recognized and understood, but also included in the language user's ready-to-use communicative repertoire.

Vocabulary can be stored for short periods of time (short term memory) or for longer periods of time (long term memory). Vocabulary items stored in the short term memory will be quickly forgotten while those stored in the long time memory will become part of the students' repertoire of words. Teachers can help students incorporate new words to their long term memory by presenting them in a meaningful way, by providing enough practice to increase the number of encounters students have with words, and by teaching them learning strategies such as repetition, mnemotechnical, sensory and semantic strategies.

Contrary to what is often believed, *vocabulary acquisition* is not an easy process. There are many underlying aspects involved in vocabulary learning. One of these aspects is the acquisition of the *written and spoken form* of a word (see García López and Bruton 2005: 451). There are languages such as Spanish in which there is a clear correspondence between how words are written and how they are pronounced. Unfortunately, that is not the case of the English language in which there is not such correspondence. This fact will inevitably make the acquisition of a vocabulary item more difficult for the students of English as a foreign language. Therefore, the spelling and the pronunciation of words should be paid special attention by teachers.

Knowing a word also implies the acquisition of *grammar knowledge* about that particular vocabulary item such as to which word class the item belongs and if any other words can be created from that one by means of affixation, compounding or conversion (see García López and Bruton 2005: 453).

Fully acquiring the *meaning* of a word is not easy to accomplish either. For that purpose, teachers must make their students aware of (see Pérez Martín 1996: 335-336):

- The relationships between words equivalent in meaning (synonymy), opposite words (antonymy) and words belonging to the same semantic field (hyponymy).
- Words similar in meaning, but slightly different such as "shout" and "yell".
- Words which can refer to different things depending on the context they are used in and which can even belong to a different word class.

e.g. *It's time to **pack** (verb) my suitcase.*

A wolf **pack** (noun) attacked him.

- Words which are appropriate or not depending on the register. English words borrowed from Latin are often quite formal and they are not so frequently used in colloquial language. On the other hand, slang or colloquial language would not fit in a formal setting.
- Language variations among different countries and regions imply that words different in form are used in different countries or regions to mean the same. e.g. “rubber” (British English) and “eraser” (American English). Moreover, some words can be written exactly the same but mean different things depending on the language variety in which they are used. For example, the word “pants” in American English refers to trousers while in British English it means “underwear”.
- Collocations, that is, words that tend to appear together. e.g. *You were such a **tiny little** baby.*
- Idiomatic expressions such as “piece of cake” meaning “very easy” must also be paid attention to because their meaning cannot normally be inferred through direct translation.

Having considered what it really entails to know a word, it is now important to take into account which vocabulary items should be taught to students and the criteria to select them. According to García López and Bruton (2005: 448-450), students should learn the most frequent words in the target language and they should be familiar with classroom management vocabulary, general words should be taught before specific words (range) and neutral words should be learnt before words with a positive or negative connotation (coreness). Moreover, students’ areas of interest should be considered so that they are more engaged in the process of learning vocabulary.

With respect to the introduction of new vocabulary, teachers can use three main *presentation techniques*: visual techniques, verbal techniques and translation (see García López and Bruton 2005: 461-462). Visual techniques include visual aids (posters, images, realia, flash cards, drawings, etc.), mime and gestures. Verbal techniques include giving examples, synonyms, antonyms, definitions, etc. Finally, translation implies providing students with an equivalent word in their mother tongue, or explaining its meaning.

Regarding the practice and revision of vocabulary within the classroom, many of the exercises, activities and games mentioned in the previous section, which deals with grammar, could be adapted to foster vocabulary learning. However, some *activities* specific to vocabulary teaching can be mentioned:

- “I spy with my little eye...” (in Spanish “Veo, veo”) is a guessing game in which the teacher or a student gives a clue about something he/she can see at the moment and

the rest of students try to guess what it is. Some sample sentences which can be used to give clues are “I spy with my little eye something beginning with the letter ‘b’”, “I spy with my little eye something green” or “I spy with my little eye something round”.

- Guessing what is being described by the teacher. For example: “They are green. They can live in rivers, in the sea or on land. They are reptiles. They have got a long tail, a big head, four short legs and big teeth. What are they?”

- Games for spelling reinforcement such as crosswords, word search puzzles, anagrams, hangman, etc.

- Brainstorming of words to introduce a topic which can be easily connected to students’ interests to encourage them to participate. For example: “where do you like going in your free time?”, “have you got any pets?”, “what do you like wearing?”, etc. The previous examples could be used to introduce the following topics respectively: places in the city, domestic animals and clothes.

- Bingo. In Bingo, students have a board with words normally belonging to the same semantic field. The teacher reads aloud words or provides definitions for them and the students cover on their board the words mentioned. The winner is the first to cover all the words on his/her bingo board.

- “What’s missing?” Students are shown a set of flash cards from which one is later removed and they have to guess which flash card is missing.

- Classifying the words according to different criteria: word class, semantic field, features such as small and big, etc.

- The odd one out. Students look at several words which are related, except for one which they have to find.

- Drawing what is being described in a written text or in an audio file.

- Labelling pictures. Students write words to match what is represented in some pictures.

- Finding synonyms, opposites or words related to a particular semantic field in a text.

- Word and sentence dictation.

- Creating posters, collages, models to illustrate vocabulary items.

Some other activities which I use with my students to practise spelling are “Look it up!” and “Colour the graph”. “Look it up” consists in having words spelled to students which, once deciphered, they must look up in a dictionary. The words spelled are normally related to the vocabulary being taught in that unit. For example, if the vocabulary of the unit is related to jobs, the word “hose” is spelled and students look its meaning up in a dictionary and match it with a profession, in this case “firefighter”.

In “Colour the graph” students are given instructions to colour the different squares in a graph (“colour A3 red”) in order to discover a mystery picture. This activity demands attention on the part of the student and it is useful to remember the spelling sounds of letters which students normally mix up such as “a /eɪ/, e /ɪ/ and i /aɪ/”. The next graph is an example of the resulting picture students obtain when this activity is completed.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1											purple		
2											purple		
3	blue	blue	blue	blue	blue	blue	blue	blue	blue	blue	purple	blue	blue
4	blue	blue	blue	blue	blue	blue	blue	blue	blue	blue	purple	blue	blue
5	blue	blue	blue	brown	brown	brown	brown	brown	blue	blue	purple	blue	blue
6	blue	blue	brown	brown	brown	brown	brown	brown	blue	blue	purple	blue	blue
7	blue	brown	brown	brown	brown	brown	brown	brown	blue	blue	purple	blue	blue
8	blue	red	red	red	red	red	red	red	red	red	purple	blue	blue
9	blue	red	orange	orange	orange	orange	orange	orange	red	red	purple	blue	blue
10	blue	red	orange	white	black	orange	white	black	orange	red	purple	blue	blue
11	blue	red	orange	white	black	orange	white	black	orange	red	purple	blue	blue
12	blue	red	orange	orange	orange	orange	orange	orange	red	red	purple	blue	blue
13	blue	red	orange	orange	orange	orange	orange	orange	red	red	purple	blue	blue
14	blue	red	red	red	red	red	red	red	red	red	purple	blue	blue
15	blue	blue	orange	orange	orange	orange	orange	orange	blue	blue	purple	blue	blue
16	blue	blue	orange	orange	purple	purple	purple	orange	blue	blue	purple	blue	blue
17	blue	blue	blue	orange	orange	purple	purple	orange	blue	blue	purple	blue	blue
18	blue	blue	blue	orange	orange	purple	purple	purple	purple	purple	purple	blue	blue
19	blue	blue	blue	blue	orange	orange	orange	blue	blue	blue	purple	blue	blue
20	blue	blue	blue	blue	orange	orange	orange	blue	blue	blue	purple	blue	blue

Image 2: Colour the graph activity

3.2.2.3. Teaching pronunciation

The knowledge of grammar and vocabulary would serve for nothing if a language user cannot understand messages or make himself/herself understood in oral contexts. The knowledge of a language cannot, by any means, be limited to producing and understanding written texts. The main purpose of language learning is to enable students to communicate and being able to communicate will imply the mastery of five different skills: listening, speaking, interaction, reading and writing. Pronunciation is a key element for the command of the three first skills mentioned, that is, listening, speaking and interaction.

In order to teach pronunciation, teachers should mainly bear in mind the pronunciation of vowels, the pronunciation of consonants and suprasegmental

features such as stress and intonation (See Roldán Tapia and Gómez Parra 2005: 340-344):

Dealing with *vowels*, the English language has twelve vowels which can be divided into short and long vowels

- Short vowels:

- /ɪ/ as in “ship”
- /e/ as in “pen”
- /æ/ as in “cat”
- /ʌ/ as in “hut”
- /ɒ/ as in “clock”
- /ʊ/ as in “put”
- /ə/ as in “above”

- Long vowels:

- /i:/ as in “sheep”
- /ɑ:/ as in “car”
- /u:/ as in “boot”
- /o:/ as in “short”
- /ə:/ as in “bird”

Moreover, English also has eight *diphthongs* which can be classified into three categories:

- Diphthongs ending in /ə/:

- /ɪə/ as in “fear”
- /eə/ as in “hair”
- /ʊə/ as in “poor”

- Diphthongs ending in /ɪ/

- /eɪ/ as in “cake”
- /aɪ/ as in “night”
- /ɔɪ/ as in “toy”

- Diphthongs ending in /ʊ/

- /oʊ/ as in “goat”

- /aʊ/ as in “mouse”

Finally, the English vowel system contains five *triphthongs*, all of them ending with the /ə/ sound.

- /eɪə/ as in “mayor”

- /aɪə/ as in “higher”

- /ɔɪə/ as in “loyal”

- /oʊə/ as in “slower”

- /aʊə/ as in “power”

As far as English *consonants* are concerned, they can be classified according to three criteria: the place of articulation (bilabial, labiodental, dental, alveolar, post-alveolar, palatal, velar and glottal), the manner of articulation (plosives, fricatives, affricates, nasals approximants and lateral) and voicing (voiced or voiceless). The following table shows a classification of English consonants according to the criteria previously mentioned.

Manner of articulation	Voicing	Place of articulation							
		Bilabial	Labiodental	Dental	Alveolar	Post-aveolar	Palatal	Velar	Glottal
Plosive	Voiced	/b/			/d/			/g/	
	Voiceless	/p/			/t/			/k/	
Fricative	Voiced		/v/	/ð/	/z/	/ʒ/			/h/
	Voiceless		/f/	/θ/	/s/	/ʃ/			
Affricate	Voiced					/dʒ/			
	Voiceless					/tʃ/			
Nasal	Voiced	/m/			/n/			/ŋ/	
Approximant	Voiced	/w/				/r/	/j/		
Lateral	Voiced				/l/				

Within *suprasegmental features*, attention must be paid to stress and intonation. *Stress* refers to the emphasis put by the speaker on some syllables while speaking. Stress in English does not follow any fixed rules so it must be learnt by students as words appear in their learning process. Stress is expressed in a written format by means of an accent before the stressed syllable (e.g. apply /ə'plaɪ/).

On the other hand, *intonation* is “the ‘melody’ of our speech, that is, the tone of our utterances” (Roldán Tapia and Gómez Parra 2005: 344). By means of using intonation patterns (falling intonation, rising intonation and a mixture of both) speakers give

additional meaning to their messages expressing surprise, agreement, disagreement, etc. Intonation is normally represented in a written format by means of falling or rising curves or by falling or rising arrows.

Teachers often wonder if they should teach their students phonetics. Although it might seem hard at the beginning, students should progressively get familiar with phonemic symbols. This will enable them to easily recognize how a word is pronounced when they look a word up in a dictionary or when the teacher introduces a new word and its pronunciation. It can also help students realize how they thought a word was pronounced and how it is actually pronounced. Besides, phonemic symbols will make students aware of the different vowel and consonant sounds existing in the target language and their mother tongue, and, therefore, once aware of these differences, students will be more likely to address them in pronunciation.

As far as pronunciation practice within the classroom is concerned, teachers can provide their students with the following activities:

- Listen and repeat.
- Tongue twisters such as “she sells seashells by the seashore” to distinguish between the /s/ and /ʃ/ sounds.
- Choosing the right word in a minimal pair. Minimal pairs are words which are different only by one phoneme such as “ship /ʃɪp/” and “sheep /ʃi:p/”.
- Dictation by the teacher or among students.
- Classifying words according to their pronunciation. For example, students can classify regular verbs in their past form depending on whether the final “-ed” is pronounced as /ɪd/, /t/ or /d/.
- Underlining the stressed syllables in words.
- Students can also create their own dictionary with the new words they are learning. Next to each word, they can write their pronunciation.

In general, through any listening activity and any speaking activity (information gap, role plays, interviews, oral presentations, etc.) pronunciation can be promoted. By means of these activities students will get familiar with the sounds of the language, word stress and intonation patterns and they will have the opportunity to experiment with them.

3.3. Designing PowerPoint activities

When teachers decide to create their own learning materials they must previously bear in mind some considerations: the purpose and content of the material, that is to

say, what is planned to be taught with it, how it will be taught, and which aspects will make of this material a useful and motivating learning tool.

Dealing with PowerPoint activities, teachers must also take into account how to take advantage of what makes PowerPoint a unique tool for language learning: interactivity and the possibility to incorporate multimedia elements. Below a tutorial on how to include multimedia elements and interactivity in PowerPoint activities is provided, as well as a tutorial on how to convert a PowerPoint presentation into flash. It should be noted that I will be using Microsoft PowerPoint 2010. Thus, the location of some PowerPoint options will slightly differ from other versions of Microsoft PowerPoint. It is also important to take into account that although the instructions in the tutorials will be in English, the options and steps to follow shown in the images will be in Spanish as I have created myself these tutorials using a Spanish version of PowerPoint.

3.3.1. Incorporating multimedia

Multimedia refers to the combination of all kinds of media: text, audio, images and video. Multimedia elements include both verbal information (text and audio) and visual information (images and video). According to Paivio and Desrochers' dual coding theory (1980), "when there is a combination of visual and verbal techniques we give students the opportunity of storing words linguistically and visually, improving the possibilities of successful retrieval" (García López and Bruton 2005: 462). Therefore, presenting content verbally and visually through multimedia elements in PowerPoint activities will enhance language learning.

Below a thorough explanation on how to insert text, audio, images and video into a PowerPoint presentation will be provided, but before any work is done in PowerPoint it is advisable to create a folder with all the files we want to insert. It is also important to save our work frequently as we do not want to risk losing what we have created up to that moment.

3.3.1.1. Inserting text

PowerPoint has several templates in which text can be easily added. First, a template should be chosen depending on how we want text to be displayed. Once the template is chosen, we just need to click on the rectangles in the slide to add text.

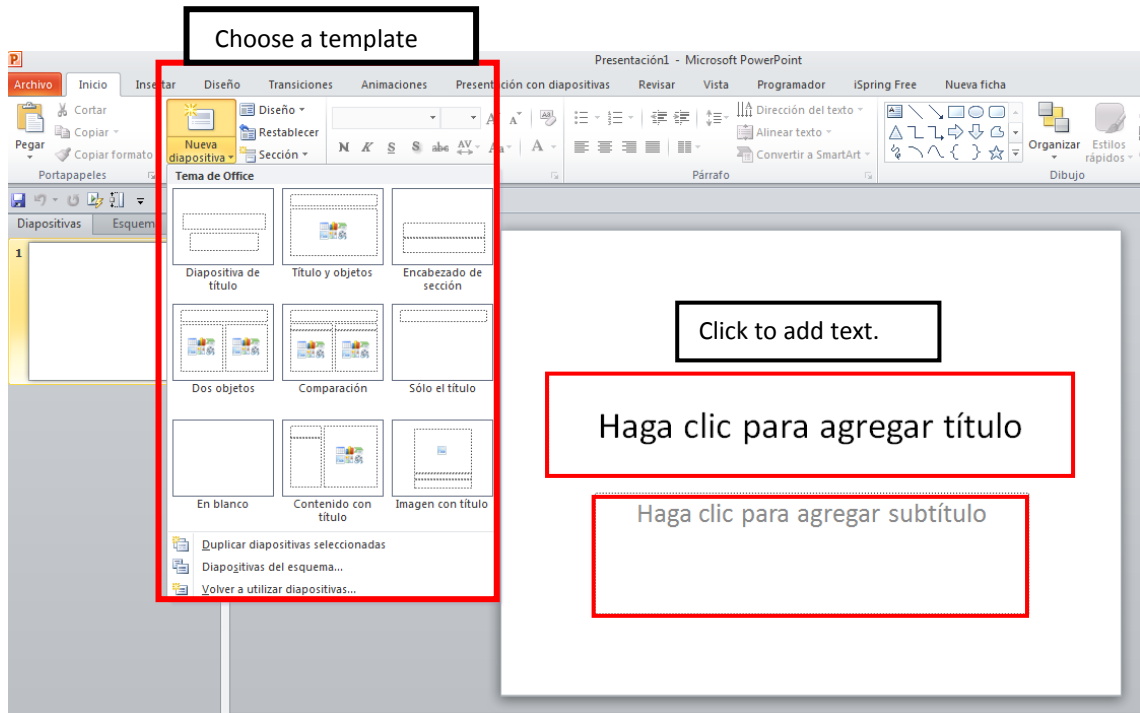


Image 3: Choosing a template and adding text to it.

Another possibility to insert text in a slide is by means of adding text to shapes. In the first place, we choose a shape, then, we can adjust its size by clicking on the circles and squares in the corners and sides of the shape and dragging the pointer through the slide to make it bigger or smaller.

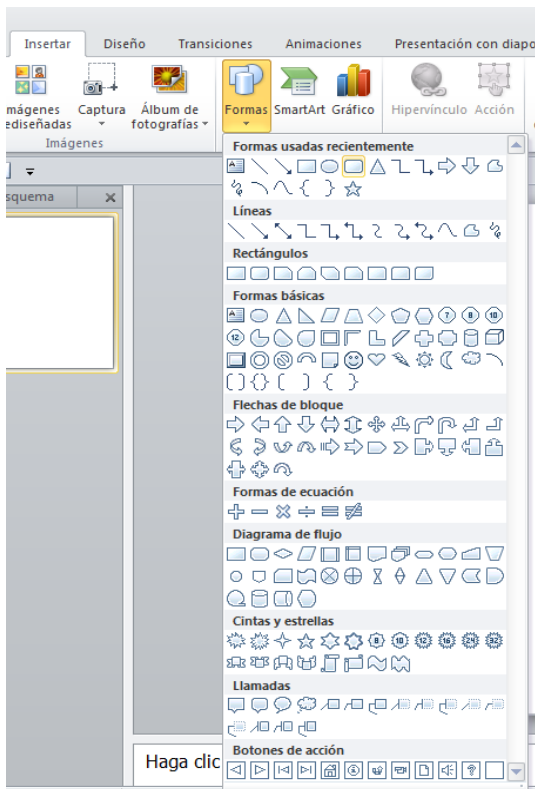


Image 4: Choosing a shape

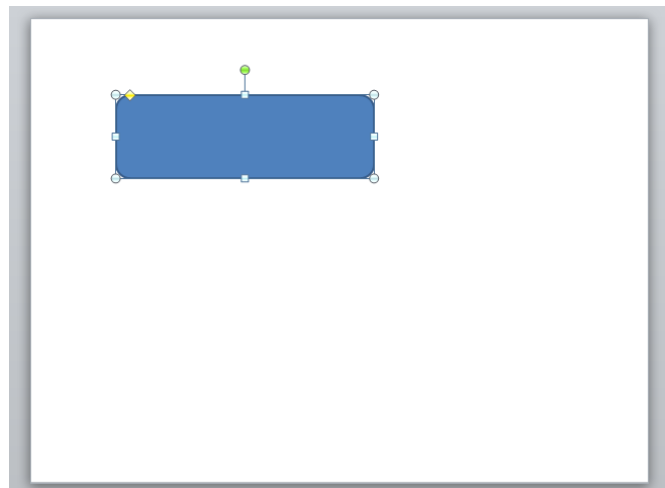


Image 5: Adjusting the size of the shape.

In order to add text to the shape we right click on the shape and we choose the option “Add text”. Later, we click on the shape and write on it. The shape can be further personalized according to the user’s wishes (changing the background and outline colour, adding a shadow, giving it a three dimensional look, etc.) by exploring the options within the “Format” section.

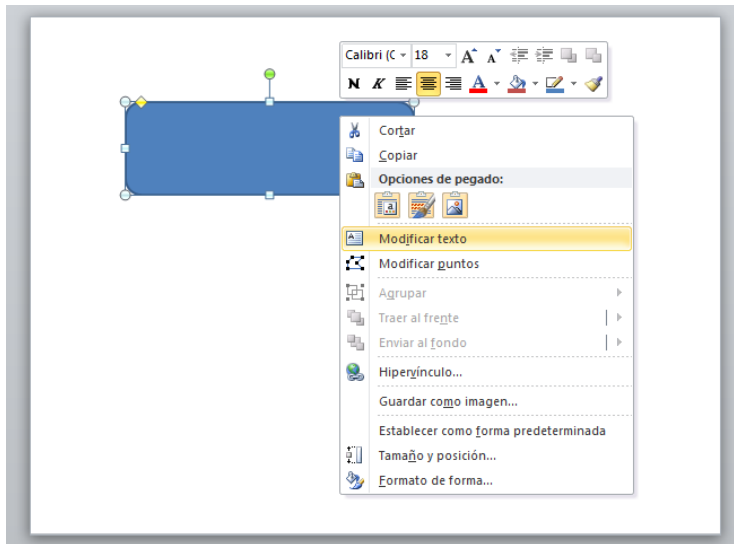


Image 6: Adding text.

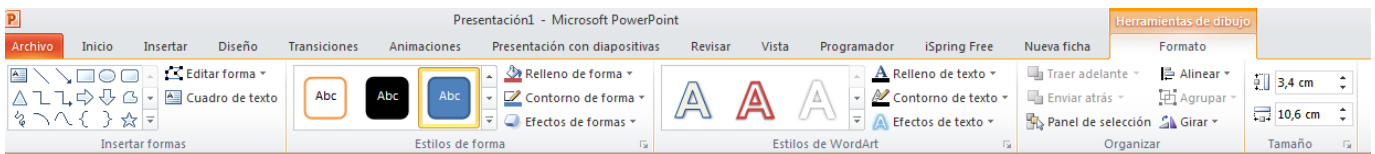


Image 7: Personalizing the shape.

To make our text more attractive we can also use WordArt by first clicking on “Insert” later on “WordArt”, and finally personalizing the WordArt text.



Image 8: Inserting WordArt text.

PowerPoint includes a limited amount of fonts we can work with. However, there are many online pages such as “www.1001freefonts.com” from which we can download fonts, install and use them in our computers. However, if we do not want to install fonts in our computers, we can use the page “<http://es.cooltext.com/>” which converts text into an image. The resulting image can be easily copied and pasted in our presentation.

Diseño su Logo

At the supermarket



Image 9: Creating text through a webpage.

3.3.1.2. Inserting audio

Audio files can also be included in a PowerPoint presentation by clicking on the “Audio” button within the “Insert” section.

The options available are inserting audio previously stored in your computer, including audio from PowerPoint’s repertoire, and recording audio. This time we will focus on the first option. In order to include audio from our computer we will first need to locate the file, and later, we press “Insert”. A loudspeaker icon will appear in our slide.

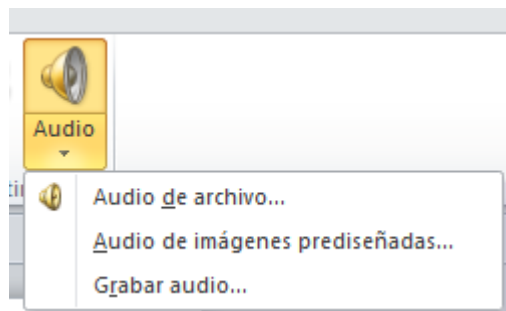


Image 10: Inserting audio.

It is important to consider that the audio file should be in a WAV format which is the main format used by Windows. While audio files in WAV format will be embedded into the presentation, other formats such as MP3 will be linked. This means that sounds which are embedded will stay in the presentation if we upload it, move it to a storing

device or another computer. On the contrary, if sounds are linked, they will have to be in the same folder as the PowerPoint presentation for them to work properly. As a result, the whole folder will have to be uploaded or stored if we want to use it outside our computer. To overcome this problem audio converters such as "<http://media.io/es/>" are available online.

Sometimes, it is difficult to find audio files which fit exactly what we are trying to teach. In such a case, we have the option of recording our own audio. However, if we do not own the proper equipment, the audio recorded will be of a poor quality. A quite useful solution is to use online resources which convert text into speech. The audio quality is not perfect as they include computerized voices, but it is always better than poor quality recorded audio. A good example of an online resource to create audio files from text is "<http://www2.research.att.com/~ttsweb/tts/demo.php>". First, we need to choose among the voices and the languages provided. After that, we write the text we want to be in audio format, and later we click on "Speak" if we want to listen to it or "Download" to store it in our computer.

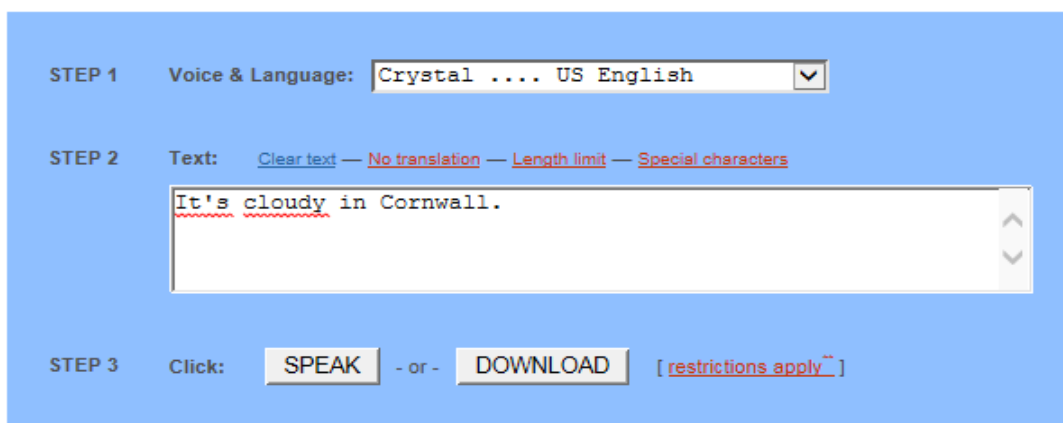


Image 11: Converting text to speech.

3.3.1.3. Inserting images

Images can be incorporated from PowerPoint's image library or from our computer by first clicking on "Insert" and later, on "Picture".

Moreover, PowerPoint allows for pictures to be put one in front of the other. This option can be very useful for teachers to present vocabulary items in their context by adding pictures to a background image. Besides, collages and posters can be created either by the teacher or students.

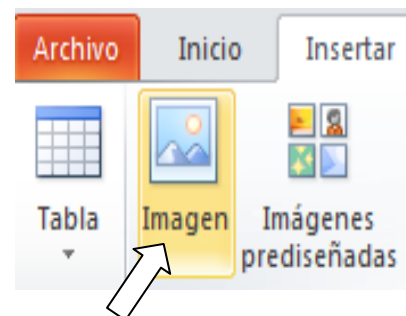


Image 12: Inserting an image.

One problem which users often find when they want to add a picture in front of a background image, is the background that this picture includes itself.

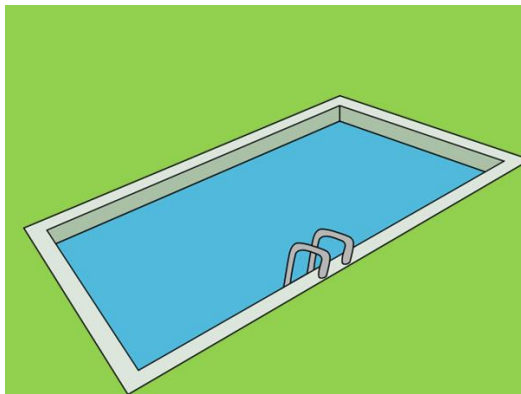


Image 13: Background image.

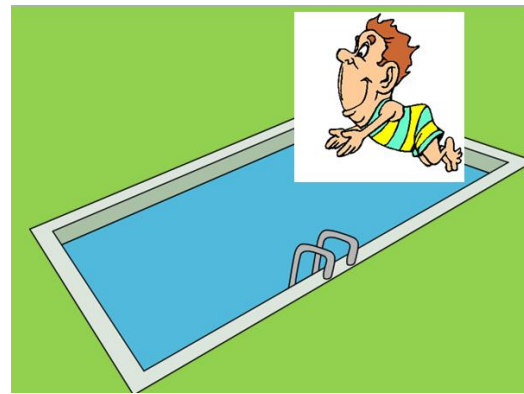


Image 14: Image with a white background added in front of the image at the back.

To solve this problem, we can edit the image at "<http://www.online-image-editor.com/>". In the first place, we choose the image we want to remove the background from by clicking on "Examine". In the second place, we click on "Upload". Thirdly, we select "Wizards" and later, "Transparency". Finally, we click on the background of the picture to remove it and we save the picture in our computer. Now, we can use the image without its previous background.



Image 15: Removing the background of the image.

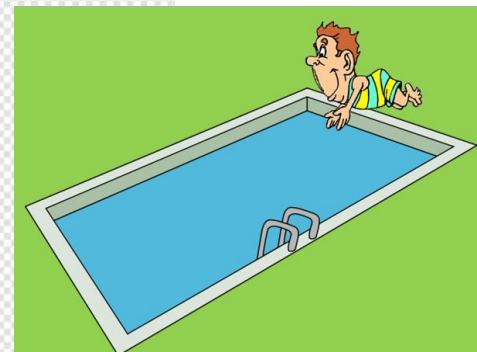


Image 16: Final result.

3.3.1.4. Inserting video

Although video could be played on its own, it can also be included in a PowerPoint presentation as an introduction, explanation or conclusion of a particular content or as a comprehension activity without the need to exit the presentation to watch it. For that purpose, we need to choose “Insert” first and then, “Video”.

The same consideration as in audio files should be taken into account. The video should be in WMV format to be embedded into the presentation, while other formats will only be linked.

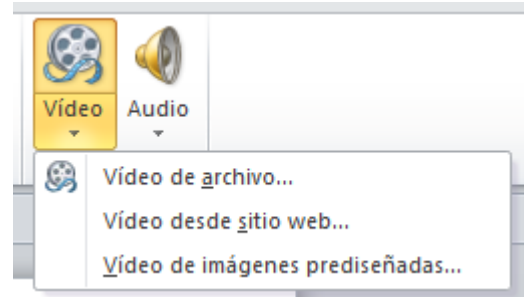


Image 17: Inserting video.

3.3.2. Incorporating interactivity

Interactivity refers to the communication taking place between a computer and whoever is using it. Concerning PowerPoint, the user performs an action (click on an object) and the computer responds to that action by playing a sound, providing feedback, making things appear or disappear, taking the user to a web page, another document or another slide within the presentation, etc. Interactivity within a presentation can be created by means of hyperlinks and trigger animations.²

Before including hyperlinks or trigger animations in our presentation, it is advisable to select “Transitions” and remove the tick from “On Mouse Click” within “Advance Slide” by clicking on it.

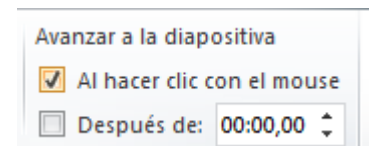


Image 18: Removing tick from “on Mouse Click”

This will avoid slides advancing to the next one when clicking on any point of a slide. When using hyperlinks and trigger animations we intend to make something happen (not necessarily moving to the next slide) when certain objects on the slide are clicked. If the “on Mouse Click” option is active we will move to the next slide regardless of what has been clicked on.

3.3.2.1. Hyperlinks

Hyperlinks allow the user to move to a different slide in the presentation (not necessarily the following) or to have access to a file within the computer or to an internet page without exiting the presentation.

² The examples provided to exemplify how to create PowerPoint educational activities through hyperlinks and triggers will be available in a digital format within Appendix I for their fully appreciation.

Hyperlinks can be added to text (hypertext), images and shapes. When creating learning materials hyperlinks prove to be very useful to provide feedback to the learner's answers. Now, an explanation will be provided on how to incorporate hyperlinks in order to give feedback.

First of all, three slides must be created. One which demands an answer from the student and two for feedback: one for the correct answer and another one for the wrong answer or answers if there are more than two options to choose from.

In order to explain better how hyperlinks work, we will give a real example of an activity. The following activity will consist in choosing the letter which has been listened to. For the answer slide, we will have a beautiful sunny day with a rainbow and some clouds in which the letters to choose from can be found.



Image 19: Answer slide.

For the feedback we will need two slides. If the answer is wrong the student will be directed to a slide with a stormy landscape. The background picture has been darkened and animated gifs (pictures with movement) have been added to this slide. The movement of the pictures cannot be appreciated here, but an example of this activity can be fully appreciated in Appendix I.



Image 20: Wrong answer.

If the answer is right, the student will be directed to a slide with another animated gif of a sun jumping over the clouds.



Image 21: Right answer.

Once we have the three slides designed, we will link them by means of hyperlinks. First, we should go to the first slide. We identify the correct answer (in this case, the cloud with the letter “A”), we right click on it and we choose “Hyperlink”. After that, in the new window which has appeared, we select “Place in this document” and the number of the slide we want the student to be directed to (in this case, slide number 3).

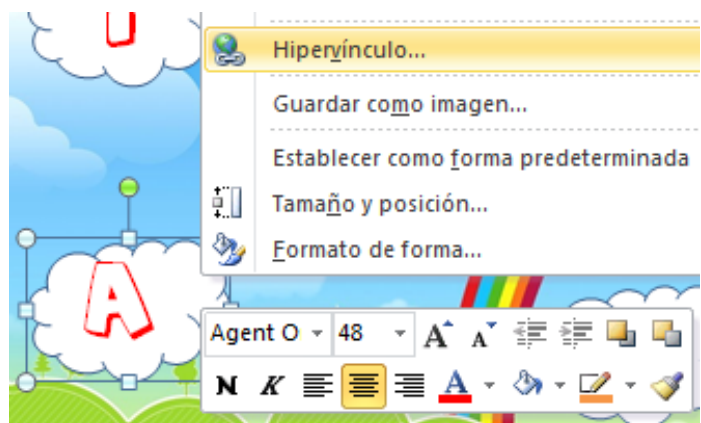


Image 22: Right click and select “Hyperlink”.

The same process has to be repeated for each of the wrong answers, but changing the number of the slide the student will be directed to (in this case, slide number 2). If we want the student to answer again, in case he/she made a mistake, we will add a hyperlink to the words “Try again” to slide number 1. If the answer was correct, we will include a hyperlink to the words “Next slide” to slide number 4, where a new answer will be demanded on the part of the student.

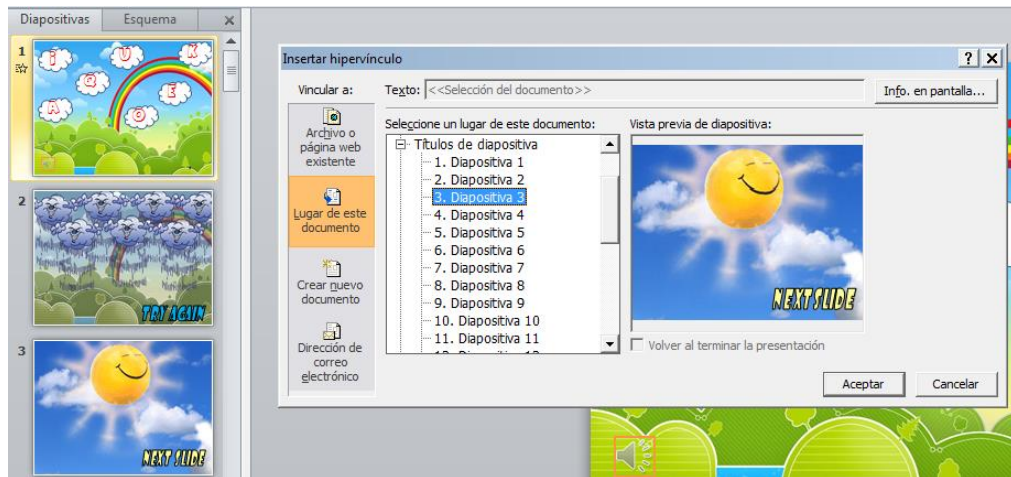


Image 23: Select “place in this document” and the number of slide.

3.3.2.2. Trigger animations

“The basic idea of trigger animations is that you can click on one object to trigger an animation effect on another object” (Marcovitz 2012: 44-45). To this definition, we could add that an animation effect can also be triggered in the same object which is clicked. When using the word “trigger”, what is really meant is that when somebody clicks on an object, it causes an animation effect on the same object or a different one. By means of trigger animations we can determine when and how we want an animation effect to appear.

Trigger animations are a bit more difficult to manage than hyperlinks, but they offer many more possibilities as they include a wide variety of animation effects rather than only moving to different slides or different elements outside the slide as with hyperlinks.

In order to create trigger animations, we need at least one animation effect and one trigger, as well as one object or element (picture, shape, sound, video or text). We already explained how to include objects within a presentation (section 3.3.1. “Incorporating multimedia”), so now we will explain how to include an animation effect to one object, and make the same object the trigger for that animation effect. For example, a rectangle which disappears when we click on it. In this example, the trigger would be clicking on the rectangle and the resulting effect the disappearance of the rectangle.

There are many animation effects available at PowerPoint, within the “Animations” section, classified into four categories, each with one particular objective: entrance (to make something appear), emphasis (to make something stand out), exit (to make something disappear), and motion paths (to make something move). To add an effect to a rectangle shape, we click on that object, go to “Animations”, “Add Animation” and

choose the effect we want for that object, for example “Fade” within the “Exit” category which will make the rectangle disappear slowly. The new effect added can be seen in the “Animation Pane”.

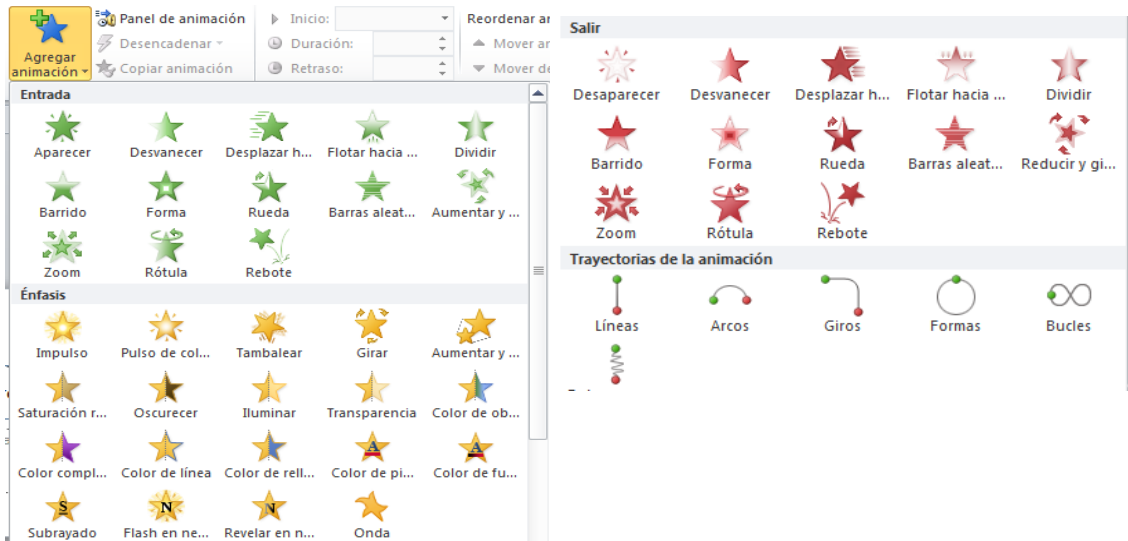


Image 24: Adding an animation effect.

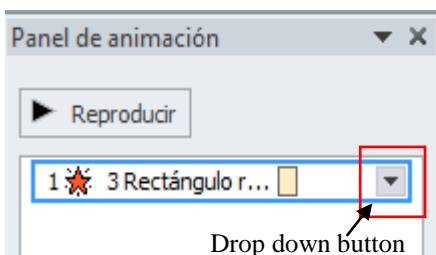


Image 25: Animation pane with the “Fade” effect and drop down button.

To make the same object (rectangle) a trigger for this effect, we click on the drop down button of the effect in the “Animation Pane” and select “Timing”, “Triggers” and “Start on the click of”. Within “Start on the click of” we select our shape “3 Rectángulo redondeado”. As we only have one object in the slide, it is the only option to choose from. However, if there are more objects in the slide we will have to carefully look for the object to become the trigger for a particular effect.

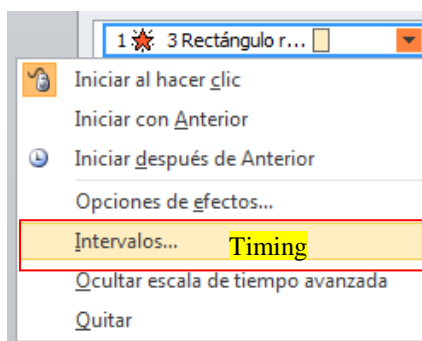


Image 26: Selecting “Timing”.

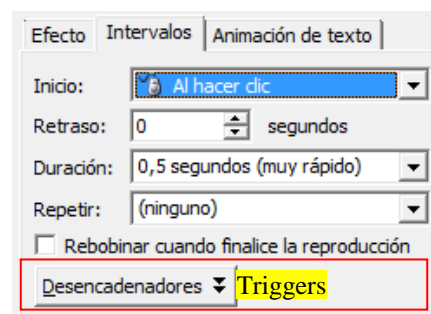


Image 27: Selecting “Triggers”.

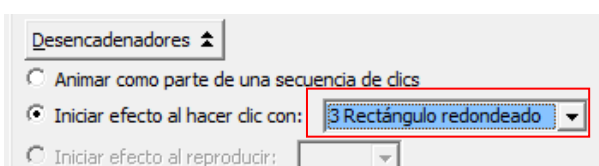


Image 28: Choosing our shape in “Start on the click of”.

Once the trigger is created, we can see the trigger and the effect within it in the “Animation Pane”. Now, when we click on the shape we will make it disappear. If we want another object to be the trigger of the same effect, we just need to add another object to the slide and change the trigger in the option “Start on the click of” where now we will have two options to choose from.

If we want several effects to be caused by the same trigger we can just add animation effects to the same object or different objects and drag them down to place them within the trigger which has been previously created.

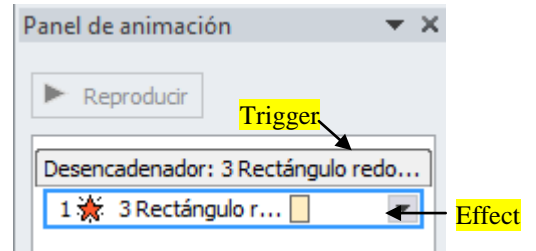


Image 29: Trigger and Effect in the “Animation Pane”.

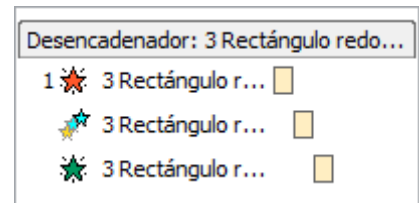


Image 30: Placing more animation effects within a trigger.

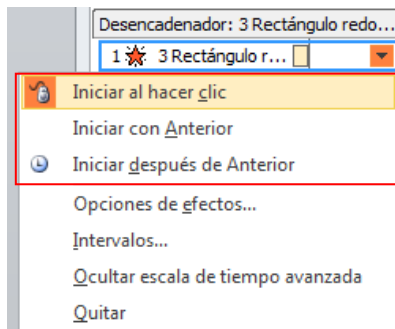


Image 31: Establishing how each animation will appear.

However, when there are several effects we must also establish how they will appear (all at the same time, one after the other or some at the same time and the others before or after them). To make animation effects appear in the order we want, we go to the “Animation Pane”, click on the drop down button of one of the effects and select one of the first three options: “Start On Click”, “Start with Previous” or “Start After Previous”. This action will not have to be carried out with the first effect within a trigger because when creating the trigger, it is automatically determined that this effect will appear when clicking on a certain object (its trigger).

Moreover, we can also decide how long the animation effect will last and if it will be delayed or not with respect to the previous one by going to “Timing” just above the “Animation Pane” and modifying “Duration” and “Delay”.

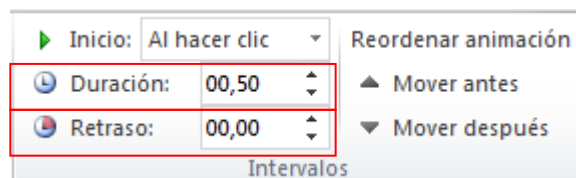


Image 32: Determining the “duration” and “delay” of the effect.

With these instructions we are ready to add animations and triggers to objects. Nevertheless, a language learning activity will be quite more complex than what has been explained as it will include more objects, effects and triggers. Therefore, a

thorough explanation on how to use triggers and effects to create learning activities seems necessary.

In order to exemplify how to create a language activity through trigger animations, we will use the same template (although just the first slide) as we did with hyperlinks. In this case, the activity will consist in listening and choosing the right word. To check his/her answer the student will click on a cloud. A red bird will fly to the chosen cloud. If the answer is right he/she can move to the next slide. If the answer is wrong the bird is struck by a lightning.

Although simpler activities can be created, I have chosen this one to exemplify how many different effects can be incorporated into one activity making it more appealing. Due to the amount of animations contained in this activity, a detailed step by step account will be required containing six main parts.

1. Including different elements in the slide. First, we will include three clouds into the slide and, within them, the words the student can choose from, the red bird which will move towards the clouds, the sound “Seat /si:t/” and the instructions.

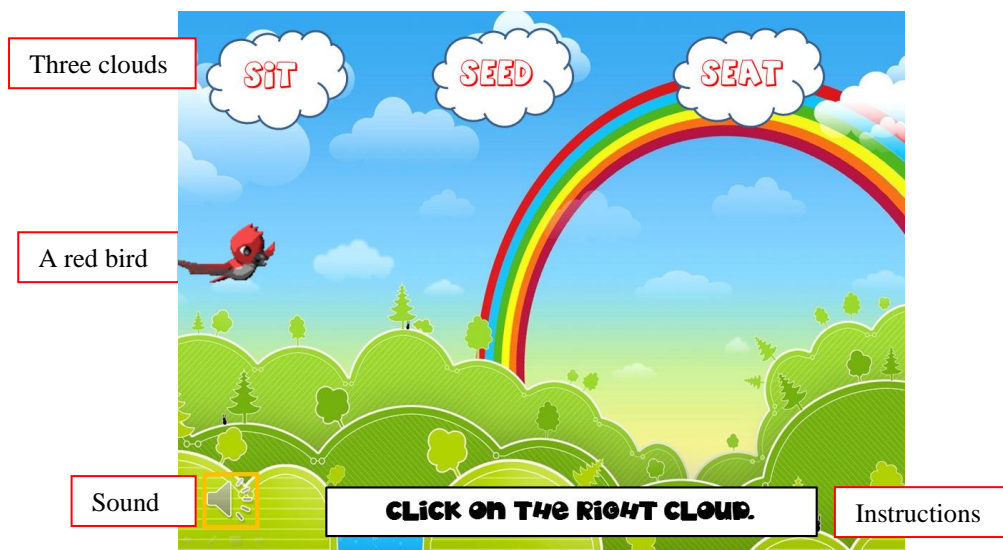


Image 33: Including all the elements into the

2. Adding entrance effects to the different elements. To add an entrance effect to an object, we must click on the object, select “Add Animation” and choose the effect we want. Each effect we include will be added to the animation pane.

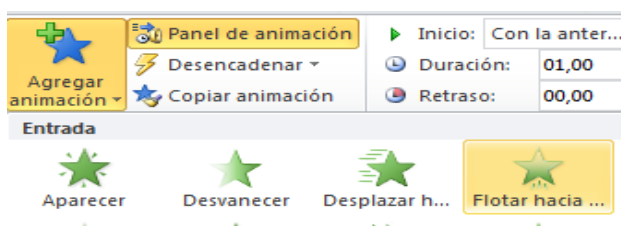


Image 34: Adding entrance effects to each element.

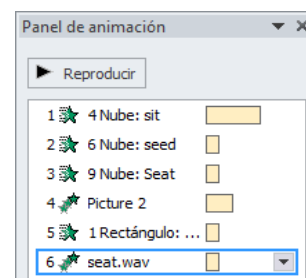


Image 35: Animation Pane and effects.

After that, we will establish when each element should appear. For that purpose, we must go to “Animation Pane”, click on the drop down button of each effect and choose among “Start On Click”, “Start With Previous” or “Start After Previous”. In the case of this activity, we will choose “Start After Previous” so that each element appears one after the other. The order of appearance of the different elements in this activity will be: the three clouds at the same time (1), the red bird (2), the instructions box (3) and finally, the sound (4).

We can also determine how long the animation lasts or if we want it to be delayed and how long by modifying “Duration” and “Delay” within the “Timing” section just above the animation pane. We will delay the appearance of the sound four seconds so that students have enough time to read the instructions and understand what they need to do in the activity.

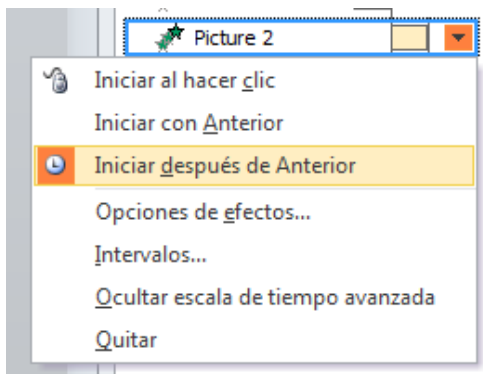


Image 36: Establishing when each object will appear.

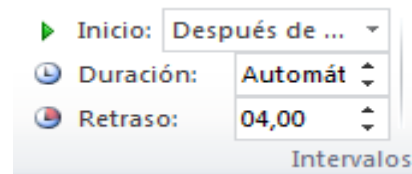


Image 37: Determining the duration and delay of an animation.

3. Making the bird fly to each cloud. Now, we want the bird to move exactly towards the cloud which is clicked. First, we will choose the effect “Line” within the “motion Paths” category. Three equal animations must be added to the bird. Three lines will appear in the slide which we can easily adjust so that each line goes from the bird to each cloud. The green end of the line indicates where the movement starts, while the red end indicated where the movement finishes.

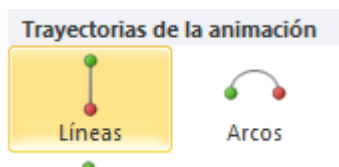


Image 38: Adding “Motion Path” effect.



Image 39: Adjusting lines.

Next, we need to make the bird move when a cloud is clicked. We will take the first cloud (the one with the word “sit”) as an example. We go to the “Animation Pane”, look for the animation which makes the bird move to this particular cloud, click on its drop down button and select “Timing” and within it “Triggers” and “Start effect on click of”. Within “Start effect on click of” we look for the cloud we want to cause the movement of the bird we previously selected (in this case “4 Nube: sit”) and we click on it. Now, in the Animation Pane, the movement effect of the bird will appear within the object which causes it: the cloud with the word “sit”.

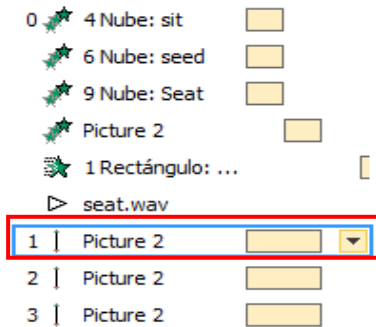


Image 40: Selecting the animation effect which makes the bird move towards the first cloud and pressing the drop down button.

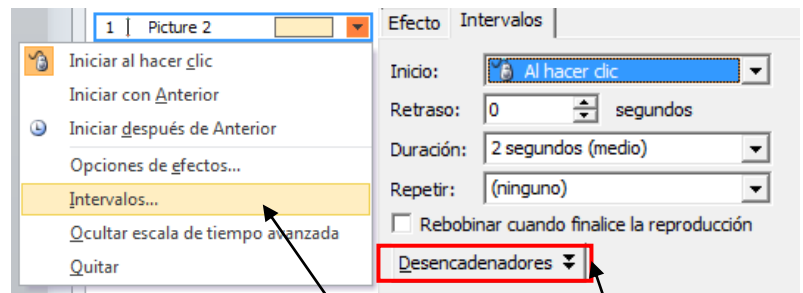


Image 41: Clicking on “Timing” and then, “Triggers”.

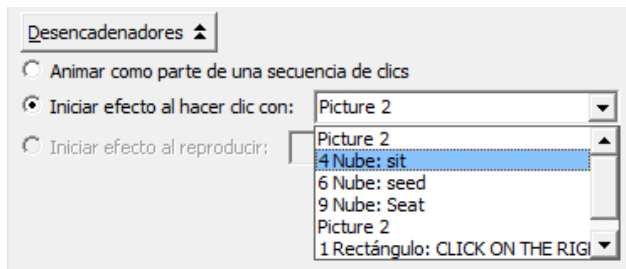


Image 42: Clicking on “Start on click of” and choosing the cloud.

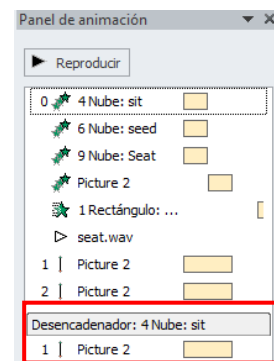


Image 43: Movement effect triggered by the object “4Nube: sit”.

The same process should be repeated for the other two movement effects changing the trigger object. In the end, we should have three triggers with one movement effect within each.

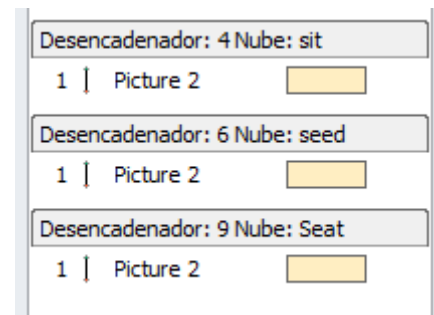


Image 44: The three movement effects and their triggers.

4. Making the red bird disappear after he flies to the clouds with the wrong answer. We need to make the red bird disappear because a new black bird (struck by a lightning) will appear in its place. Therefore, we need to add two new effects to the red bird: “Disappear” within the “Exit” category of effects. Once we have these two new effects within the “Animation Pane” we must place them within their corresponding trigger, that is, the two clouds with a wrong answer “4 Nube: sit” and “6 Nube: Seed”, and after the movement effects we previously created. As we want the bird to disappear after he flies to the cloud, we should press the drop down button on each of the “Disappear” effects and select “Start After Previous”.

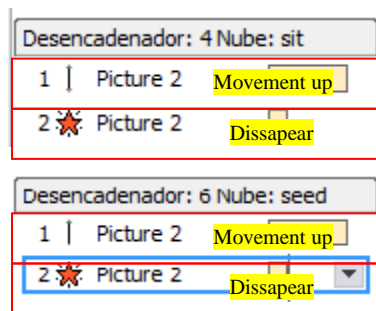


Image 45: Placing the two “Disappear” effects within their triggers.

5. Including new elements to the slide (two lightning clouds and two black birds) and adding effects to them. Only two options will be wrong so we need to incorporate two lightning clouds and two black birds and place them over the incorrect answers. For the two black birds we will only need to make two copies of the former red bird and modify their colour through “Image tools”. As we did at the beginning, entrance effects must be added to all these elements. After that, we must place the newly added effects within its corresponding trigger, that is, the entrance effects for the first bird and the first lightning cloud within the first cloud trigger (“4 Nube: sit”) and the entrance effects for the second bird and the second lightning cloud within the second cloud trigger (“6 Nube: seed”). These effects must be placed after the previously added “Disappear” effect.



Image 46: Adding clouds and birds over the incorrect answers.

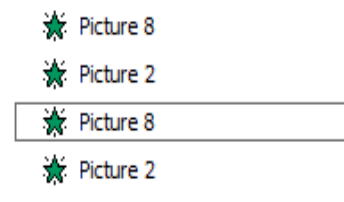


Image 47: Entrance effects for the newly added clouds and birds.

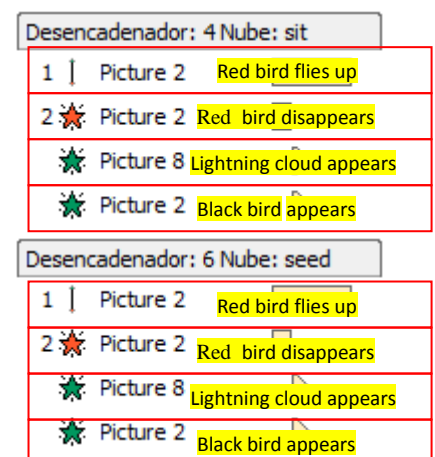


Image 48: Placing entrance effects within its corresponding trigger.

Two further effects will be added to each black bird: “Spin” within the “Emphasis” category (to make the bird rotate while falling), and “Line” within the “motion Paths” category (to make the bird move down). The new lines which appear on the slide to represent the movement effects will be dragged down beyond the limits of the slide in order to make the black birds disappear. Later, the new added effects will be placed within its corresponding trigger after the previous effects.

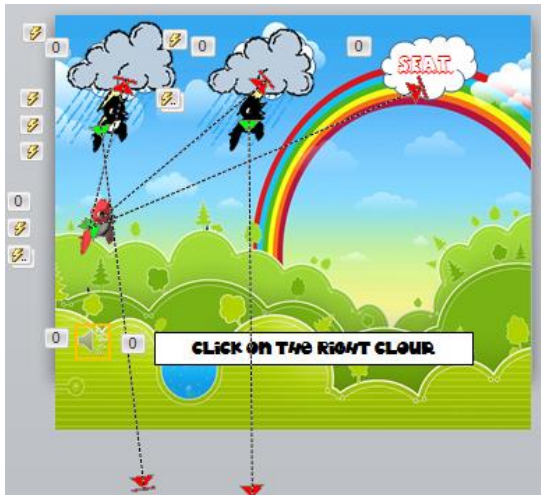


Image 49: Extending the moving effect beyond the limits of the slide.

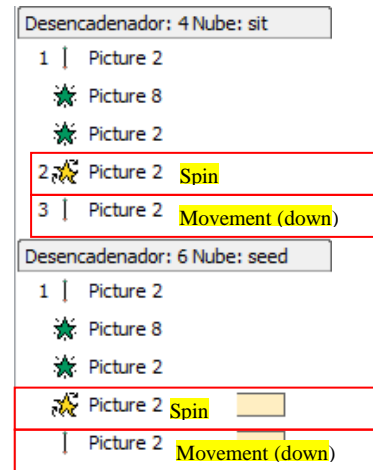


Image 50: Incorporating the “Spin” and “Line” effects within their triggers.

There are now six effects within these two triggers (incorrect answers). Whenever one of these clouds is clicked, it will trigger the following effects: the red bird flies up towards the cloud (effect 1), the red bird disappears (effect 2), a lightning cloud and a black bird appear (effects 3 and 4), and the bird spins and falls down until it disappears (effects 5 and 6). We must determine the order in which these effects will appear. We already established that effect 2 would appear after effect 1. The remaining effects will follow this order: effects 3 and 4 will appear at the same time after the second effect, effects 5 and 6 will also occur at the same time, but after effects 3 and 4. (To remember how to determine when which object will appear, please look at image 31 in this document).

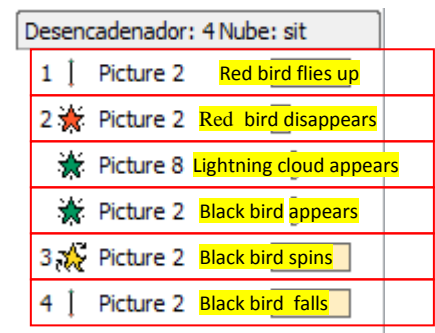


Image 51: Effects within each trigger.

6. Finishing the slide. To finish the slide we must also include something so that the student realizes which the correct answer is. For that purpose, we will add the effect “Wave” within the “Emphasis” category to the cloud with the word “seat” (correct answer) and we will place it within its corresponding trigger “9 Nube: Seat”. Moreover,

a new shape with the words “Next Slide” will be incorporated into the slide and we will add an entrance effect to it, which will be placed after the “Wave” effect. Clicking on this cloud (right answer) will now trigger three effects: the red bird flying up towards the cloud (effect 1), the cloud moving following a wave pattern (effect 2) and a new shape with the words “Next slide” appearing (effect 3). We will also have to determine when each effect will appear: effect 2 after effect 1, and effect 3 after effect 2.

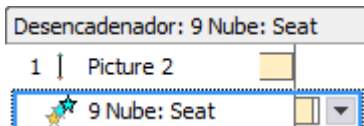


Image 52: Placing the “wave” effect within its trigger.

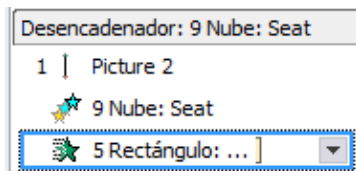


Image 54: Placing the entrance effect of the new shape after the “Wave” effect.



Image 53: Adding a shape with the words “Next Slide”.

The last step would be including a hyperlink to the next slide in the shape with the words “Next slide” so that the student can move to the following slide.

Although the slide might seem a bit chaotic after the incorporation of so many elements and effects, this is not visible in “Slide show” mode. Every element will appear at the right time according to what we have established. In order to check how we are progressing in the creation of the activity, we can always go to “Slide Show” and see if the effects occur how and when we wanted.

The process of creating an activity like this might seem complex, but all that is needed is practising and exploring, making mistakes and solving them.

3.3.3. Converting a PowerPoint presentation into a flash presentation

Converting a PowerPoint presentation into a flash presentation will enable teachers to upload it to a blog or an internet page and to be able to play the presentation in any computer regardless of its operating system.

In order to be able to convert a PowerPoint presentation into flash we will need to download the programme “iSpring Free” into our computer from the page “<https://www.ispringsolutions.com/ispring-free>”. Once it has been downloaded and installed, a new option will appear when we open PowerPoint.

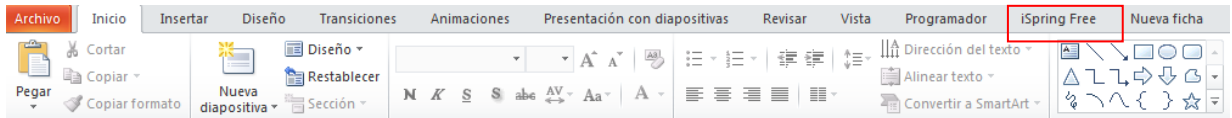


Image 55: iSpring Free button within PowerPoint.

When we click on it, we select “Publish”. In the new window which appears, we write a title for the presentation, select where we want to store it and click on “Publish”.

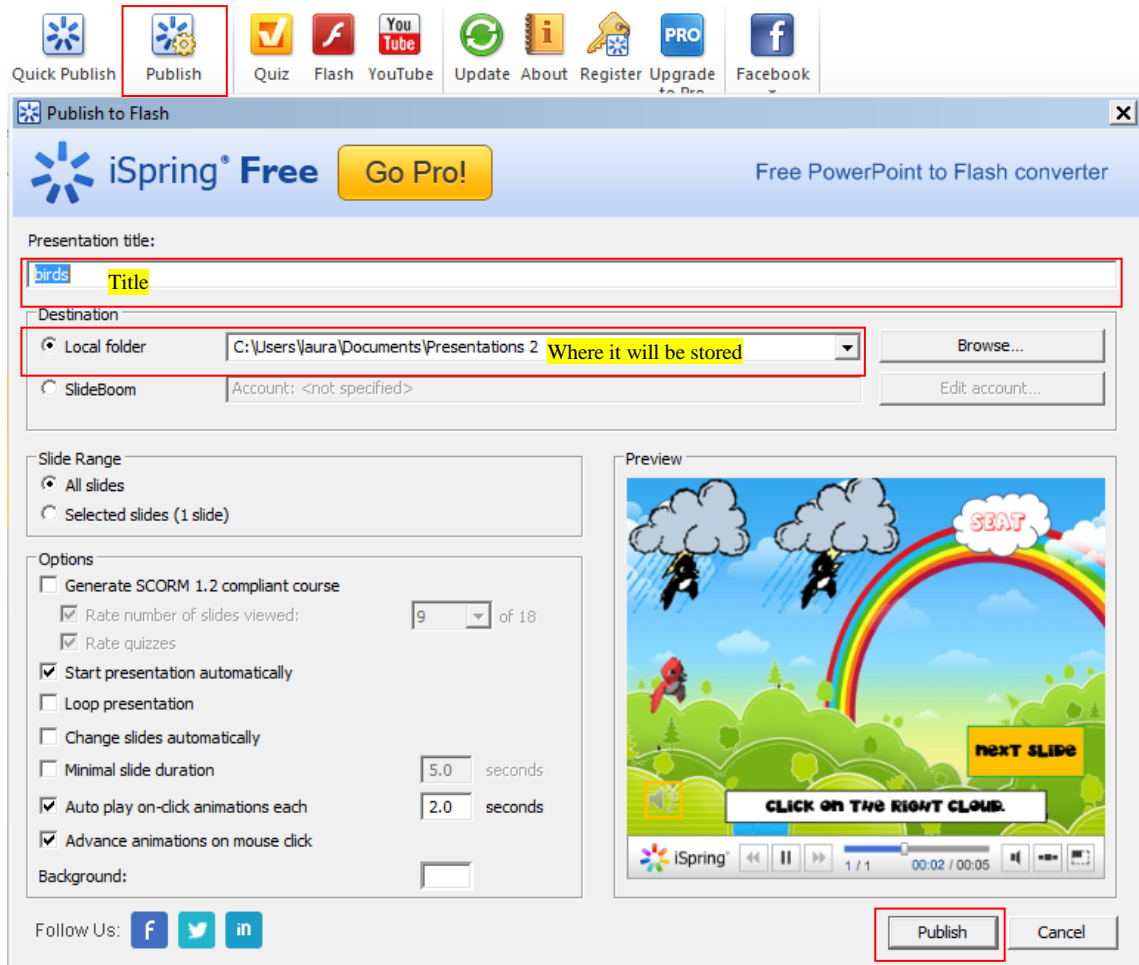


Image 56: Converting the presentation into flash through iSpring Free.

A folder in our computer will be created with three files within it. We can use either the file with a “SWF” format or the “HTML” file to upload the presentation to a blog or an internet page or to play the presentation in another computer. To open the “SWF” file, a programme to play flash will need to be installed in the same computer where the file is played.

birds	08/06/2015 21:43	Archivo SWF	3.712 KB
fixprompt	08/06/2015 21:43	Archivo de secuen...	1 KB
index	08/06/2015 21:43	Documento HTML	3 KB

Image 57: Folder with the presentation in a flash format.

3.4. Sample materials

In this section some examples of PowerPoint activities I have created over the years for my students will be shown. These activities were created for students aged between six and twelve years old. However, they could be used or adapted for Secondary Education students. In most cases, only a few slides will be included. However, the whole activities will be included in a digital format in the folders called "Appendix II" (grammar activities) and "Appendix III" (vocabulary activities).

3.4.1. Activities to practise grammar

1. At the zoo. In this activity students have to choose from the affirmative and negative forms of the verbs "to be", "to have" and "can" to describe some animals in the zoo.



Image 58: At the zoo sample slide 1.

This PowerPoint activity contains a surprise for the students. The characters are in the zoo. They have a photo camera with them and they offer to take a picture of the person carrying out the activity.



Image 59: At the zoo sample slide 2.

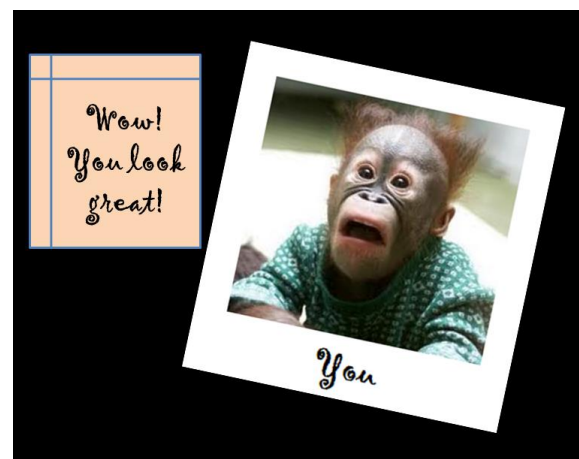


Image 60: At the zoo sample slide 3.

2. Comparatives. In this activity students practise the present simple of the verb “to be” and comparative adjectives.

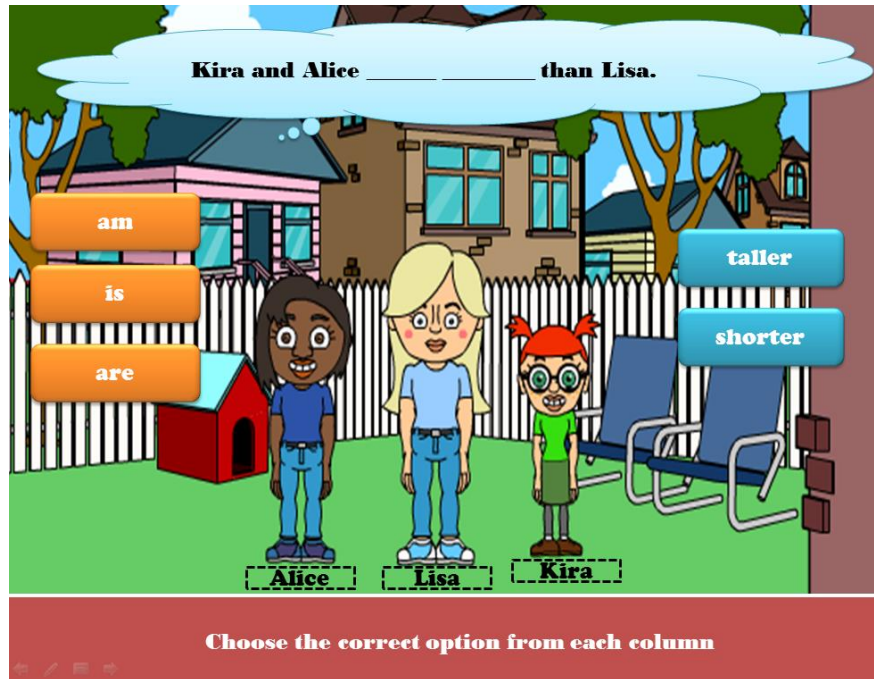


Image 61: Comparatives sample slide.

3. Comparatives 2. This activity also deals with comparative adjectives, but through reading comprehension. On top of that, it requires Maths skills from the student.

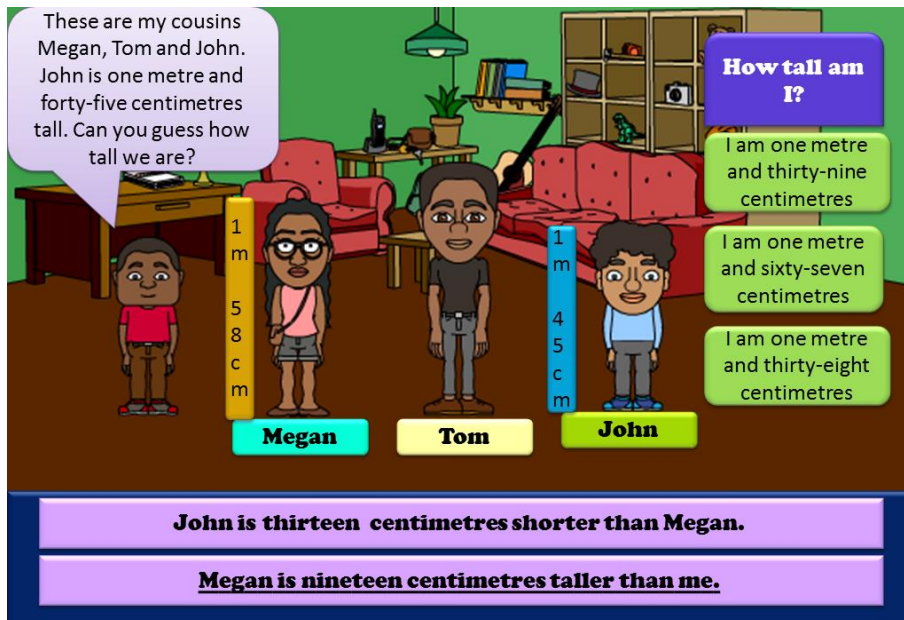


Image 62: Comparatives 2 sample slide.

4. Cross the bridge. With this activity students can practise the past and past participle forms of irregular verbs by focusing on their spelling. If their answer is wrong, the bridge falls apart and the boy falls into a river infested with crocodiles.



Image 63: Cross the bridge sample slide.

5. Find the difference. In this game students look and find the difference between two pictures. This game can be used as a whole-classroom activity in which students say the difference aloud and then, check their answer by clicking on the magnifying glass.



Image 64: Find the difference sample slide.

6. Catch the thief. In this activity, the vocabulary for giving directions is introduced. Then, students help the policeman catch the thief, who is hidden somewhere in the city, by guiding him through the map.



Image 65: Catch the thief sample slide.

7. Superlatives around the world. This activity aims to practise yes/no questions, the name of the continents as well as superlative adjectives. Students have to guess in which continent some places are by formulating questions such as “Is it in America?” Once they formulate the question, they click on the red dot in the continent they mentioned to find out if their answer was right. If their answer is wrong, the text “No, it isn’t” will appear and students can continue guessing. If their answer is right, a magnifying glass will appear. When the magnifying is clicked on, it takes students to another slide in which they can learn more about a certain place.

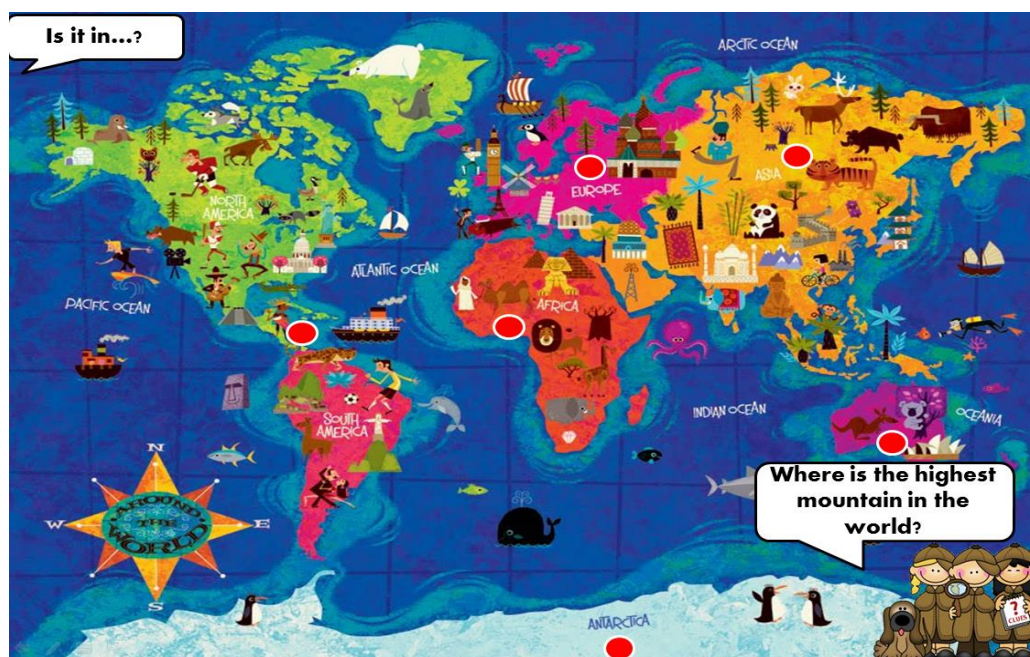


Image 66: Superlatives around the world sample slide 1.

Mauna Kea

Mauna Kea is located in the island of Hawaii, in America (politically), in Oceania (geographically). It is the highest mountain in the world. It is 4,205 metres high above sea level. However, considering the distance from the bottom of the mountain, under sea level, to the peak, it is about 11,000 metres high.

Image 67: Superlatives around the world sample slide 2.

8. An unusual but effective way of explaining grammar is through stories. Teaching grammar through stories is more entertaining than traditional grammar instruction and it helps retention. The following story, which I made up, is called “the forest” and it aims to explain how the negative and interrogative forms in the present simple are made in English as my students found difficult to remember when the auxiliary verb “do” needed to be introduced in a sentence or not.

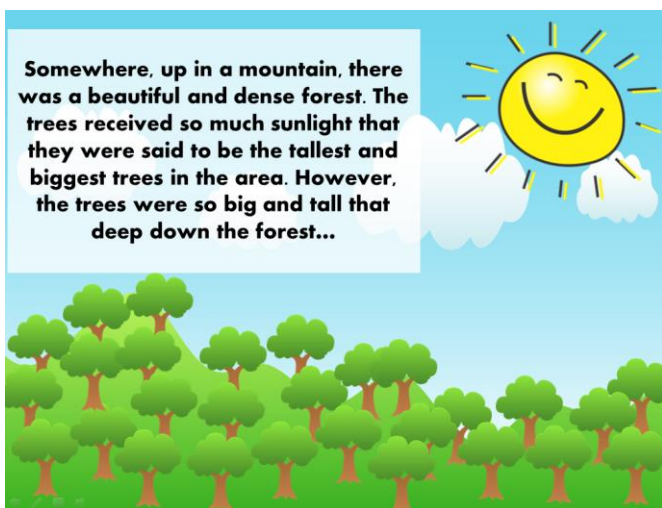


Image 68: The forest slide 1.

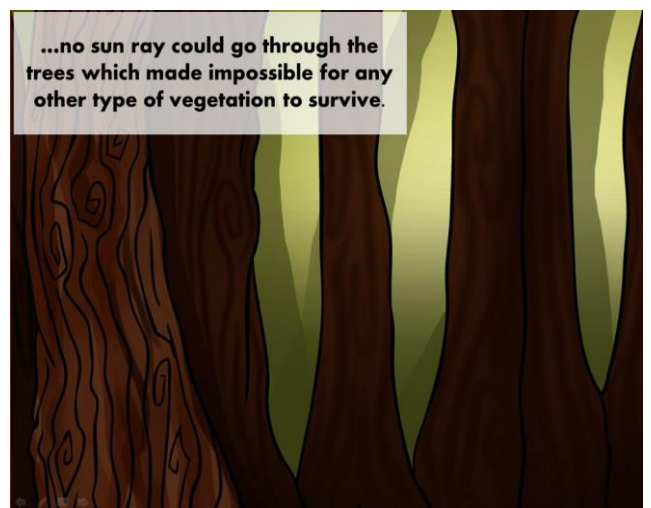


Image 69: The forest slide 2.



Image 70: The forest slide 3.



Image 71: The forest slide 4.

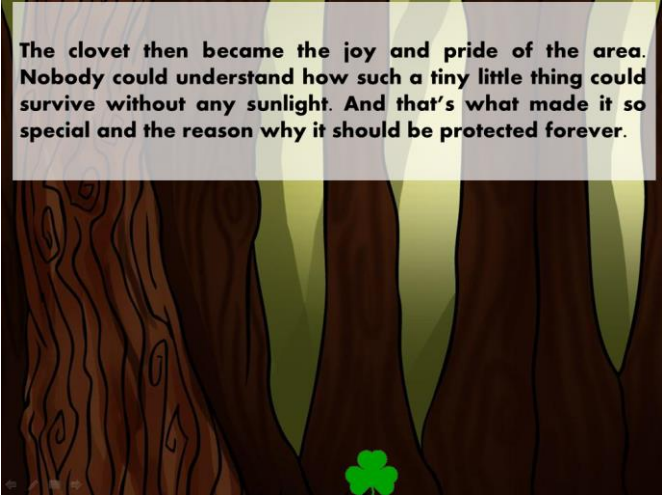


Image 72: The forest slide 5.



Image 73: The forest slide 6.



Image 74: The forest slide 7.

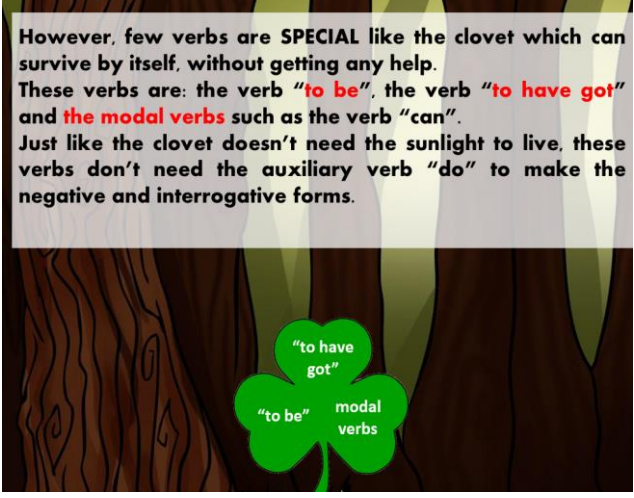


Image 75: The forest slide 8.

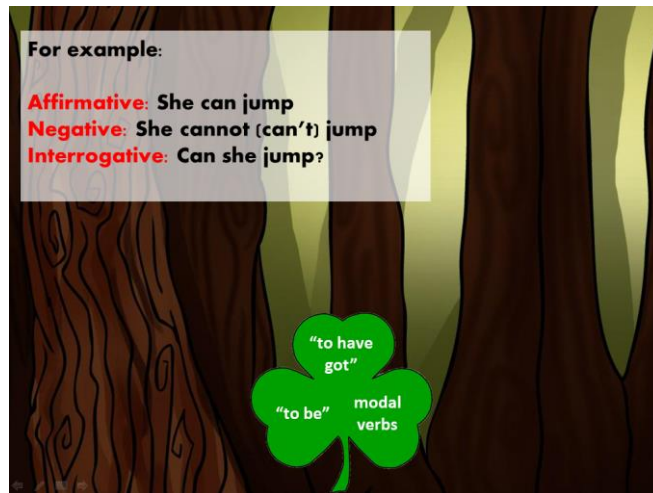


Image 76: The forest slide 9.

3.4.2. Activities to practise vocabulary

1. Where is the worm? This activity has as its main objectives to learn the ordinal numbers from first to tenth and their pronunciation. Students have to guess in which apple the worm is by clicking on the numbers on the right column. When they click on any of these numbers they will listen to their pronunciation. The worm will appear when they click on the correct number.



Image 77: Where is the worm sample slide.

2. Home sweet home. In this activity the vocabulary of the house is first introduced and later practised.

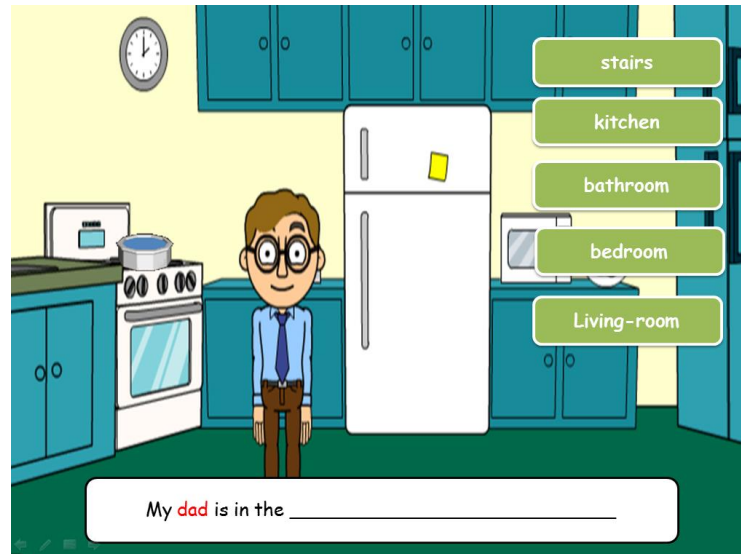


Image 78: Home sweet home sample slide.

3. My bedroom. This activity aims to revise prepositions of place and the vocabulary related to bedroom furniture. Students are first presented with the vocabulary related to the bedroom furniture by clicking on the text boxes. After that, students must follow the instructions which ask them to look in some places in the bedroom by clicking on the right arrow.

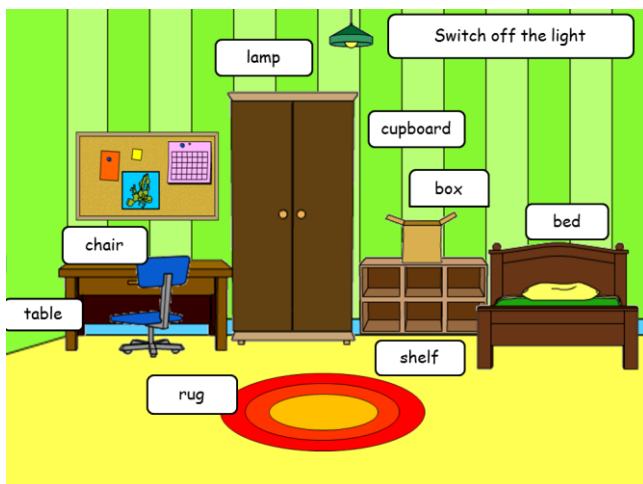


Image 79: My bedroom sample slide 1.



Image 80: My bedroom sample slide 2.

4. Messy bedroom. With this hidden object game students are able to revise vocabulary. A girl must tidy up her bedroom if she wants to go out with her friends. Students will have to look for the item they listen to, but they have limited time. If the time runs out or if they click on the wrong object, the girl is grounded and she will not be able to go out.



Image 81: Messy bedroom sample slide.

5. At the supermarket. This activity can serve both as a revision of the vocabulary related to buying food and as a preparation for a role play. The client asks for a food item. Depending on whether that food item is available at the shop or not, the shop assistant will answer “Here you are!” or “No, sorry!” If the food item is available, the shop assistant then proceeds to tell its price and the client chooses the purse with that quantity of money in it.



Image 82: At the supermarket sample slide 1.



Image 83: At the supermarket sample slide 2.

6. Ringed planets. This game, which students love, can be used to revise numbers, vocabulary or grammar. The classroom is divided into two big teams and they take turns to say a number or answer a question. Students must guess which two planets among the fifty in the slide have rings. Before they can click on a planet, they either

say its number aloud (if the revision is focused on numbers) or they must answer a question. For example, “how do you say ‘Suiza’ in English?” or “what are the past and the past participle forms for the irregular verb ‘eat’?” If their answer is right they can click on a planet. If this is one of the two planets with rings, its rings will appear.



Image 84: Ringed planets simple slide.

4. DIDACTIC UNIT: AT THE CLOTHES SHOP

4.1. Topic

This didactic unit is called “At the clothes shop”. It consists of five lessons of fifty-five minutes each and it is focused on teaching our students how to communicate when they are at the clothes shop³.

This unit has been designed for the first level of Compulsory Secondary Education and it is the second unit in the course planning; therefore, it will be taught in the first term.

4.2. Justification

For the design of this didactic unit Order 10th August 2007 (BOJA number 172 31st August) was taken into consideration, particularly the part which emphasizes that students should produce oral messages with a communicative purpose.

With this unit we intend to show our students that English is not only a subject to be learnt, but also a very useful instrument that in the future will permit them to get through real life situations.

Furthermore, two functions for level A1 included in the *Common European Framework of Reference for Languages* were taken into account in our didactic unit:

- Understanding and using numbers.
- Understanding and using prices.

This didactic unit was thought to be developed at this level because it is related to students’ interests and, therefore, it is a powerful source of motivation in itself.

Moreover, this unit, which will be taught early in the academic year, will make us, teachers, aware of how students respond to different learning situations as they will be provided with a wide variety of activities.

4.3. Contextualization

Our didactic unit has been thought for the first grade of Compulsory Secondary Education. It has been designed for a group of thirty non-bilingual pupils (thirteen boys and seventeen girls). They are a mixed-ability group, that is, they have different

³ This didactic unit was originally designed for the subject “Aprendizaje y Enseñanza de las materias de Lengua Extranjera II”. It was created in collaboration with Lorena García Rascón who gave me full permission to use it for this purpose. However, some modifications have been introduced to better suit the objectives of this project.

learning styles and different learning speeds. However, our pupils are highly motivated towards the English language, its learning and what it represents.

Broadly speaking, their curricular level may fit that of elementary (A1). As this is their first year in Compulsory Secondary Education, these first units will serve us to assess and revise what they remember of what they learnt in Primary Education.

Serious disciplinary problems are rarely observed. Typically, they are sitting in rows due to a fixed arrangement of desks within the class.

4.4. Competences

In this unit the following competences will be present:

1. *Communicative competence*: Students will read, write, speak and listen to English in order to improve their linguistic competence in English.
2. *Mathematical competence*: In this topic the learning of English is connected with Maths because students will learn about British currency, they will count money, compare prices and sizes of different pieces of clothing.
5. *Social and civic competence*: They will learn about other cultures and (hopefully) learn to respect them. They will also reflect on stereotypes related to what people wear.
7. *Learning to learn competence*: They will use dictionaries as well as the internet so they can develop basic strategies of research.
8. *Autonomy and initiative competence*: They will have to use their initiative to go further into learning more about a subject through project work and through personal interest.

4.5. Objectives

4.5.1. Didactic objectives for the unit

In this unit we want our students to achieve the following objectives:

1. To use the present simple of the verb "to be"
2. To use the present continuous to describe what people are wearing
3. To be able to give and ask for prices
4. To identify and accurately pronounce the sounds /i/and /i:/'
5. To be able to compare pieces of clothing
6. To apply the unit contents in a role play and a written assignment
7. To learn about British currency
8. To recognize and use vocabulary about clothes

These didactic objectives are closely related to the stage objectives and area objectives (Foreign Language) listed below.

4.5.2. Stage objectives (Compulsory Secondary Education) ⁴

4.5.2.1. Objectives from Royal Decree 1631/2006, December 29th

- a) To assume their duties responsibly, get to know and exercise their rights respecting the others; to practice tolerance, cooperation and solidarity and to utilize the dialogue in order to consolidate human rights as the key principles of a pluralistic and democratic society.
- b) To get into the habit of working individually and cooperatively, of showing effort and becoming responsible in one's studies and to recognize these as necessary variables to succeed in school tasks and as a means of personal growth.
- c) To assess and respect both the differences between sexes and the principle of equal rights and opportunities between them. To reject any kind of stereotyping that might imply man-woman discrimination.
- d) To develop affective capacities within all possible spheres of their personality and social relationships, together with attitudes completely opposed to any kind of violence, prejudices and sexist stereotypes, and favouring a peaceful resolution of conflicts.
- e) To develop a number of basic skills when using different sources of information in order to acquire new knowledge with critical awareness. And also to build up basic skills in order to use information and communication technologies.
- g) To develop attitudes of self-confidence, critical awareness, personal initiative, cooperation, curiosity, and interest; to foster learning to learn strategies and also skills to plan, take decisions and assume responsibilities.
- i) To acquire a basic communicative competence in, at least, one foreign language in order to understand and produce FL messages.
- j) To get familiarized with and appraise the elements and basic traits of both their natural, social, historical, cultural and artistic heritage and also that of others.

⁴ The official documents within sections 4.5.2. and 4.5.3., which are originally published in Spanish, were translated into English by Juan Manuel Ángeles Ruiz (IES Jabalcuz, Jaén).

4.5.2.2. Objective from Decree 231/2007, July 31st

a) To develop skills in order to get into touch with other people and take part in group activities showing tolerant and supportive attitudes, getting rid of inhibitions and prejudices.

4.5.3. Area objectives (Foreign Language) from Royal Decree 1631/06, Decree 231/07 and Order August 10th, 2007

1. To comprehend global and specific information from oral texts intended for diverse communicative situations, adopting an attitude of respect and cooperation.
2. To be able to produce oral texts and interact in the course of familiar communicative events not only comprehensibly and adequately but also with a certain degree of autonomy.
3. To comprehend written texts previously adapted to students' proficiency level, interests and needs with the idea of scanning and skimming through them, appreciating their value as sources of information, enjoyment and pleasure, and also personal growth.
4. To produce brief and simple written texts aimed at different purposes and built upon distinct topics, making use of the appropriate cohesive and coherent devices.
5. To make an accurate use of the basic phonetic, lexical, structural and functional components of the foreign language in real communicative contexts.
6. To develop learning-to-learn strategies; to be able to apply L1 knowledge and communicative skills when trying to learn a new language. To reflect upon one's own learning processes.
7. To utilize learning strategies and every single means at their disposal, including information and communication technologies, in order to obtain, select and offer oral and written information.
8. To appreciate the value of languages as both learning tools and as sources of distinct types of information.
9. To assess foreign languages –and languages, in general- as an instrument to gain access to other cultures, people, and countries eliminating any sort of cultural and linguistic stereotypes.
10. To show a receptive approach towards L2 learning and to develop a self-confident attitude in one's own capacity to learn and use a foreign language.

4.6. Contents

In this didactic unit we will focus on the following contents which will be divided into four main blocks:

4.6.1. Listening, speaking and interaction

- Exchanging information with their partners in class
- Participating in a role play using the present simple tense
- Recognizing words related to clothes and numbers
- Producing oral messages related to the topic

4.6.2. Writing and reading

- Describing what people are wearing in pictures
- Comparing pictures of clothes
- Finding specific words in a song
- Skimming and scanning a written text about the Great British Pound
- Completing phrases by employing suitable words from the topic

4.6.3. Linguistic awareness and reflection upon the language

This block of contents will be further subdivided into two categories: linguistic knowledge and reflection upon the language.

1. Linguistic knowledge

a) Functions

- Describing what people are wearing
- Comparing clothes
- Giving and asking for prices
- Developing a role play in a shop

b) Grammar

- Present simple and present continuous: *It's twenty pounds, she is wearing a blue scarf...*
- Comparative adjectives: *bigger, smaller, shorter...*
- Word order in a noun phrase: *a red t-shirt*

c) Vocabulary

- Clothes: *skirt, trousers, dress...*
- Numbers: 1-100
- Adjectives: *big, small, short, long, expensive and cheap.*

- Colours: *pink, white, blue, green...*

d) Phonetics

- Pronunciation of /i/ and /i:/ in numbers: 17/70

2. *Reflection upon the language*

- Participating in pair work in an active way
- Developing autonomy and independence

4.6.4. Multicultural awareness and sociocultural aspects

- Learning about British currency

4.7. Transversality

We cannot forget to include cross-curricular elements in our unit as they promote the adoption of a personal and critical attitude towards social matters.

As far as cross-curricular issues within this unit are concerned, *moral and civic education* and *consumer's education* will be fostered when students reflect on clothing prices, clothing brands and stereotypes related to what people wear.

4.8. Interdisciplinarity

Regarding interdisciplinarity, this unit will have a close connection with two areas in the curriculum: Maths and Spanish Language.

- *Maths*: learning about British currency, counting money, understanding and giving prices and comparing prices and sizes.

- *Spanish language*: clarifying when something has not been understood and looking words up in a dictionary from Spanish into English and from English into Spanish.

4.9. Timing

This Didactic Unit consists of five lessons of fifty-five minutes. A summary of each lesson is provided in the table below.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<ul style="list-style-type: none"> - Introductory questions (5') - Listen and match (5') - Listening: hidden object game (10') - Pronunciation of numbers 1-100 game (15') - Explanation of the pronunciation of numbers + listening (10') - Explanation of homework: webquest (10') 	<ul style="list-style-type: none"> - Correction of the webquest (10') - Count the money in the wallets and complete (5') - Listen to the prices. Complete questions and answers. (15') - Speaking (pairs). Complete the questions and answers. (10') - Introduction to comparatives -Speaking game: guess the price -Explanation of homework 	<ul style="list-style-type: none"> - Correction of homework (5') - Discussing clothing brands (10') - Listen to the song: Price tag. (10') - Complete with comparatives (5') - Speaking: spot the difference (10') - Explanation of how to describe what people are wearing. Reading activity. (10') - Explanation of individual written assignment (5') 	<ul style="list-style-type: none"> - Speaking: guess who is being described in class (10') - Listen to the dialogue (15') - Organization and instructions for the role play (15') - Students create their dialogues (15') 	<ul style="list-style-type: none"> - Acting out of the role-plays created by each group and feedback from the teacher (55')

4.10. Attention to diversity

Having a mixed-ability group of students with different learning paces and learning abilities it is essential to cater for diversity in the classroom. Therefore, the following measures of attention to diversity were considered:

- a) Groupings. Weak students will be paired with strong students for the speaking activity in lesson 2. Moreover, for the role play activity in which students will be normally grouped in pairs, some groups of three will be arranged (two weak students will play the role of the shop assistant while one strong student will play the role of the customer).
- b) Reinforcement activities will be provided for those students who have difficulty with core activities. They will consist of two PowerPoint activities to do at home and a worksheet which been taken from: http://www.eslprintables.com/vocabulary_worksheets/numbers/numbers_1_100/Numbers_1_100_80482/#thetop (accessed 25th February 2015).



Image 85: Reinforcement activity 1.

WHICH OF THESE STATEMENTS ARE TRUE?

The yellow T-shirt is shorter than the purple T-shirt.

The yellow T-shirt is more expensive than the purple T-shirt.

The purple T-shirt is smaller than the yellow T-shirt.

The purple T-shirt is bigger than the yellow T-shirt.

The purple T-shirt is cheaper than the yellow T-shirt.

The yellow T-shirt is longer than the purple T-shirt.

The purple T-shirt is longer than the yellow T-shirt.

Image 86: Reinforcement activity 2.

NUMBERS: 1 - 100

Find


O	S	Q	W	N	I	N	E	T	X	C	T	N	S	F
N	X	I	C	B	E	N	Z	X	H	O	H	I	I	O
E	Q	R	X	X	L	Z	Q	V	E	R	I	N	X	U
T	V	G	T	W	E	L	V	E	I	I	R	E	T	R
X	H	V	S	E	V	E	Q	E	G	V	T	T	E	N
A	S	R	C	V	E	K	L	H	H	G	E	E	E	S
E	Q	W	E	R	N	T	Y	U	T	I	E	E	N	E
O	I	P	K	E	F	I	F	T	E	E	N	N	L	V
A	S	G	S	E	V	E	N	T	E	E	N	D	F	E
G	H	J	H	K	L	T	W	E	N	T	Y	N	T	N
O	O	L	U	T	F	B	F	O	U	R	T	E	E	N
X	C	F	I	V	E	S	D	L	T	W	O	X	N	D

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- 19
- 20

Find

ABTWENTYUJIFTHIRTYHJFRTYIMGSEFIFTYSIXXTSIXTYSEVENTYMELEVNIGHTYBOFLNINETYLAHUNDREDHJ

..twenty ..

2 .. two ..	12 ... twelve ..	20 .. twenty ..		L	6	16	60
3	13	30		O	7	17	70
4	14	40		O	8	18	80
5	15	50		K!	9	19	90

Write the numbers in figures

- Seventy-five: .. 75 ..
- Fourteen:
- Ninety:
- Sixty-one:
- Twelve:
- Eighty-eight:
- Three:
- Thirty-nine:
- Twenty-eight:
- Nineteen:
- Sixty-four:
- Twenty:
- One hundred:
- Thirteen:

Order

- Eight
- Eighty-nine
- Eleven
- Fifty-two
- Forty-eight
- Ninety
- Ninety-nine
- ~~One hundred~~
- Seventy-three
- Sixty-seven
- Thirty-six
- Twenty-one
- ~~Zero~~
- a- .. zero .. (0)
- b-
- c-
- d-
- e-
- f-
- g-
- h-
- i-
- j-
- k-
- l-
- m- .. one hundred .. (100)

Let's play!

	1	2		3	4	
5		6	7		8	9
10	11		12	13		
	14	15		16	17	
18		19	20		21	22
23	24		25	26		
	27			28		

ACROSS

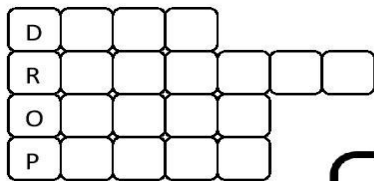
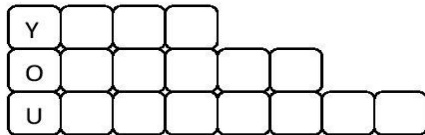
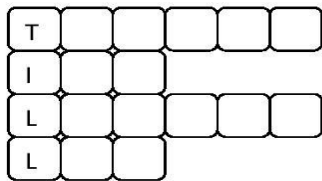
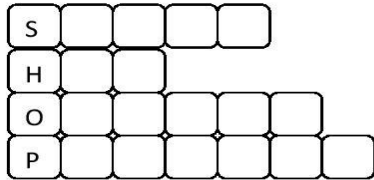
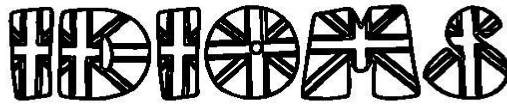
- 1. eighty-nine - twenty = .. 69 ..
- 3. ten + five =
- 6. thirty-three + three =
- 10. ninety-three - fifty-six =
- 12. twenty-six - twelve =
- 14. forty - twenty-two =
- 16. ninety-one - fifteen =
- 19. fifty-four - ten =
- 21. twenty-two + five =
- 23. sixty-nine + sixteen =
- 25. fifty-eight + twenty-nine =
- 27. thirty + fifteen =
- 28. forty-seven - twenty-six =

Down

- 2. twenty + seventy-three =
- 4. seventy-nine - twenty-eight =
- 5. forty-six + seven =
- 7. eighteen + forty-three =
- 9. ninety-six - eighteen =
- 13. sixty-eight - twenty-one =
- 15. fifty-two + thirty-two =
- 18. ninety-four - six =
- 22. thirty-eight + thirty-nine =
- 26. seventy-nine - seven =

Image 87: Reinforcement worksheet.

c) Extension activities will be provided for fast-finishers.



1. You use it to eat soup
2. A farm animal which lays eggs
3. A wild animal with long legs and a long neck
4. You use it to lock something
5. It's inside your tongue
6. Water in the freezer becomes...
7. A portable computer
8. Your knee is in your...
9. The yellow part in an egg
10. Jaen is famous for its...
11. You use it when it rains
12. You use it to play board games
13. It appears when there's sunlight and rain
14. A vegetable
15. You use it to write

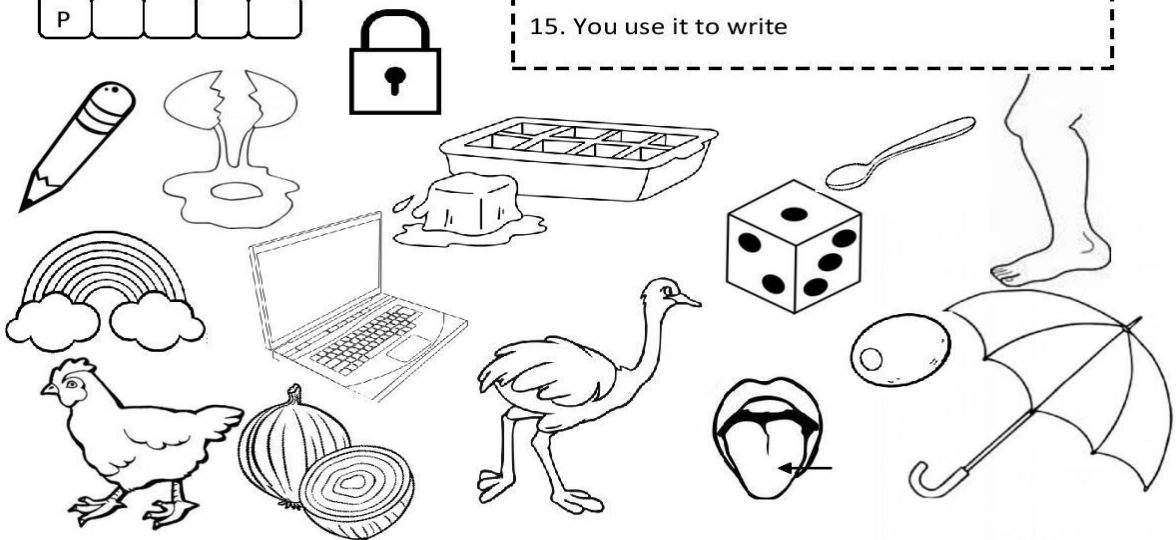


Image 88: Extension worksheet.

4.11. Materials and resources

The main materials which will be used in class are worksheets, mp3 player, whiteboard, blackboard and dictionaries.

4.12. Lesson plan: step by step account

4.12.1. Lesson 1

Activity	Time	Grouping	Skill/linguistic component	Material
Introductory questions: "Do you like shopping?", "What's your favourite shop?"	5'	Whole class	Speaking	None
Students listen and match the pictures and the sentences.	5'	Whole class	Listening	Audio file Worksheet
Students imagine they are shop assistants. It's closing time and they have to tidy up the shop before their boss arrives. They have to find the object they listen to.	10'	Two big groups (one student comes to the whiteboard, the rest of the group helps from their seats)	Listening	Power Point presentation Whiteboard
Students imagine they have lost a friend in the shopping centre. They have to guess where he is by saying the numbers in the shops aloud (speaking).	15'	Two big groups	Pronunciation	Power Point Presentation Whiteboard
Explanation of the pronunciation of numbers (/i/ versus /i:/). Students listen to the numbers and write them in figures.	10'	Whole class	Pronunciation & Listening	Worksheet Audio file Blackboard
Explanation on how to do the webquest about British money for the next day.	10'	Whole class	Reading of the questions in the webquest	Worksheet

4.12.2. Lesson 2

Activity	Time	Grouping	Skill/linguistic component	Material
Correction of the webquest and answering possible doubts.	10'	Whole class	Speaking	Worksheet Blackboard
Students look at the wallets, count the money and write how much money there is in each.	5'	Individual	Vocabulary: numbers	Worksheet

Activity	Time	Grouping	Skill/linguistic component	Material
<ul style="list-style-type: none"> - Explanation on how to give and ask for prices using the verb “to be”. -Students imagine they are shop assistants who have to relabel the clothes in their shop for the season sale. Students will ask their boss for the new prices by asking “how much is...?” or “how much are...?” Students write the prices their boss tells them in their worksheet. - Students complete questions and answers with the prices they listened to before. 	15'	Whole class Individual	Listening & Writing Grammar: the verb “to be”	PowerPoint presentation Whiteboard Worksheet
<ul style="list-style-type: none"> -Information gap activity: Students have the price of four pieces of clothing, but they do not have the prices of another four. They have to ask their partner for the missing prices. - Students complete the questions and answers with the prices they obtained in the speaking activity. 	10'	Pairs Individual	Listening, Speaking & Writing	Worksheet
<ul style="list-style-type: none"> - Explanation on how comparative adjectives are formed focusing on “cheaper” and “more expensive”. - One student thinks of a price for a piece of clothing and the rest of students try to guess it. The first student gives clues by saying: more expensive or cheaper. - Explanation of homework: students look at the pictures and complete the sentences with the verb “to be” and a comparative adjective. 	15'	Whole class	Grammar & Vocabulary: comparative adjectives Speaking	Worksheet

4.12.3. Lesson 3

Activity	Time	Grouping	Skill/linguistic component	Material
Correction of homework.	5'	Whole class	Grammar & Vocabulary: comparative adjectives	Worksheet Blackboard
Discussion about clothing brands.	10'	Whole class	Speaking	Worksheet
Students listen to the song "Price tag" by Jessie J and carry out two activities: 1. Fill in the gaps. 2. Find words in the song: words related to shopping and opposites.	10'	Whole class Individual	Listening & Reading	Audio file Worksheet
Students look at the pictures and complete the sentences with the verb "to be" and comparative adjectives (<i>bigger, smaller, longer, shorter</i>).	5'	Individual	Writing	Worksheet
Students spot the differences between two pictures by using comparatives.	10'	Whole class	Speaking	Power Point presentation Whiteboard
- Explanation on how to express what people are wearing using the present continuous. - Students match the descriptions of what some people are wearing to the characters.	10'	Whole class Individual	Grammar: present continuous Reading	Worksheet
Explanation of individual written assignment which consists of two parts: a) Students write 8 comparative sentences (one with each adjective) and use magazines cutouts to illustrate those sentences. b) Students describe what two people are wearing using magazine pictures.	5'	Whole class	Grammar & Vocabulary examples are given by the teacher	Blackboard

4.12.4. Lesson 4

Activity	Time	Grouping	Skill/linguistic component	Material
One student describes what another student in the classroom is wearing. The others have to guess who he/she is.	10'	Whole class	Speaking	None
<p>- Students listen to a dialogue taking place at a clothes shop and carry out two activities:</p> <ol style="list-style-type: none"> 1. They decide who says what: the customer or the shop assistant. 2. They complete the dialogue with the sentences given. <p>- Two volunteers read the dialogue and the teacher focuses on the pronunciation of possible difficult words.</p>	15'	Whole class	Listening & Reading Pronunciation	Audio file Worksheet
The teacher organizes students in pairs or groups of three (attention to diversity) and gives instructions for the role play they will carry out in the following session.	15'	Whole class	Grammar & Vocabulary (the teacher gives examples of how the grammar and vocabulary of the unit could be used in the role play)	Worksheet Blackboard
Students get together to create their own dialogue and rehearse it.	15'	Pairs / groups of 3	Writing & Speaking	Worksheet Separate sheet of paper

4.12.5. Lesson 5

Activity	Time	Grouping	Skill/linguistic component	Material
<p>- Students act out their role plays.</p> <p>- The teacher gives students feedback on their performance.</p>	55'	Pairs, groups of 3	Speaking	Props brought by students for the role play

4.12.6. Materials for each lesson

4.12.6.1. Worksheets

At the clothes shop



1. Listen and match the pictures with the sentences below.

- | | | | |
|----------------------|----------------------|----------------------|---------------------|
| 1. They're shoes. | 5. It's a skirt. | 9. They're socks. | 13. It's a shirt. |
| 2. They're trousers. | 6. It's a T-shirt. | 10. It's a jumper. | 14. They're shorts. |
| 3. It's a jacket. | 7. They're jeans. | 11. It's a coat. | 15. It's a scarf. |
| 4. It's a hoodie. | 8. They're trainers. | 12. It's a cardigan. | 16. It's a dress. |



Numbers

- | | | |
|----------|---------------|--------------------|
| 1. one | 11. eleven | 10. ten |
| 2. two | 12. twelve | 20. twenty |
| 3. three | 13. thirteen | 30. thirty |
| 4. four | 14. fourteen | 40. forty |
| 5. five | 15. fifteen | 50. fifty |
| 6. six | 16. sixteen | 60. sixty |
| 7. seven | 17. seventeen | 70. seventy |
| 8. eight | 18. eighteen | 80. eighty |
| 9. nine | 19. nineteen | 90. ninety |
| | | 100. a/one hundred |

2. Listen and write the numbers in figures.

- | | |
|----------|----------|
| a) _____ | b) _____ |
| c) _____ | d) _____ |
| e) _____ | f) _____ |
| g) _____ | h) _____ |
| i) _____ | j) _____ |



5 pounds



10 pounds



20 pounds



50 pounds



1 penny



2 pence



5 pence



10 pence



20 pence



50 pence



1 pound



2 pounds

3. Webquest. Visit the websites on the right and answer the following questions.



<http://www.projectbritain.com/money.html>
<http://www.projectbritain.com/money/coins.htm>
<http://www.projectbritain.com/money/banknotes.htm>

- What is the name of British currency? _____
- Who appears in all British banknotes? _____
- One pound equals _____ pence.
- What is a fiver? _____
- How many different coins are there? _____
- How many different banknotes are there? _____
- What colour are the 1p and 2p coins? _____
- What colour are the 5p, 10p, 20p and 50p coins? _____
- What are the colours in the 2 pounds coin? _____
- What is a quid? _____
- What is a tenner? _____
- What's the symbol for the pound? _____
- What's the symbol for the penny? _____
- What's the singular word for pence? _____
- What colour is the 1 pound coin? _____

4. Count the money in the wallets and write.



_____ pounds
and _____ pence.



_____ pounds
and _____ pence.



_____ pounds
and _____ pence.



_____ pounds
and _____ pence.

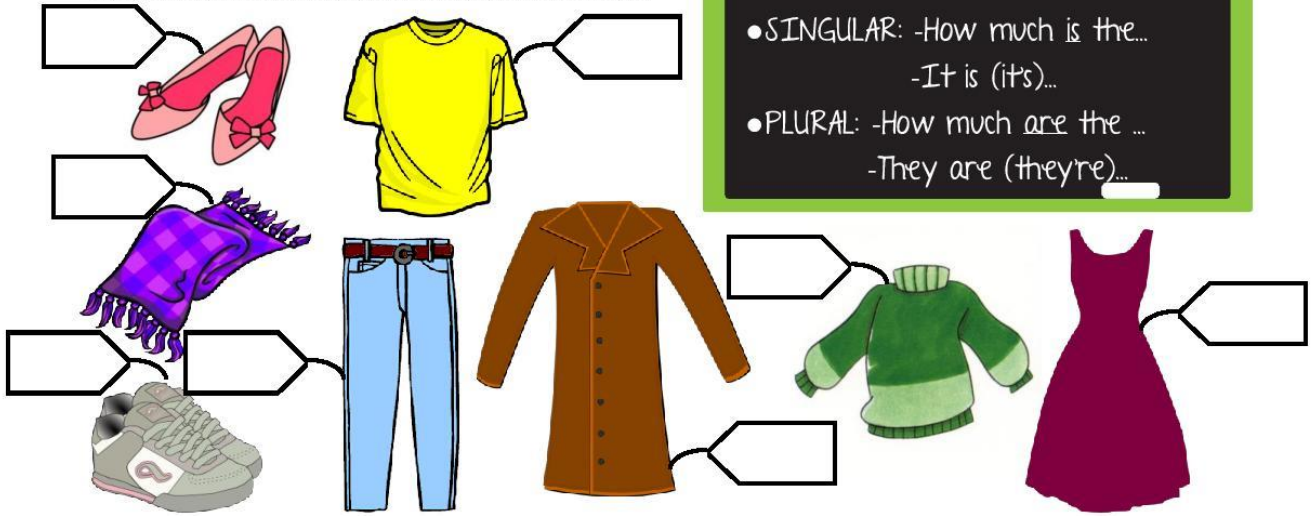


_____ pounds
and _____ pence.



_____ pounds
and _____ pence.

5. Listen and write the prices in the price tags.



ASKING FOR AND GIVING PRICE

- SINGULAR: -How much is the...
-It is (it's)...
- PLURAL: -How much are the ...
-They are (they're)...

6. Look at the listening above and complete the questions and answers. Write the numbers in figures.

- How much _____ the shoes? _____

- How much _____ the T-shirt? _____

- How much _____ the scarf? _____

- How much _____ the trainers? _____

- How much _____ the jeans? _____

- How much _____ the coat? _____

- How much _____ the jumper? _____

- How much _____ the dress? _____

7. Speaking activity. Complete the questions and the answers.

- How much _____ the socks? _____

- How much _____ the cardigan? _____

- How much _____ the trousers? _____

- How much _____ the shirt? _____

- How much _____ the jacket? _____

- How much _____ the shorts? _____

- How much _____ the skirt? _____

- How much _____ the hoodie? _____

SPEAKING ACTIVITY



Qsk: How much is/are the...?

Ans: It's.../they're...

SPEAKING ACTIVITY



Qsk: How much is/are the...?

Ans: It's.../they're...

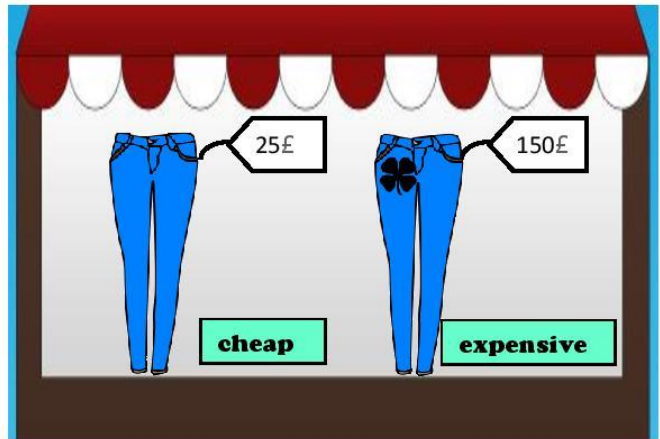
Comparatives

LONG ADJECTIVES (2 or more syllables)

more + adjective --> more expensive

SHORT ADJECTIVES (1 syllable)

adjective + er {
 --> cheaper
 --> bigger
 --> smaller
 --> shorter
 --> longer



8. Complete with "is" or "are" and the comparative forms of "cheap" and "expensive".



- The brown trousers _____ than the black trousers.

- The purple trainers _____ than the blue trainers.

- The yellow scarf _____ than the green scarf.

- The pink skirt _____ than the red skirt.

- The orange T-shirt _____ than the grey T-shirt.

- The black trousers _____ than the brown trousers.

- The red skirt _____ than the pink skirt.

- The blue trainers _____ than the purple trainers.

- The green scarf _____ than the yellow scarf.

- The orange T-shirt _____ than the grey T-shirt.



Clothing brands

9. Discussion time

- Do you recognize any of these brands?
- Are these clothes cheap or expensive?
- Do you like brands?
- What do you think of people who wear designer clothes?
- What do you think of people who don't wear designer clothes?



Image 93: Worksheet 5.

song: "price tag" by Jessie J



Why is everybody so _____?
 Money can't _____ us happiness.
 Can we all slow down and _____ right now?
 Guarantee we'll be feeling _____.

Everybody look to their _____,
 Everybody look to their _____!
 Can you feel that, (yeah!)
 We're _____ with love tonight...

It's not about the money, money, money,
 We don't _____ your money, money, money.
 We just wanna make the world _____,
 Forget about the price _____.
 Ain't about the cha-ching cha-ching.
 Ain't about the ba-bling ba-bling,
 Wanna make the world dance,
 Forget about the price tag.

10. Fill in the gaps with the following words: paying, tag, buy, need, alright, enjoy, right, dance, obsessed, left.

11. Read the song and complete.

- Find four words related to shopping: _____

- Find the opposites.

Remember _____ Hate _____

Sadness _____ Hurry _____

big, small, long, short



12. Look at the comparatives on the blackboard on the previous page. Then, look at the pictures and complete.

- The red trousers _____ than the brown trousers.

- The green dress _____ than the blue dress.

- The black trainers _____ than the white trainers.

- The black T-shirt _____ than the grey T-shirt.

- The grey T-shirt _____ than the black T-shirt.

- The blue dress _____ than the blue dress.

- The brown trousers _____ than the red trousers.

- The white trainers _____ than the black trainers.

What are they wearing?

PRESENT CONTINUOUS					
Pronoun	Verb "to be"	Verb + ing	Colour	Piece of clothes	Sing/plur
I	am	wearing	a blue	coat	Singular
	am	wearing	blue	trousers	Plural
He/she	is	wearing	a black	dress	Singular
	is	wearing	black	shoes	Plural
We, you, they	are	wearing	a white	T-shirt	Singular
	are	wearing	white	shorts	Plural

13. Read, look at the pictures and guess their names.



John is wearing a grey jacket and a yellow T-shirt and a brown cap. He is also wearing black trousers and grey trainers.

Anna is wearing a red and white T-shirt and a red skirt. She is also wearing red shoes.

Andrew is wearing a grey jacket and a white and blue T-shirt. He is also wearing brown trousers and blue trainers.

Sarah is wearing brown boots and brown jeans. She is also wearing a pink shirt and a white cardigan.

Phil is wearing brown trousers, black trainers and a brown belt. He is also wearing a black T-shirt.

Mark is wearing a blue shirt and a white T-shirt. He is also wearing black trousers and blue trainers.

Lisa is wearing a yellow vest and a yellow T-shirt. She is also wearing brown shorts and yellow shoes.

Jane is wearing black trousers and brown boots. She is also wearing a yellow T-shirt and a red jacket.

Dialogue: Shopping for clothes

13. Listen and tick: who says what?

14. Listen again and complete.

Sentence	Shop assistant	Customer
What size?		
What colour?		
I'm looking for a shirt		
The fitting rooms are here		
Can I try the T-shirt on?		
Can I help you?		
Here you are		
It's too small		
Yes, of course		
Here is your receipt		

- Hello, _____
- Yes, _____ a shirt.
- What colour?
- Blue
- _____
- Medium.
- Here you are. A blue shirt, medium size.
- _____
- Yes, of course. _____ are here.
- Everything OK?
- No, _____. Can I have a bigger shirt?
- Yes, of course. Here you are.
- It's perfect. _____
- 20.50 pounds.
- Here you are.
- Thank you. Here is your receipt. _____
- _____
- Thank you. You too.

Can I try the shirt on?

It's too small

Have a nice day

The fitting rooms

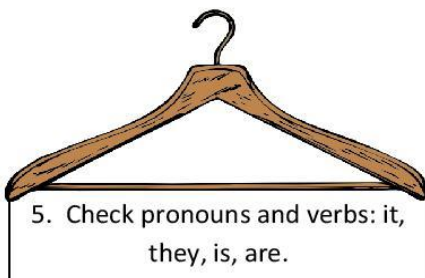
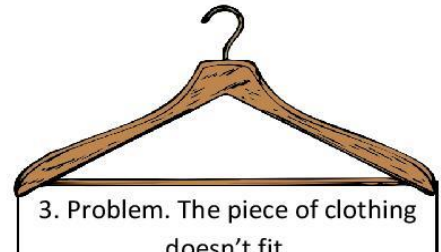
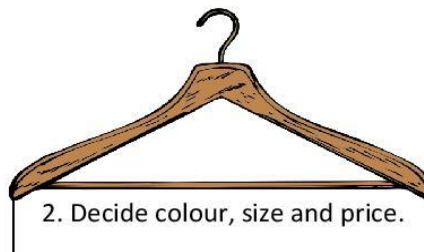
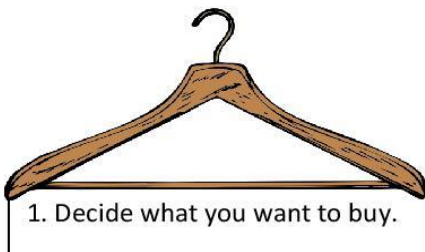
Can I help you?

How much is it?

I'm looking for

What is your size?

15. Taking this dialogue as an example, create your own dialogue following these steps.



4.12.6.2. Listening transcripts

a) Lesson 1: activities 1 and 2

- | | | | |
|----------------------|----------------------|----------------------|---------------------|
| 1. They're shoes. | 5. It's a skirt. | 9. They're socks. | 13. It's a shirt. |
| 2. They're trousers. | 6. It's a T-shirt. | 10. It's a jumper. | 14. They're shorts. |
| 3. It's a jacket. | 7. They're jeans. | 11. It's a coat. | 15. It's a scarf. |
| 4. It's a hoodie. | 8. They're trainers. | 12. It's a cardigan. | 16. It's a dress. |

- | | | | | |
|-------------|--------------|-------------|-----------|-------------|
| a) thirteen | b) thirty | c) fourteen | d) forty | e) fifty |
| f) fifteen | g) seventeen | h) seventy | i) ninety | j) nineteen |

b) Lesson 2: activity 5

- | | |
|---------------------------|-------------------------|
| - The trainers are 50.50£ | - The jumper is 20.75£ |
| - The scarf is 12.20£ | - The shoes are 30£ |
| - The dress is 37.15£ | - The coat is 69.99£ |
| - The jeans are 42.70£ | - The T-shirt is 15.25£ |

c) Lesson 3: activity 10

Why is everybody so obsessed?
Money can't buy us happiness.
Can we all slow down and enjoy right now?
Guarantee we'll be feeling alright.

Everybody look to their right,
Everybody look to their left!
Can you feel that, (yeah!)
We're paying with love tonight...

It's not about the money, money, money,
We don't need your money, money, money.
We just wanna make the world dance,
Forget about the price tag.
Ain't about the cha-ching cha-ching.
Ain't about the ba-bling ba-bling,
Wanna make the world dance,
Forget about the price tag.

d) Lesson 4: activity 15

- Hello, can I help you?
- Yes, I'm looking for a shirt.
- What colour?
- Blue
- What is your size?
- Medium.
- Here you are. A blue shirt, medium size.
- Can I try the shirt on?
- Yes, of course. The fitting rooms are here.

- Everything OK?
- No, it's too small. Can I have a bigger shirt?
- Yes, of course. Here you are.
- It's perfect. How much is it?
- 20.50£.
- Here you are.
- Thank you. Here is your receipt. Have a nice day.
- Thank you. You too.

4.12.6.3. PowerPoint activities

a) Lesson 1

- Hidden object game



Image 97: Hidden object game sample slide 1.



Image 98: Hidden object game sample slide 2.

-Game: Lost in the shopping centre.



Image 99: Lost in the shopping centre sample slide 1.

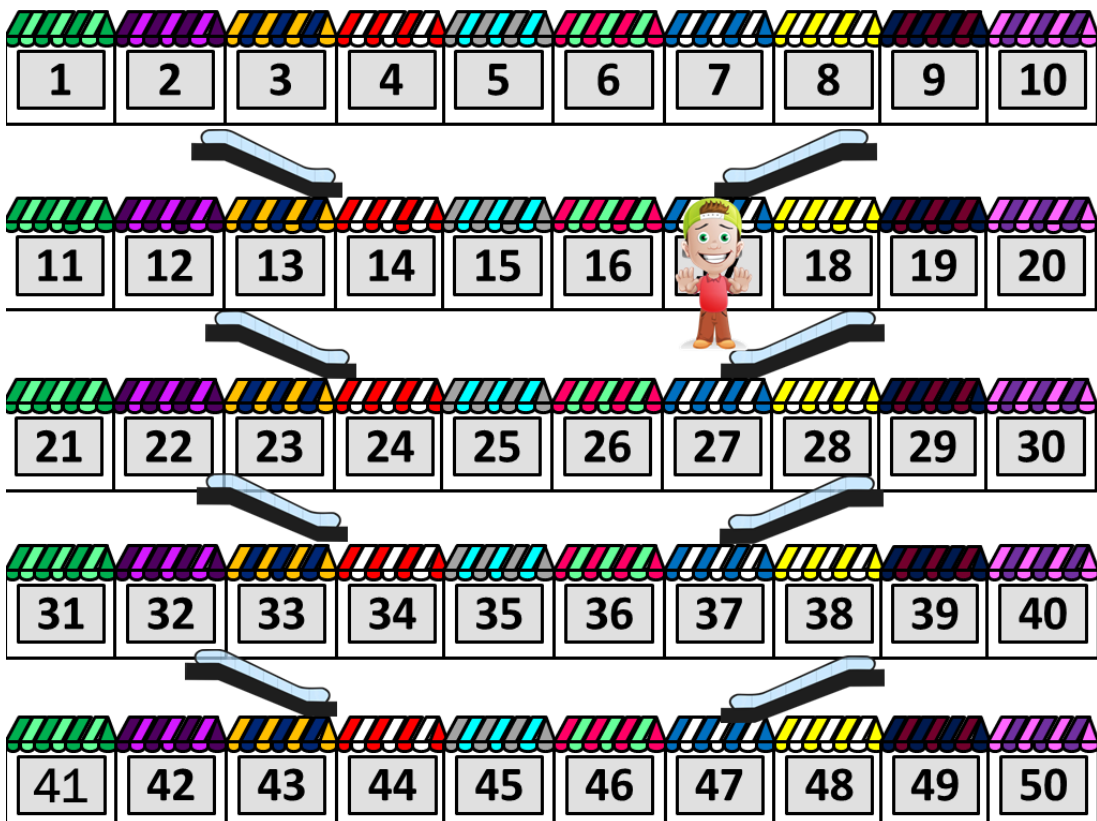


Image 100: Lost in the shopping centre sample slide 2.

b) Lesson 2: Listening activity "Season sale".

SALES

The clothes need to be relabelled for the season sale. Call your boss and ask him for the new prices.

Click on the phone to listen to the price again.

First click on the T-shirt.

Ask:

How much is the T-shirt?

How much are the T-shirt?

The image shows a clothing store with various items on display. A character with a smartphone is asking for prices. The items include a pair of sneakers, a green sweater, a yellow T-shirt, blue jeans, a purple dress, a brown coat, a pair of pink shoes, and a purple scarf. The word "SALES" is written in large red letters. There are two speech bubbles: one saying "Click on the phone to listen to the price again." and another saying "First click on the T-shirt." Below the character, there are two buttons: "How much is the T-shirt?" and "How much are the T-shirt?".

Image 101: Season sale sample slide.

c) Lesson 3: Spot the difference.

Picture 1

Picture 2

The image shows two rows of clothing items on mannequins. The items are: a red coat, a black T-shirt, a green dress, a brown jacket, a red sweater with white stars, and a blue hoodie. The items are arranged in two rows, with the top row labeled "Picture 1" and the bottom row labeled "Picture 2".

Image 102: Spot the difference sample slide.

4.13. Evaluation

As far as evaluation is concerned, we must say that the evaluation criteria for this unit are closely related to the didactic objectives. Moreover, we must also clarify that several instruments of evaluation were taken into account to make the evaluation process fairer for students, not only considering their exam mark, but also taking into consideration what they have done in class and at home.

The evaluation criteria and evaluation instruments for this unit are displayed in the following table.

Evaluation Criteria	Evaluation Instruments
<ul style="list-style-type: none">- Whether or not students are able to express what people are wearing in the oral and written modes.- If students are able to express comparison in the oral and written modes.- If students can recognize and use the vocabulary of the unit.- Whether or not pupils can make communicative exchanges by using the expressions which appear in the unit.- If pupils are able to pronounce the numbers correctly.	<ul style="list-style-type: none">- Participation, attitude: 10%- Homework, activities in class: 10%- Final tasks: 30%<ul style="list-style-type: none">• role play: 20%• written task: 10%- Test: 50%

4.14. Sources for the images

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5. CONCLUSION

With this project I wanted to raise awareness of the limitless possibilities as for exploiting learning materials to teach a foreign language, especially digital resources which are so trendy among students nowadays. One of these materials, PowerPoint, which is so well-known among teachers, but relatively unknown at the same time, offers numerous possibilities beyond its basic use as a presentation tool as has been shown.

PowerPoint not only makes teaching grammar and vocabulary more appealing and motivating within the classroom, but it also makes it possible for students to experiment with the language from their homes and to be able to self-evaluate themselves. In fact, many times in which I brought a PowerPoint activity into the classroom, I was asked by students to upload it to my blog so that they could practise at home. This proves that students are demanding new ways of learning, and if we want our teaching practice to be successful their voices should be heard.

Undoubtedly, PowerPoint, despite being a very useful material, should not be the only resource implemented in the classroom. We should look back as there are many resources such as realia, posters, songs, videos as well as exercises, activities and games (as explained in sections 3.2.2.1., 3.2.2.2. and 3.2.2.3) which have proven to be highly effective to teach English over the years. Of course, the choice of materials should be made considering the characteristics and interests of students because what works perfectly for a group of students might not work for another group.

Moreover, the discovery of how helpful a material such as PowerPoint can be should never be the end of the road for a teacher. Teaching means learning and as learning is a lifelong process, so is teaching. There will always be new theories, new methods, new teaching techniques and new materials waiting to be discovered and it is our duty as teachers never to give up exploring and incorporating them in order to improve our teaching practice.

In conclusion, good teachers, like magicians, have to make use of everything within their bag of tricks to engage the audience, in this case students, so that learning can happen. This bag should be limitless always having place for new tricks which can bring the “wow factor” into the classroom.

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7. APPENDIXES

7.1. Appendix I. Examples of how to create educational activities through triggers and hyperlinks in PowerPoint (CD)

7.2. Appendix II. Sample materials 1: activities to practise grammar (CD)

7.3. Appendix III. Sample materials 2: activities to practise vocabulary (CD)