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**TECHNOLOGY IN CLASS, A
NEW NEED FOR YOUNG
LEARNERS OF FOREIGN
LANGUAGES IN THE 21ST
CENTURY**

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Index

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Index.....	i
1. Introduction	3
2. Epistemological foundation	4
2.1. Science behind the methods.....	4
3. Contrasting language teaching methods. The Grammar Translation, The Audio-Lingual and Direct methods.....	5
3.1. The grammar translation method.....	5
3.1.1. Characteristics of the grammar translation method	5
3.1.2. Classroom application of the Grammar Translation method.....	6
3.2. The audio-lingual method	7
3.2.1. Characteristics of the audio-lingual method	7
3.2.2. Classroom application of the audio-lingual method	7
3.3. Direct method	8
3.3.1. Characteristics of the direct method.....	8
3.3.2. Classroom applications of the direct method	8
3.4. Opportunities generated from a combination of methods. The importance of concentration.....	9
3.4.1. Specific application of each method.....	10
3.4.2. Task-Based Language Learning	11
3.4.3. Multiple Intelligence Theory.....	12
3.5. Conclusion of the analysis.....	14
4. Didactic Project	15
Title: “The future is here”	15
4.1. Justification	15
4.2. Contextualization	17
4.3. Objectives.....	18
4.3.1. Stage Objectives.....	18
4.3.2. Foreign Language objectives	19
4.3.3. Didactic Objectives	20

5.	Curricular particularization	21
5.1.	Introduction	21
5.2.	Key Competences.....	21
5.3.	Contents	23
5.3.1.	Sequencing and number of sessions	23
5.3.2.	Methodology.....	24
5.3.3.	Materials and resources	25
5.3.4.	Transversality.....	25
5.3.5.	Interdisciplinarity	26
5.3.6.	Step account of the lesson plan.....	26
6.	Evaluation	32
6.1.	Evaluation criteria.....	32
6.2.	Assessable learning standards.....	33
6.3.	Instruments of evaluation	33
7.	DIDACTIC TRANSPOSITION	34
	Session 1. What inventions we are expecting in the future?	34
	Session 2. Let's learn new words	36
	Session 3. A scientific report. Reading.....	38
	Session 4. Reading activities and Critical Thinking	39
	Session 5. Expressing future	42
	Session 6. Vocabulary and listening. Expression with get	44
	Session 7. Do you know the difference between future simple and future perfect?	46
	Session 8. How to give your opinion about something?	49
	Evaluation task. Project	52
8.	References	53
	Bibliographical references	53
	Webgraphy.....	54
	Filmography	55
	Legal references.....	55

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Abstract:

From the last century language teaching methods have evolved swiftly, changing their approaches to teaching on the basis of the demand and needs of foreign languages in their period. Thus, regarding the last event of utter importance, the Covid-19 Pandemic has pressured these methods to evolve again, implementing technology's presence in activities and exercises like it never has been before. This made us wonder if these methods of teaching were new approaches or just have been synthesized into the best one through time and needs of their historical period. It is also of absolute importance the question of the presence of technology in young students lives and how they are exposed to them since the very first moment they are born. This exposure made their attention span decrease dramatically and the need of technology presence in schools became mandatory for them to retain the contents that are presented in the classrooms. These circumstances made us consider if this technology issue was taken into account and which of the new approaches to teaching has really adapted to or contemporary circumstances. These questions will help us to understand the evolution of methods and the direction they are suggesting that they will course in the future, while, at the same time, also help us to flourish as educators and expand our didactic projects to be of complete interest to students in the 21st century.

Key words:

Teaching Methods, foreign language learning, attention span, modern approaches in second language learning, technology in class.

Resumen:

Desde el siglo anterior, los métodos de enseñanza de lenguas han evolucionado con presteza, cambiando sus enfoques de enseñanza en función de las demandas y necesidades lingüísticas de la época. Teniendo en cuenta el ultimo evento de impacto mundial, la pandemia del Covid-19, los métodos de enseñanza se han visto obligados a evolucionar otra vez, implementando la tecnología en el aula como nunca antes se había visto. Esto nos ha hecho plantearnos la cuestión acerca de si los métodos evolucionaron por la propuesta de nuevos enfoques o si, en su lugar, se han ido sintetizando en el mejor método de enseñanza para su periodo histórico. Es también de absoluta importancia la cuestión de la presencia de la tecnología en los jóvenes alumnos y como están expuestos a ella desde el primer momento de su vida. Esta exposición ha causado un deterioro en su capacidad de atención y ha incrementado la

necesidad de actividades e instrumentos tecnológicos en el aula, pues se ha vuelto algo obligatorio para cubrir sus necesidades de aprendizaje. Estas circunstancias nos han hecho considerar si la cuestión tecnológica se ha resuelto en los nuevos métodos de enseñanza o si estos métodos se han adaptado a ella. Todas estas cuestiones nos ayudaran a entender la evolución de los métodos de enseñanza de lenguas extranjeras y las posibles direcciones que tomen en el futuro, al mismo tiempo que nos ayudara a desarrollarnos como profesionales de la educación y a enriquecer nuestras propuestas didácticas de cara a los intereses de los alumnos del siglo 21.

Palabras clave:

Métodos de enseñanza, aprendizaje de lenguas extranjeras, capacidad de atención, acercamientos modernos en la enseñanza de segundas lenguas, tecnología en clase.

PART A: METHODS THROUGH HISTORY

1. Introduction

As far as we can see, it is undoubtedly obvious that the influence of technology on the younger ones is astonishing (Navarro et al., 2017). We must not forget that the change was recent and fast and many teachers struggled to keep up with the new generation interest while using traditional methods in class. The influence of the Corona virus and the lockdown also had played its part as new technology and methods of teaching, and learning, became needed to keep the education system working during this period. This made new technological activities and exercises more popular and we saw that this was a change that afterwards the lockdown could not be undone (Nation Statistics Institute, 2020). This is something that was already needed and present in some centre but not in all and the lockdown accelerated the implementation in all Spain.

For these reasons, we have thought that students should concentrate better the subject if it is presented in a format that they are accustomed to. Many recent studies show that the average attention span is lesser than ever (Barón, 1997) and it decreases even more if the subject or the presentation of materials differs greatly from the format to which the students are used. That is why our main objective throughout this investigation will be on analysing the possibilities to synthesise and implement the best aspects of each method into creating a didactic unit that will change its focus from a specific application of a method to conduct a mixture of those.

To achieve this, we will analysis the audio-lingual, the grammar translation and the communicative methods and elaborate our activities and design our program based on the conclusions that we reach from state of the art.

2. Epistemological foundation

2.1. Science behind the methods

It is a reality that corona virus changed our lives in a way that nary recent event has ever done. Suddenly many routines and practices that we took for granted were gone, in the blink of an eye. Thus, changing a whole perception of the society about many things. As it is logical, education had a considerable transformation in every aspect, from teenagers' interaction among themselves to teachers' swift need for adaptation to these sudden changes.

As we had said, Covid-19 has had an astonishing impact on children in particular and the education system in general. But not everything is as unfavourable as it may seem, this forced and immediate change gave us the opportunity to change some pedagogical basis that we had, into more modern or, at least, useful methods that are in accordance with the young generations. Thus, we have thought about the possibilities to change or, maybe, synthesize the grammar-translation method, which is the method that is used in general, with the audio-lingual method that has been proven to be more efficient when learning languages for the end of last century. However, the only proven conclusion, where experts agree, is that methods changed through time and adapted to the specific needs and uses of the foreign languages in their time (Alcalde, 2011).

As Bester and Brand (2013) have stated, online teaching cannot be grammar based for the sole reason that it is impossible to control the attention span of students like in a face-to-face situation. However, online teaching also made use of new materials that are focused on the communicative method and its most modern variations, therefore, making the change for teachers easier, for they are the ones who are more reticent to innovate (Celce-Murcia, 2001). We would like to remind that we are presenting a general context that we had gained from our experience as students and as a teacher alongside the examples provided to us by our colleagues and students, since only teachers are in a position where an innovative change is possible (McLaren & Madrid, 1996).

In order to achieve these proposals, we considered students preferences and contrasted them with traditional teaching applications and more technological ones. We have seen that, while many prefer online resources, students find it tough to learn grammar or other theoretical concepts without a pen and a paper. On the other hand, in the acquisition of oral skills, they have presented a completely different evolution when more technological exercises and activities were presented. For this instance, we understood that, while some methods are better for specific skills, a hybrid approach could be an interesting proposition in order to compensate the weaknesses in both methods (Bester & Brand, 2013).

3. Contrasting language teaching methods. The Grammar Translation, The Audio-Lingual and Direct methods

Within this chapter we will give a general review about the main characteristics of both methods and contextualize their current situation in Spanish Mandatory Education. To achieve this, we will contrast both methods, especially centring on their weakness and on if their strengths combined can supply each other's deficiencies. Finally, we will analyse their characteristics in regard to our didactic unit and the application they can have.

3.1. The grammar translation method

The grammar translation method or GTM (from now on) is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin languages. Students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language; in a modern approach they also practice grammatical drills to preserve this knowledge (Alcalde Mato, 2011). Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

This method is the first known as such as it aims was that students learn how to understand and build sentences (Tejada, Pérez & Luque, 2005) and, through this, accomplish the secondary objective which was to appreciate the literature and culture while, at the same time, getting a deeper understanding of the first language itself (Alcalde Mato, 2011).

3.1.1. Characteristics of the grammar translation method

The main characteristic of this method is that it focuses on a passive interaction with the language. The first key characteristic is that classes are taught in the student's mother tongue and for this reason the acquisition of vocabulary is harder as it is learnt by memorizing them from isolated word lists (Alcalde Mato, 2011).

Secondly, regarding active skills, the lack of oral exercises and speaking practices make students to find difficulties transforming their background knowledge into foreground knowledge (Alcalde Mato, 2011).

Finally, the understanding of the general idea and the specific information in complex texts, like scientific articles, that have intricate grammar starts at a very early stage, making the first learning gap extremely difficult for students that may not have acquired

the basic knowledge as fast as those who experienced a smoother early approach; even more, the explanation of complex and profound grammar in the early steps of their learning can frustrate students for whom the escalation in the complex manner in which the language works seems too high.

All this can be summarized in three essential steps that the students must follow:

1. Memorizing list of vocabulary.
2. Knowledge of the grammatical rules necessary to use this vocabulary and create correct sentences.
3. Practise translation exercises.

For these reasons some of the methodologist, like Tapia (2011), stated that this method was the complete dominance of the language itself. However, we must remember that this method was popular when language studies were only available to high classes who had more privilege and access to education.

3.1.2. Classroom application of the Grammar Translation method

The GTM focuses on the application of grammar and correct sentence structure. This is especially helpful in teaching students how to write and read in another language, allowing them to explore interchangeable words and phrases more effectively than a verbal teaching method. It also helps students to focus on specific contexts that they may need and try to imitate with already constructed sentences (Martín, 2009).

Another positive aspect of the GTM is the fact that, being focused on writing skills, it is easier to conduct lessons with a large number of students for the disturbances that may occur during the class are minimal. In particular it is helpful when reviewing their work or assessing students in large amounts, for the sole reason that answers and corrections will be, in general, exceedingly similar.

Lastly, experts said that it was possible for teachers who were not fluent in the language they were teaching to teach the language by using this approach (Tapia, 2011), as the emphasis was not on the spoken word but on texts and translations. In modern approaches, it is important for the teacher to be a better communicator than an expert in the language, however, for this method it is actually, completely, different.

As part of the GTM, students can learn by repetition. Students pay attention and carry a sequence of what they are doing, but despite of learning it in class, teachers can set activities to be performed at home so they can practice writing and reading, yet it the fact that students have to repeat only sounds monotonous. Teachers might have the need to find the way to make it interesting and look for different and entertaining activities (Tejada, Pérez & Luque, 2005).

3.2. The audio-lingual method

The audio-lingual method or Army Method, is a style of teaching foreign languages. It is based on the idea of Coleman Report that it was impractical to teach oral skills and that speaking and contextualized dialogs drills should become the focus (Alcalde Mato, 20011). The ALM was first known as the Army Method and, for a number of reasons, the ALM enjoyed many years of popularity and quickly spread around the world. Even now, adaptations of the ALM are found in contemporary methodology and have significant popularity among travellers and tourists. The basis of this method is the analysis of the oral language and the process is inductive and descriptive (Martín, 2009).

3.2.1. Characteristics of the audio-lingual method

The main aspects of this method are based on learning oral skills through repetition and drills. Material is usually presented in dialogue forms, to practice students are asked to repeat and represent these dialogues and situations. For this reason, there is almost no dependence on memorization asset phrases and structural patterns are taught using repetition drills, even more, grammar is not accompanied with specific explanations of the rules (Tejada, Pérez & Luque, 2005).

On the counterpart, great importance is given to pronunciation and the rehearsal of specific dialogs is continuous. To increase the use of the foreign language teachers only speak in the L2, the language to learn, and students focus on imitating their accent and intonation. The main detriment is little vocabulary is presented and this makes students feel disoriented when taken outside the practiced context.

3.2.2. Classroom application of the audio-lingual method

It has been consistently determined that ALM helps with an automatic learning without considerable stops during its process. Among its major application is the continuous learning through drilling, which helps students to memorize basic structures to begin using the language. Even further with this idea, students are emphasized in sentence production with slight vocabulary changes to adapt the drills to their personal interests (Van den Branden, 2016).

However, the main issue with this method is the enormous number of repetitions students are asked to offer. For this reason, this could be extremely boring for students with special capabilities or fast learners, who can find this method meaningless as they do not need so many drills to acquire the knowledge.

Another substantial point is that classes are given in the target language and student will benefit from pronunciation and intonation which is relegated to a secondary objective in other methods (Lewis, 1993). To keep classes interesting, lessons should focus on developing language competence and autonomous learning by also using material oriented to students.

3.3. Direct method

The direct method of teaching, which is also called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around 1900 and contrasts with the Grammar Translation Method and other traditional approaches.

The Direct Method is based on the pillar that learning a second language should be as similar as possible to learning the first language. This involves plentiful of oral interactions and practice real situations. It is important to state that little grammatical basis is taught at beginner and intermediate levels with this method.

3.3.1. Characteristics of the direct method

Although now it may seem unusual, as we have stated before, not all methods for language teaching were conducted in the target language, for this reason, the direct method excelled in this matter. Classes are conducted in the target language and no explicit grammar teaching is presented, more commonly, grammar is taught inductively, this characteristic is the one we agree the most with.

Correct pronunciation and correct grammar presentation are taken into account. Even further, both oral passive and active skills are practiced throughout different speaking and listening exercises. In contrast to other methods, only every day and simple vocabulary is taught to not overwhelm students with it.

3.3.2. Classroom applications of the direct method

Contrasted to the Grammar-Translation Method, which is in disuse, the Direct Method is very popular in our time and is the main method used in language schools. It can be very effective at creating fluent speakers of the target language who can actually use it to get by daily situations. Teachers may also ask the students questions, have them fill in the blanks in an example sentence, or have them read from a work of literature (Tejada, Pérez & Luque, 2005). All of these techniques emphasize the Direct Method's core strength: teaching students to be able to speak the target language rather than

merely be able to translate or understand it. This method was the most popular method during the nineties as its one and only purpose was to make students communicate in the target language. That is why grammar is presented in form of repetitions and examples, but rules are not introduced explicitly to learners.

However, the main issue this method has is how inconvenient it is for large classes (Harwood, 2002). Teachers of this method must pay special attention to students' presentation of the language, both written and, mostly, spoken, but when number of students increases it becomes an outstanding task not only to conduct the class properly but also to control the classroom as well.

3.4. Opportunities generated from a combination of methods. The importance of concentration

As we have understood from our analysis, each method has its advantages and disadvantages as many specialists agree. In this section, we will try to implement the conclusion of this analysis into the creation of a didactic unit and see if it is possible to synthesise these methods to implement the best of each other and how viable this project shall be.

As a matter of fact, the critical factor in the learning process is attention (Bester & Brand, 2013). For this reason, teachers must pay special attention to the preparation of different tools and strategies in order to keep them motivated and interested. Thus, adapting each methods strength while blended with modern attention assets is of utter importance. As Bester and Brand (2013) say: the use of technology has the potential not only to maintain attention but also to motivate learners to pay attention.

This target, that is often not the one intended by the teacher, is of utter importance and is implied by (Bester & Brand, 2013) that teachers need to continually focus the learner back onto the required target. If learners' attention is focused on the required learning material and learners maintain this focus attention over a of time, this prolonged or sustained attention is concentration. States that meaningful learning can be achieved as long as one of three forms of interaction is at a high level (student-teacher; student-student; student-content).

As we have deduced, the critical factor of teaching is attention. While the methods that were reviewed where popular at their time, it became certain that teaching teenagers became of extreme difficulty for the sole reason that technology appeared (Lai & Li, 2011). Phones, video games, television with the binge-watching makes everyone constantly exposed to inputs, both passively and actively, thus, while older or people who were raised before the technological breakthrough do not suffer these consequences as much as young students who have been born into the technological

world already. Their attention span is the lowest that has ever been (Bester & Brand, 2013) up to the date and this makes it extremely difficult to keep their attention where it is needed.

3.4.1. Specific application of each method

As stated above, it is not clear which method is the best, furthermore, the statement where most specialist agree is that each method has its own characteristics that make them more appropriate to specific content in concrete context. Neither it has been proven that a specific method fosters the attention span it is rather the variety and the class control of teachers that makes students focus than the method itself.

While no technology will ever be able to replace the teacher's presence in the classroom, it can, however, be implemented into lessons and maximise the learning experience as technology is an integral part of the life of students (Muñoz, 210). Presently, the world is filled with technology and has marketing ploys aimed at attracting today's teenagers. Many students have become visual learners, having been brought up with technology, so without visuals in a presentation the learners may not learn effectively (Bester & Brand, 2011).

It is interesting how students find teacher who are familiar with the use of technology more reliable than those who do not. Since students got used to the continuous stimulation outside schools it is logical to think that if this methods of attracting their attention were applied into creating teaching tools they will be, at least, more attractive for them in educative matters. Muñoz (2010) states that present day students are more used to absorbing information from the screen than from a printed page, it is important to state that this does not mean that it is easier for them to learn it, just that students are adapted and habituated to learn from a screen.

Education needs to help produce a variety of types of literacies to make current pedagogy relevant to the demands of the contemporary era. This would not only make education and learning more exciting for the learners but would also help capture their attention and improve their concentration if their teachers are using tools relevant to their world. Tailoring a program to individual learners is what makes a multimedia program an educational success. Such success in the form of learner's motivation is also caused by better understanding of and engagement with the material (Rico, 2004).

Nevertheless, it is considered that, while we are in the post Communicative Method era, the basis for these new approaches and methods come from the Communicative Method. Although they incorporate new tools these clearly share certain communicative principles, more importantly, these methods have considered modern issues of students and incorporated them into their educative material.

3.4.2. Task-Based Language Learning

Task-based learning develops from Cognitive theories originated with the notions of declarative procedural knowledge (Nunan, 2004) and the study of cognitive processes like memory, recall and, more importantly, attention. Psycholinguist research and bilingualism has also advanced in the linguistic scientific environment, therefore, being of utter importance and providing concrete information into creating and applying new methods of teaching foreign languages. Not only these two methods have evolved, but also different other disciplines like Discourse Analysis or Corpora Analysis.

The core of the approach is on the process rather than the final product, this method has proven ultimately pedagogical in classrooms for the reason of assessing the whole process and students being able to achieve their tasks in different ways (Nunan, 2004). It is important to state that this method does not present grammar or vocabulary explicitly but implicitly so students can focus on the task and learn the grammar and vocabulary after the task is done or even while is taking place (Long, 20014). Thus, the result is an approach focused on the process rather than the final product, in which a lot of importance is attached to methodology, to the learner and to the development of the lesson procedures. This method focuses on three parts that can consist of one of few activities. These parts are called: Pre-task, Task and Review or Post-Task. It can happen that a task can extend over longer periods of time and can be seen as a Project based learning method (Long, 2014).

The Pre-Task is where the activity is presented and the teacher tells the students what is expected from them at the end, as well as the evaluation process that will occur. Teachers can or cannot provide an example or reference for students to get inspired from, but will always give them clear and specific instructions (Van den Branden, 2016).

The Task phase is where the most of the work is done, it depends of the type of activity but this part can have Collaborative interaction or Cooperative work among students. Teachers can also divide the Task phase in the parts they need to assess students correctly or to maintain a pace that they are expecting student to keep (Long, 2014).

The Post-Task or Review is the final part where students present tangible products of their work, these could go from presentation or videos up to models. For this part, students can also beneficiate from peer-to-peer assessment (Lai & Li, 2011).

However, it is not always easy to distinguish a TBLT lesson from an Activity-based one or from Project work, we yet do not have a clear definition that help us differentiate ones from others. However, this method became very popular into assessing students while doing collaborative projects, where they have to deliver small pieces or the project or follow specific steps, have become of ultimate utility for teachers in Mandatory Education.

3.4.3. Multiple Intelligence Theory

This theory has been developed by cognitive psychologist Gardner (1989), who challenges the traditional two-fold view of intelligence as involving the logical-mathematical and linguistic types. This theory expands the number intelligence that humans have, not by differentiating the intelligences but saying that intelligence as such has different modalities which are present in every person but in deeper or advanced states from one to another. This means that we all possess different intelligences but ones are more developed than others (Gardner, 1989).

The types are divided in eight. Those are:

- Logical-Mathematical intelligence. This area has to do with numbers, logic, and critical thinking. The capacity to understand the principals of a system or theory is also applied here (Gardner, 2003). This intelligence is related to science but also to business and academic investigations. Activities that are related to puzzles like crosswords or word search puzzles are closely related to the acquisition of language skills for them.
- Bodily-kinaesthetic. The pillars of this intelligence are the capacity to handle objects skilfully which also include physical actions and the sense of timing onward with the ability to train physical responses (Gardner, 2003). Athletes and physical people are the ones who are related to this intelligence, yet, surprisingly, also actors, musicians and dancer are related to it too. For students with this intelligence more developed it is easier to learn from mimic activities like song or rehearsing dialogs or preparing plays.
- Musical Intelligence. This one is related to sound, rhythms and music. These abilities will be related to good pitches which allows them to sing and play musical instruments, and also composing music. Students can benefit from song or musical videos, furthermore, they can play songs or sing them and this helps memorizing words and with pronunciation (Armstrong, 2009).
- Interpersonal Intelligence. This intelligence is related to people characterized by their sensitivity to others' motivation, feelings or temperaments. They will also be able to communicate effectively and empathize easily with others. Collaborative tasks are the best for students with this intelligence at its peak.
- Intrapersonal Intelligence. While the inter- is focus on one's relation with other people, the intra is related to introspective and self-reflective capacities. It refers to people who know themselves and, therefore, can predict their reactions and emotions. This intelligence's pillar is the understanding of one self. Activities that will help these students the most are creative activities like writings or compositions.

- Linguistic Intelligence. People that show facility in languages and words are related to this intelligence. This one is also related to good linguistic skills like reading, writing or memorizing words and dates. We must say that people who have this type of intelligence more present are usually the best in languages and can achieve higher levels of language knowledge.
- Natural Intelligence. This intelligence has its particularities, as it was not proposed by Gardner (1985) in its original seven intelligences in 1995. It is interesting that this was not an intelligence as a sort from the beginning, it was incorporated afterward due to the reason that in our contemporary times it was not an ability of use, but it has been for many years in our past. This intelligence is related to hunters and farmers and it is said to also be related to chefs. Science and, specially, biology have bigger impact on students who have this intelligence sharp and also restoration professionals for this reason outdoors activities that are prepared in foreign languages will help them memorize words and structures. Also cooking workshops while practicing the foreign language will be of interest, this is related to videos or recipes as well (Gardner, 2003).
- Visual-spatial Intelligence. This intelligence has more obvious area of relationship with visual matter like hand eye coordination or spatial judgement which is closely related to drivers and pilots. Gamification activities will be very interesting to take into practice with these students.

These intelligences prove themselves useful as references when creating didactic projects. A didactic unit that takes them into account will show variative and creative exercises for students and they will be able to approach the learning of a foreign language from different perspective and we, as teachers, can evaluate what kind of exercises are best for each student and not base all the assessment in just one style of evaluation or one method of teaching.

3.5. Conclusion of the analysis

After this profound investigation, there are several conclusions we have reached, yet, this is based on our own reflexion from the presented documents, therefore, this reflexion may vary from a further investigation and from a deeper experience which we desire to continue in our future as education professionals.

Having stated this, our first reflexions is about the variety of methods through history and this shows the constant search for a better method to teach foreign languages. As from this, it became clear that every method has its own advantages and flaws and while methods became more communication oriented this was related to the evolution of society, the development of communication and travelling rather than preferences change in teaching methods. Consequently, methods that focused on opposite aspects of the language like oral skills and pronunciation changed from more passive like grammar and literature, this does not mean that this part was relegated, it was instead devoted to a second status. (Gardner, 2010)

In our contemporary time, the main focus of methods is communication in a foreign language, closely related to culture but not so much to literature. Nonetheless, the development of technology has had an outstanding impact on teaching, not only languages, but any kind of subject. Students and, especially, teenagers have experienced a reduction in their attention spans due to the constant stimulus that they pressured by. This has become the main aspect where new methods focus, some of them might not do it explicitly, as it is very difficult to apply traditional methods like the Grammar-Translation to young students as their concentration in the 21th century has become meagre (Trilling & Fadel, 2001).

However, this has been also an opportunity as teachers has become more enthusiastic and vivid while conducting classes or preparing exercises to keep their students' attention. Regarding the multiple intelligences' theory, with which many investigators may disagree, has become an extremely useful tool for creating didactic units with different exercises and tools of assessment that will encourage students to work, pay attention and, most importantly, not frustrate their enthusiasm for learning languages if they fail in one of this evaluation mechanisms.

PART B: DIDACTIC PROPOSAL

4. Didactic Project

Title: "The future is here"

4.1. Justification

As for the chosen teaching methodology, our primordial aim is to meet the needs of all learners, so we will apply the Universal Design for Learning (UDL) in order to improve and optimise the teaching and learning processes and give all our students the same opportunities to succeed. For this instance, we will also apply the general points of our analysis that we summarized in the research section in order to give a fresh perspective to exercises and application of those, that may prove themselves favourable and innovative for students.

Besides, bearing in mind that the main objective of language teaching, as established by the Royal Decree 1105/2014, is helping the students successfully develop their communicative competence, the sessions of this Lesson Plan have been based on the Project-Based and Collaborative Learning because through them students are allowed to communicate meaningfully using the foreign language and develop their fluency and accuracy in a balanced way. Additionally, the four language skills are linked as in real life to recreate the exact real situation that students will encounter. Lastly, learners' autonomy and their ability to collaborate and work in groups are fostered through exercises throughout the whole unit which will prepare them for the final project.

Regarding the attention to diversity, students have different learning styles and preferences, thereby the necessity of different types of activities to cover their individual needs. Some extra activities will be addressed to those learners with special characteristics: reinforcement activities for Late Entry students and expansion activities for High-Capacity learners. We are also taking in mind peer cooperation and will ask the more advanced learners to guide other learners who find difficulties in the learning process.

Following the Organic Law on the Improvement for the Quality of Education (LOMCE), this didactic unit intends to place students at the centre of education in order to make them autonomous, critical and to develop in them a personal way of thinking. It will offer flexibility to cover diversity in regards to aptitude, expectations, interest and motivations of students and, at the same time it will respect the changes and problems that students undergo. Moreover, it will enhance personal growth and social relations so that they can relate with the people surrounding them effectively.

In addition, according to the article 27.2 of the Spanish Constitution, it aims at promoting the full development of their personality in a way that respects the basic principles of cohabitation. It will instil values of mutual respect, problem prevention and resolution.

Taking these principles into consideration, this unit will focus in the attainment of the following tenets: full personality development and students' abilities; education in equality and respect towards their teacher and peers; the development of students' capacity to monitor their own learning process and evaluate their learning path, to believe in their aptitudes and to develop creativity and a sense of initiative and entrepreneurship.

In this unit students are expected to showcase their ability to interact with their peers and with the teacher using the language as a vehicle of communication. As it is stated in the RD 1105/2014, of December 26th, it is of paramount importance that students develop a multilingual and intercultural profile in order to be ready to integrate themselves and participate in a variety of situations and contents which require those skills and knowledge. Additionally, it will offer them the opportunity to develop their full potential and have better professional, academic and personal opportunities in life. As reported in the Common European Framework of Reference for Languages, students must be involved in communicative interactions that represent real communicative situations in which they would have to use the language. In this sense, this lesson plan will allow students to participate in conversations in which they express their opinion and give advice to real-like problems, hence fostering their creativity.

In this regard, this unit plans to join theoretical knowledge with «know how», which is essential for the integral education of students. In short, skills cannot be built without knowledge and vice versa.

To conclude, this unit envisages increasing students' motivation by approaching a topic that might be of their interest and which is valuable for this age. Friendship is a current topic among adolescents and it is the cause of many arguments at this age. Friendship might be a troublesome issue among them, since they do not have enough maturity to choose the right friends. In this sense, it will allow them to reflect upon the way they conceive friendship and will instil some ethical values on them, such as empathy, respect and loyalty.

4.2. Contextualization

This didactic unit has been designed for students in the 4th year of Compulsory Secondary Education. Adapting to the specific characteristics of the centre they attend which is a public institution settled in the centre of the city of Jaén, capital of the province with the same name. The city has more than 114.000 inhabitants this makes it the biggest in the province by far, being the city of Linares the closest one with only 63.000 inhabitants. The majority of students were born and raised in Jaén and there is also a big group of Moroccan students.

While there is a considerable amount of cultural and economic variety among the citizens of Jaén, the socioeconomic level of families of students that attend our school belong to middle-class families whose parents work in secondary and tertiary sectors. Yet, families actively participate in school activities and are receptive to school's proposals.

This centre is also certified as a Bilingual Centre with English as its first compulsory foreign language and also offers non-Compulsory Secondary Education (Baccalaureate). Schools schedule is the same for all courses and starts at 8:15 and ends at 14:45, with one break from 11:15 to 11:45. The school is provided not only with specialised rooms like a science lab or music room but also with specific classrooms like language lab or technology room, which are not so common in other institutions.

The unit is designed for the 4th year of Compulsory Secondary Education. The group is consistently heterogeneous (30 students: 16 boys and 14 girls) and is expected to work comfortably on activities that require a B1 level (CEFR). Our didactic unit will be developed in 10 sessions, with 3 sessions per week and with an approximate of 55 minutes per sessions and implemented during the second term of the academic year.

As far as diversity outreach is concerned, there is one girl in our group who is a slow learner and one boy who has phonological dyslexia. Although they will be assisted specifically with the needs they require, the teacher will also take into account their needs during assessment activities and while applying the evaluation criteria.

4.3. Objectives

Objectives are established in the 2nd article of the Royal Decree 1105/2014, of December 26th and are defined as the attainments that students need to achieve at the end of each stage, as a result of the teaching-learning experiences which are intentionally planned and organised for that purpose.

Although the law specifies the general objectives that have been established for each stage; teachers must go further, analysing these objectives in order to adapt them to their students and to the particular context of the school. In this regard, three levels of objectives are identified: stage objectives, foreign language objectives and didactic objectives. The latter will be the ones that we want our students to achieve at the end of the lesson and, consequently, at the end of the unit.

4.3.1. Stage Objectives

In accordance with the provisions of Article 11 of the Royal Decree 1105/2014, of December 26th, and Article 3 of the Decree 111/2016, of June 14th, the latter being modified in the Decree 182/2020, of November 10th, which establish the general stage objectives of the Compulsory Secondary Education (CSE), this didactic unit will contribute to the achievement of the objectives listed below:

- a. To assume responsibly their duties and obligations while also knowing their rights and apply them accordingly to equals; to practice tolerance, cooperation and solidarity between individuals and collectives; to practice the dialog, strengthening the equality and equal opportunities between men and women; everything with sole objective of developing a plural society and to get prepared to be democratic citizens.
- b. Develop and consolidate habits of discipline, studying and the development of, both, individual and team work as the condition to realize effectively educational assignments and as a mechanism to personal growth.
- d. To strengthen their affective competences in any aspect regarding personality and interaction with others, as well as to reject violence, prejudices of any kind, sexist behaviours and to resolve conflicts peacefully.
- e. To develop basic skills to use different sources of information to, with critic sense, acquire new knowledges. To acquire a basic preparation in technologies, especially information and communication technologies.
- g. To develop an entrepreneurship spirit and confidence in oneself, active participation, critical sense, personal initiative and the capacity to learn to learn, planification, decision making and to assume responsibilities.
- i. Understand and to express themselves in one or more foreign language appropriately.

j. To be familiar, to value and respect basic aspects of culture and history of one's culture as well as of others and to apply the same to artistic and cultural heritage.

4.3.2. Foreign Language objectives

In addition to the objectives described in the previous section, Compulsory Secondary Education in Andalusia further develops a series of objectives for the Foreign Language subject (Order of January 15th, 2021). This didactic unit will contribute to build certain skills in students which will allow them to:

1. To listen and understand specific information in oral text and in different communicative situations while adopting respectful, tolerant and cooperative attitudes.
2. To express and interact orally in common communicative situations in a comprehensive and appropriate manner. Exercising the dialog as a tool of resolving conflicts peacefully.
3. To read and understand different texts with the correct level related to their capacities and interests, with the purpose of extracting general and specific information and to complement this information with other source to, with critic sense, acquire new knowledge.
5. To write basic text with different objectives about varied topics using the appropriate resources of cohesion and coherency.
8. To develop their ability of teamwork, to reject the discrimination of people based on their sex or any other condition of social or personal circumstance, to reinforce their social skills and their capacity for affection that are needed to resolve conflicts peacefully and rejecting stereotypes or prejudices of any kind.
9. To use appropriately strategies to learn and all the means in their reach, including the technologies of information and communication and the audio-visual tools to obtain, select and present information orally or in writing in a foreign language.
11. To appreciate the foreign languages as tools to access information and mechanisms of learning different contents, as a way to artistic expression and to develop the capacity of learning to learn.

4.3.3. Didactic Objectives

Finally, the didactic objectives that this lesson plan aims to fulfil in accordance with stage objectives and foreign language objectives are the followings:

- To understand oral and written information about the topic of technology, environment and resources.
- To understand, express and share plans or events into the future in oral and written forms (debate, give opinions, analyse, listen to other students' ideas, etc).
- To recognize and use the new vocabulary on the issue of environment and planet resources under discussion appropriately.
- To raise awareness about the issue of scarce resource on our planet and the imperious advancement of technology.
- To use different structures to express future appropriately
- To make written reviews of technological products.
- To use expressions with get correctly.

5. Curricular particularization

5.1. Introduction

Under the title “The future is here”, the topic of this didactic unit intends to make students aware of the quick technology development that has been experienced during the last 30 years and whose consequences the environment can experience. Thus, making them more thoughtful about the technological era we are experiencing and how it actually affects our planet. This lesson plan will be carried out during the course of 10 sessions of around 55 minutes each. Sessions will be developed during the third term of the 4th year of Compulsory Secondary Education.

5.2. Key Competences

Key competences are defined in Article 2 of the Royal Decree 1105/2014, of December 26th, as the skills to apply in an integrated way the contents of each educational stage, with the purpose of developing tasks accurately and solving complex problems effectively. Competence is a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioural elements that get together to achieve an effective action. Therefore, key competences are understood as a “know-how” applied to different academic, social and professional contexts.

The key competences that will be developed in this didactic unit, as stated in Article 2 of the Royal Decree 1105/2014, of December 26th; in Article 5 of the Decree 111/2016, of June 14th, the latter being modified in the Decree 182/2020, of November 10th, and in the Order of January 15th, 2021, are listed below. This competence, as translated by ourselves, are:

- ❖ **Linguistic Communication (CLC):** it is actively promoted by exposing the students to real situations where the language is used by native or foreign speakers, and by helping them to build strategies to employ the language to communicate in situations similar to those that might take place outside the classroom. Moreover, promoting CLC is a way to put students into contact with cultural diversity. This intercultural approach in the teaching of foreign languages entails the development of Linguistic Communication Competence. This competence implies the interconnection of the four skills, which correspond to the four blocks of contents, in real-life situations in which the language is used.
- ❖ **Digital Competence (DC):** it is considered crucial in the learning of a foreign language, mainly through the use of Information and Communication technologies (ICT), since they are considered a motivational source of knowledge that allow students develop the different skills. This competence is fostered through the use of technologies to provide a more appealing input.

- ❖ **Learning to Learn Competence (LL):** it is essential to autonomous and permanent learning. It enhances students' independent to learn be aware of their own learning process, promoting critical thinking and problem solving.
- ❖ **Social and Civic Competences (SCC):** learning a foreign language entail showing respect to other people and other cultures and beliefs. It implies being empathetic and solving problems in a way that benefits both parties.
- ❖ **Initiative and Entrepreneurship (IE):** it implies encouraging students to search for information on their own, planning their work and critical thinking, sense of initiative and decision making. Moreover, learning a foreign language will enable them to advance professionally.

Key competences are conducted through a series of tasks and activities which are later evaluated. The following table shows the relationship between key competences, objectives and contents:

KEY COMPETENCES	STAGE OBJECTIVES	FL OBJECTIVES	DIDACTIC OBJECTIVES
RD 1105/14 D 111/16 D 182/2020 CLC DC LL SCC IE	RD 1105/14 D 111/16 D 182/2020 a, b, d, e g, l, j	Order 15th January, 2021 1, 2, 3, 5 8, 9, 11	To understand oral and written information about the topic of technology, environment and resources. To understand, express and share plans or events into the future in oral and written forms (debate, give opinions, analyse, listen to other students' ideas, etc). To recognize and use the new vocabulary on the issue of environment and planet resources under discussion appropriately. To raise awareness about the issue of scarce resource on our planet and the imperious advancement of technology. To use different structures to express future appropriately To make written reviews of technological products. To use expressions with get correctly.

5.3. Contents

As stated in the Royal Decree 1105/2014, of December 26th, contents are the set of abilities, skills and attitudes that contribute to the attainment of the objectives of each educational stage and the acquisition of key competences. The contents to be developed in this lesson plan have been taken and adapted from the Order of January 15th, 2021. This unit includes contents of the four language skills and have been distributed into the four sections according to the law:

COMPREHENSION & PRODUCTION STRATEGIES	COMMUNICATIVE FUNCTIONS
Learn to analyse reviews and extract the ideas they find relevant. Listening to a conversation and understand the main statements the other person wants to express. Express plans and future in order to predict situations or organize events. Write reviews on technological devices. Write an email or message to a friend giving them their opinion.	Debate about topics that have different points of view. Express opinion and disagreement correctly. Organize plans with peers using future in different ways (future simple, continuous, will, etc). Create a presentation in groups using only the L2.
SYNTACTIC-DISCURSIVE STRUCTURES	SOCIOCULTURAL & SOCIOLINGUISTIC ASPECTS
Use vocabulary related to technology and technological topics Learn to create negative forms with un- and im-. Using expressions with get. Using specific adjectives to vary and reinforce their discourse.	Reflect on technology issues and the dependence they have created in our lives. Be aware of personal dependence of technological devices. Think about the solutions and possible inventions that will help to solve these problems.

5.3.1. Sequencing and number of sessions

This lesson plan will consist of 10 sessions with fifty-five minutes each during the second term of the academic year 2021/2022. The homework will also be presented at the end of each session and there will be one last session that will be used to assess the final project.

5.3.2. Methodology

Methodology is the set of strategies, procedures and actions which are properly organised and planned by teachers, in a conscious and reflexive way with the purpose of achieving the goals and learning the second language as a reality, as said in Article 2 of the Royal Decree, of 1105/2014, of December 26th.

As we have seen in the theory section of this paper there is no such thing as a unique methodology that outstands the rest. The ideal lesson plan will use the strong characteristics of each method and apply them to specific exercises to take the paramount advantage from them. On this didactic unit we will focus on modern methodological approaches which encourage communicative approaches and the development of the 21st century skills in our students. Some examples are the cooperative work, content-based instruction or task-based learning.

This lesson plan is student centred and aims that the students learn different grammar and vocabulary as implicitly as possible while working in groups and also develop problem solving skills, creativity and entrepreneurship. The teacher is a mediator between the information and the students, facilitating them their needs but also letting them discover the information by themselves. Also, the multiple intelligence theory will be taken into account to develop different exercises and the tools of assessment will vary to present a realistic level of knowledge acquisition rather than a traditional paper-based exam. All this characteristic will blend together with the objective that students integrate and develop the four language skills (Speaking, listening, reading and writing).

5.3.3. Materials and resources

We will use different materials during all sessions. Not only online resources but also movies, books or worksheets. The whole lesson can be presented via power point or just with the basic images that are required for the exercises if there is a problem with electronic devices. Here are the resources listed:

Web pages:

- Cambridge dictionary (<https://dictionary.cambridge.org/>).
- Thesaurus (<https://www.thesaurus.com/>).
- YouTube (<https://www.youtube.com/>).
- Crossword page (<https://crosswordlabs.com/>).

Movies and films:

- WALL-E, Walt Disney Pictures, Pixar Animation Studios.
- The Matrix, Warner Bros.
- I, Robot, 20th Century Fox.

Books:

- I, Robot, Isaac Asimov, HARPERCOLLINS PUB.

5.3.4. Transversality

This didactic unit includes the following cross-curricular issues, as presented in Article 6 of the Royal Decree 1105/2014, of December 26th.

- Reading comprehension, which is necessary to develop the contents and tasks.
- Oral and written expression by means of the foreign language in order to communicate with native and foreign people.
- Information and communication technologies. The proper use of them is helpful to improve written and oral comprehension.
- Prevention and peaceful resolution of conflicts.
- Moral and civic education.

5.3.5. Interdisciplinarity

Topics from this didactic unit can be related to the contents of the following subjects of the 4th year of the Secondary Mandatory Education, offering an interdisciplinary approach.

- Biology and Geology:

- Learn about environmental world situation and its impact on life.
- Learn about the limit resources on Earth.

- Ethics values:

- Be responsible with technological waste.
- Be conscious about environmental problems and how help to prevent them.
- Work with equals and treat them with respect.

5.3.6. Step account of the lesson plan

The following tables summarise the sequence of activities and tasks that will be developed in each session of this unit. Subsequently, a further and detailed explanation of activities will be provided.

Guide-line:

- Individual work (IW). Students will work alone on those exercises.
- Pair work (PW). Students will work in pairs. If there is an odd number of students one group of three will be made.
- Group work (GW). Mostly for collaborative and cooperative task. We will state when these groups will be arranged in advance by the teacher.
- Whole class (WC). Whole class work, presented mostly in warming-up activities or during the correction of exercises.

Session 1. Introduction

Pre-task. 5' WC. The future is here! Teacher will discuss the ideas in the picture about inventions to make students begin thinking about the topic.

Task 1. 10' WC. Listen to this interview. Students will listen to this interview about new strange inventions.

This link will take you to the drive folder where the file is:

(https://drive.google.com/file/d/1Q0516e_IHw5kDkadyP-ioysLKVC_mQH4/view?usp=sharing)

Task 2. 10' IW. Let's listen again. Students will practice vocabulary that has appeared in the audio they have heard before.

Task 3. 10' PW/GW. Three steps interview. This interview helps students to practice speaking skills with an advanced exercise where they make groups of fours and divide into two pairs. Then, the two pairs ask the questions and after that, switch pairs again and must tell this new classmate what the other one has told them.

Task 4. 12' IW. Look at the box. Here they will be presented adjectives that they can use to describe these devices.

Task 5. 8' PW. Work in pairs. Students, to finish in a relaxing mood, will discuss in pairs possible inventions in the future and then discuss it with the whole class.

Session 2. Vocabulary

Task 1. 10' PW. Crossword. To revise the class before students will complete a crossword with some of the vocabulary seen in the previous lesson.

Task 2. 5' IW. Complete the sentences. To increase students' vocabulary, they will see more adjectives.

Task 3. 10' PW. Before watching the video, students will discuss their opinions to foster creativity and critical thinking.

This link will take you to the drive folder where the file is:

(https://drive.google.com/file/d/1Y-urpc4e2ENxp_DPONVq4Lhzfle1cc_r/view?usp=sharing)

Task 4. 15' IW. Watch the video. Now they will watch the video again and answer the specific questions

Task 5. 10' PW. Discuss the questions. Students will discuss the needs of technology; the teacher must foster that they use the vocabulary from the exercises.

Task 6. 5' WC. Send the first part of assessment, a writing at home. Students must send it online.

Session 3. A scientific report

During this session, while students work, the teacher will provide feedback on their last assignment and give student their marks.

Revising. 5' WC. Revise main errors from homework.

Task 1. 10' PW. Look at the title and photos. Students will do a pre-reading activity discussing the topics.

Task 2. 10' IW. What about the future? The second pre-reading activity will consist of choosing or guessing one of the two possible outcomes.

Task 3. 20' IW. Report. Students will read the text and check their predictions from the previous exercise.

Task 4. 10' IW. To finish the reading part and expand their vocabulary they will look for the definitions for the words in bold.

Session 4. Reading activities and Critical Thinking

Task 1. 5' IW. Students will put into practice the last vocabulary they learnt.

Task 2. 15' IW. They will reread the text and answer the questions.

Task 3. 10' PW. In pairs, they will think about this final questions.

CRITICAL THINKING. 15' GW. To foster Critical thinking, we will ask students to answer these questions in groups of 4 or 5 students.

VIDEO WATCHING. 10' GW. Afterwards, they will watch this video showing humans dependence in the WALL-E animated science fiction film produced by Pixar Animation Studios.

This link will take you to the drive folder where the file is:

https://drive.google.com/file/d/1dAGq22UkNN4X3mt_Pf6bkdD9Z27tPnyu/view?usp=sharing

Session 5. Grammar

Here we will begin the implicit grammar presentation. The teacher will try those students discover and define the grammar definitions themselves, of course, if there is the need, a grammar explanation will be provided.

Task 1. 7' PW. In pairs, students will match the tenses with the sentences.

Task 2. 8' PW. Still in pairs, students will help each other in cooperative exercises.

Task 3. 10' IW. Now they will have to put into practice those deduction they made previously.

Task 4. 10' IW/WC. First individually, they will complete the dialog, but afterwards, the teacher will ask a pair to interpret it.

Task 5 10' IW. Now they will practice the interrogative exercises.

Task 6 10' PW. Students, using the questions from the previous exercise will prepare a brief dialogue and, if possible, play it in front of the class.

Session 6. Vocabulary and expressions with get

We mustn't forget to prepare introduce students to phrasal verbs and if we do it implicitly, they will not see it as an impossible task but rather as a possible achievement.

Pre-task. 5' WC. Students will make a list about what robots they use to think about the dependence they have on technology.

Task 1. 10' IW. Students will read this short article to think about the uses new robots have and if their functions are similar to the ones they said before.

Task 2. 10' IW. To improve vocabulary and initiative to find the definitions or synonyms to the words in bold.

Task 3. 15' IW/PW. In pairs, but with the guidance of the teacher, they will think of the possible prepositions and understand by themselves the difficulties that this verbs can present.

Task 4. 10' PW. To deepen in linguistic theory and how words are formed, but from an entertaining perspective, students will have to look up for the origin and etymology of the word robot.

FAST LEARNERS. 5' IW. To foster entrepreneurship and critical thinking we propose students to investigate more about this topic and prepare a brief presentation for the next class.

Session 7. Grammar. Future Simple and Future Perfect

Pre-task. 5' WC. All class together will find the particularities of the future simple and future perfect.

Task 1. 10' IW. To make the differences easier to distinguish between the two uses.

Task 2. 5' PW. After doing the previous exercises students will discuss their predictions and compare them with other classmates.

Task 3. 10' IW. Grammar drills.

Task 4. 5' PW. Students will see the different time reference that are used in each tense.

Task 5. 5' PW. In pairs, and focusing on pronunciation, students will practice this new grammar they have been showed.

Task 6. 10' IW. To apply all this knowledge, they will do this last exercise drill.

CRITICAL THINKING. 5' IW. Finally, students will think about time travel in order to warm and make use of this expression in a relaxed way.

Session 8. Writing a review. Brainstorming

Task 1. 5' WC. As a first activity in the brainstorming of ideas. They will think about what influence their preferences when buying a new product.

Task 2. 5' WC. Here they think about what information can be relevant to the writing.

Task 3. 10' WC. Now they will read an example. And think about the points and ideas that it shows.

Task 4. 8' IW. After rereading it they will write in their words the main idea it presents.

Task 5. 7' IW. Now they will learn some connectors.

Task 6. 8' IW. And now they will see the specific conditions these connectors require.

Task 7. 7' IW. Here they will rewrite the sentences using these connectors.

Task 8. 5' IW. Now they will read the advert and be presented the device they will review.

Assessment. 5' IW. Finally, they will be explained the instructions they will need to follow and the steps that will make their review better. They will have a wider deadline so it does not overlap with the final evaluation.

Project assessment session 1 and 2.

Assessment. 55' GW. For the final assessment they will make groups of 5 and prepare a presentation. They will have to watch a movie and take notes and prepare a presentation. They will have one day in class to work together and ask any questions they need and the second day will present it in class in a 10 minutes presentation.

To foster reading they will have the possibility to prepare the presentation from a short story from a book and we will give them a positive recognition mark, however, all members must agree on this.

This task will also produce variety in presentations and it will be interesting for students to watch presentations with different topics.

6. Evaluation

According to the RD 1105/2014, of December 26th, and the Order of July, 14th, 2016, evaluation must have into account three elements: what to evaluate, how to evaluate and when to evaluate. The first issue refers to all the curricular elements that students must acquire, namely key competences, objectives and contents, from which evaluation criteria and assessable learning standards will develop. With regards to how to evaluate, various techniques and instruments of evaluation must be employed. They will allow us to obtain the necessary information from the established evaluation criteria. Lastly, as stated in the Order of July 14th, of 2016, the evaluation of the learning process should be continuous, formative and integrative in order to take into account the student's progress and detect problems and difficulties the moment we encounter them to look for and apply the right remedial measures. According to this, we can distinguish three types of evaluation: initial evaluation, formative evaluation and summative evaluation.

6.1. Evaluation criteria

According to the RD 1105/2014, of December 26th, evaluation criteria are the specific references to evaluate students' learning. They describe what we want to evaluate and which students need to accomplish in each subject, both in regards to knowledge and competences. The evaluation criteria in this didactic unit, which have been taken and adapted from the Order of January 15th, 2021, and related to the didactic objectives and the key competences, are as listed:

EVALUATION CRITERIA

1. To understand essential and specific information out of an oral text about technology related text (1.1. + 1.2. CLC, DC).
2. To take part in comprehensible interactions with their peers in different ways to express future and to organize plans (2.1. + 2.6. CLC, DC, IE).
3. To identify relevant information and specific details out of written texts about science and technology (3.1. CLC, MSTC, DC).
4. To produce a written review about a product outlining its positive and negative aspects (4.1. + 4.2. + 4.6. CLC, DC, IE).

6.2. Assessable learning standards

According to the RD 1105/2014, of December 26th, assessable learning standards are the specifications of evaluation criteria that allow to define the learning results and which specify what students need to know, understand and know how to do in each subject. They must be observable, measurable and assessable and allow to grade the students' performance and achievement. The assessable learning standards in this didactic unit, which have been taken and adapted from the Order of January 15th, 2021, are as listed:

ASSESSABLE LEARNING STANDARDS

1. Comprehends the most relevant and specific details an interview about inventions.
2. Is able to outline the characteristics of a product.
3. Is able to prepare and organize plans using different ways to express future.
4. Can differentiate and use the verb get with different prepositions properly.
5. Identifies general and specific information in written reports.
6. Produces a review about an electronic device.

6.3. Instruments of evaluation

- ❖ Rubric: To evaluate writing informal email to a friend.
- ❖ Rubric: To evaluate writing a review on a device.
- ❖ Rubric. To evaluate the final presentation of the project.
- ❖ Observation scale: To assess the different speaking exercises.
- ❖ Daily observation (participation and class activities).

All the rubrics are in the following drive folder:

<https://drive.google.com/drive/folders/1dFsWFBgphAnZB1oBYObJYD2w5pZ96Z5G?usp=sharing>

7. DIDACTIC TRANSPOSITION

Session 1. What inventions we are expecting in the future?

THE FUTURE IS HERE! NEW INVENTIONS OF THE 21ST CENTURY!

WHAT CHANGES WOULD YOU SEE IN THE FUTURE?

The fourth industrial revolution will bring **mind-blowing** changes in areas like artificial intelligence and nanotechnology. Will you be able to **let go** of the past and **embrace** the new?

Given the **major breakthroughs** in space exploration, are you ready to travel to Mars?

Are you **eager** to fly the sky in a suit?

Advances in DNA technology are great for the safety of our society.



New inventions

1. Listen to this interview. What inventions do they mention? How many you can tell?
Are those useful devices?



2. Let's listen again. Complete the sentences with the words from the box.

Home	artist	students	two thousand	drinking	investment	bottles
dive	ten	championship	text	new	language	

- a. Firstly, wingsuits were not very _____ but the modern ones are better than ever.
- b. The first wingsuit world _____ took place last October in China.
- c. A wingsuit can cost from up 600 to _____ dollars.
- d. You use the water distiller in places where it is difficult to get clean _____ water.
- e. To produce the water distiller properly, they still need help with _____.
- f. Some Ukrainian _____ invented the enable talk gloves.
- g. The talk gloves use sensors that turn sign language into _____ and then into spoken _____.
- h. James Cameron was part of a team that designed a submarine capable of descending up to _____ kilometres bellow the sea level.
- i. James Cameron was the first person to do a solo _____ so deep under the sea.
- j. The MIT students have invented a product that helps people get the contents out of _____.
- k. A Dutch _____ has found a way of creating clouds indoors.
- l. You can't make clouds for yourself _____ at yet.

3. What did she/he say? Discuss the questions using the three steps interview.

- Would you like to fly on a wingsuit?
- Would you like to have a cloud in your bedroom?

4. Have a look at the box, which words do you know? Now form negative form for the adjectives with un- or im-. Be careful, there are some of them that do not for the opposite this way, which ones they are?

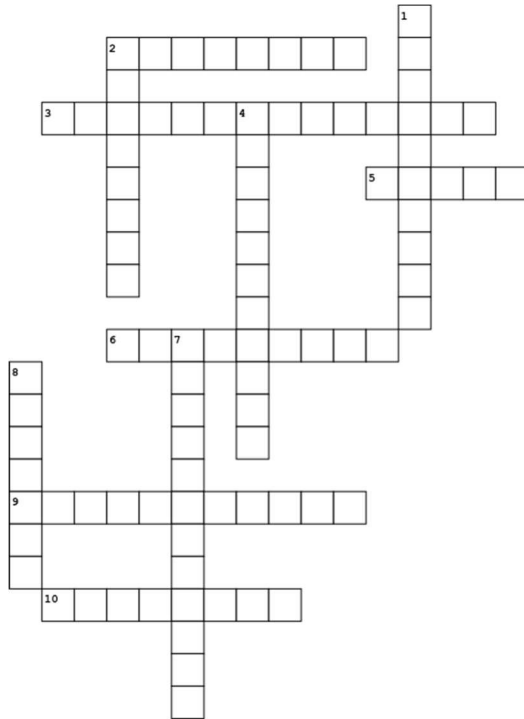
Wearable	Well-made	Innovative	Practical	Reliable	High Quality
Reasonable	Easy-to-use	Comfortable	Handy		

5. Let's work in pairs. With your classmate, discuss your favourite inventions and which you would love to use in the future? Remember to use the vocabulary from the previous exercise.

Session 2. Let's learn new words

1. Complete the table with the words in the crossword.

New Technology



Across

- 2. easy to wear
- 3. extremely small tools or machines
- 5. wanting very much to do or have something
- 6. a ship that can travel underwater
- 9. to examine carefully
- 10. to find something

Down

- 1. using new methods or ideas
- 2. you can fly with it
- 4. relaxed and free of pain, pleasant
- 7. an important discovery
- 8. to make a liquid stronger or purer by heating

Nouns	Verbs	Adjectives

2. What about characteristics? Fill the sentences with these words.

Sharp Major Real New Fast

- a. Changing from an old mobile over a new one is a _____ struggle.
- b. With the creation of Tesla Motors. Electric vehicles have experienced a _____ rise.
- c. Space travel will experience a _____ breakthrough with space tourism.
- d. Digital money is the _____ currency of the future.
- e. Some people find it difficult to adapt _____ to circumstances that change fast.

3. Before watching the video. Think about these questions discuss in class and listen to your classmates' opinions.

- a. What computer can do in our time?
- b. Do we rely on them too much?
- c. What is impossible without computers?

4. Watch the video and answer the questions:

- a. What is it about?
- b. Have you thought about computers?
- c. Do you know any movie where computers take over control?

5. Work in pairs. Discuss the questions.

- Do you think we cannot live without technology?
- How many different devices do you usually use?

6. At home. Write a brief essay (200-250 words) about what do you think of the dependence of society on computers.

Session 3. A scientific report. Reading

1. Work in pairs. How everyday things like this one will be in the future?

Tip: Think about how it is done now at what can be different?

- a) Farming and food production
- b) Communication with each other
- c) Doctor diagnosis and medical operations

2. Have a quick look at the report and pictures. Afterwards, make your guess with these predictions.

a. By 2050s, scientist think that world population will have reached:

- Just under 10 billion people.
- Almost 15 billion people.

b. That Indoor crops are getting enough light and food to grow will be checked:

- By farmers.
- By computers.

c. Traditional farming will be _____ to the environment than indoor farming.

- Less harmful.
- More harmful.

d. The writer _____ he will be able to keep in touch with friends without a physical device.

- Is not certain whether if.
- Is sure that.

e. Microrobots and microdevices will treat patients and illnesses _____ of doctors.

- Without the need
- With the need

3. Let's read the report now. After the reading, check your predictions with your partner. Were you right about them? Justify your answers.

4. Match the definitions to the words in bold in the report.

- an object that is able to attract iron and steel objects (*magnets*).
- the smallest basic unit of a plant or that can operate independently (*cells*).
- an organ, group of cells, or device that has been put into the body in a medical operation (implants).
- given a natural or chemical substance in order to grow (*fertilised*).
- any of the tubes through which blood flows in the body (*blood vessels*).
- to take care of a person, or an animal or plant, until they are completely grown (*raise*).

Session 4. Reading activities and Critical Thinking

1. Let's use the words from the last exercise to write your own sentences.
 - Magnet:
 - Fertilised:
 - Vessels:
 - Raised:
 - Implant:
2. Let's read again. With the information provided, answer the questions.
 - How indoor farming will have less impact on the environment?
 - How meat will be created in laboratories?
 - What differences you can find between wearable screens and smartphones?
 - Why are robot birds so important?
3. Discuss in pairs these questions. What do you think about these issues?
 - Would you eat vegetables grown indoors?
 - Which of the new kinds of phones would you prefer?
 - Will nanorobots be important in the future?

Are you an inventor or a reporter?

- Describe in one sentence each of three advances.
- Which one you think is the most useful?
- What functions a wearable screen will have?

WATCH THE NEXT VIDEO. DISCUSS WITH YOUR CLASSMATES.

Video extracted from the animated film Wall-E.

*https://drive.google.com/file/d/1dAGq22UkNN4X3mt_Pf6bkD9Z27tPnyu/view?usp=s
haring*

Do you think wearable screens will have a positive or negative impact on our lives?

INNOVATIONS THAT WILL ROCK OUR WORLD

Text extracted from MacMillan (<https://api.macmillanenglish.com/>)

In this week's report, we're going to have a look at some rapidly evolving technologies and consider how they might change our lives forever.



High-rise farming and food production

The United Nations predicts that the world population will have reached 9.8 billion by 2050, but our farmland will probably not be able to support the necessary food production. A solution may be to grow crops and raise animals on top of skyscrapers or, alternatively, develop indoor farming using artificial light. The crops will be grown in vertical containers of water rather than soil, and then **fertilised** by the waste products from animals. Computers will control the process automatically, making sure the plants get the right balance of food and light. This means we'll enjoy a variety of food all year round without relying on the weather or damaging the land further. In the same way, creating meat and seafood by growing **cells** from the muscle of an animal in the laboratory is a fast-approaching reality. This lab-grown or 'clean' meat could mean that we no longer need to **raise** animals on farms. Both advances will help to reduce the impact farming has on the environment.

Communication via wearable screens



You're meeting a friend in town in 15 minutes, but you've missed the bus. The next bus doesn't leave for ten minutes. You're going to be late again. In 2040, you probably won't need to reach for your smartphone: you'll contact your friend through a screen projected onto your arm. What makes us think that? There has been a sharp rise in wearable phones. They're an improvement on smartwatches because you can take calls, swipe through your favourite apps and tap to select one from your wrist.

They don't only have voice recognition, but also gesture recognition – you can wave your finger to scroll up or down. And one day, perhaps we'll be able to replace devices with small **implants** under our skin.

Microdevice treatment



Scientists in Switzerland have created a tiny device which looks something like an origami bird. This mind-blowing bird is just a few micrometres long, so it can only be seen under a microscope. Through the use of **magnets**, it can be programmed to move its wings, bend its neck, move its head, hover and turn. How will that improve our lives? Well, in a not-too-distant future, perhaps doctors will be programming

these birds to perform medical tasks in the body. For example, one of them could fly through our **blood vessels** killing cancer cells.

Session 5. Expressing future

1. Read these examples and match them with correct tense in the box.

Present Continuous Will Present Simple Be going to
--

- You've missed the train. You're going to be late again.
- In 2050, you probably won't need to pick up your phone a wearable screen will do it for you.
- I've missed the bus. I'll let my friend know.
- The next train doesn't leave for twenty minutes.
- You're meeting my parents for dinner tonight.
- In this report, we're going to have a look at some rapidly evolving technologies.

2. What form do we use to talk about each situation? Use the previous exercise to guide you.

- a programme or timetable.
- a decision that is made at the moment of speaking.
- general predictions about the future.
- a future arrangement, often with a date, time and place.
- predictions about the future for which we have some evidence.
- a future plan which is already decided, often without an exact date.

3. Let's complicate it a little bit!

PREDICTING THE FUTURE

We predict that there **1 is being/will be** a major breakthrough in 3D printing and that you **2 can/will be able** to print your own dinner. Imagine you've just found out that one of your friends is a vegetarian and that they **3 are arriving/arrive** for dinner soon. The local supermarket **4 closes/will** close in ten minutes. In the future, having to run to the shops **5 is/will** be a thing of the past. You **6 are being able/will** be able to print another meal in minutes!

7 Are you going/Do you go camping next weekend? Do you want to know if it's **8 raining/going to rain** on Saturday? In the not-too-distant future, your smart mirror **9 is showing/will** show you the weather forecast and it **10 is also checking/will** also check whether you're well enough to go!

4. Use the future form of the verbs in brackets to complete the dialogue. There can be different options, but think which one is the best fit!

A. 1 _____ you _____ (do) anything tomorrow?

B. Jack's band 2 _____ (play) in the evening. Why are you asking?

A. I 3 _____ (go) to the Technology Museum. There 4 _____ (be) an exhibition about how advances in technology 5 _____ (change) our lives forever. Mike says they've got an amazing VR experience.

B. Wow, I've actually never tried virtual reality! Well, I 6 _____ (not / do) anything in the morning maybe I can 7 _____ (go) with you.

A. Great! We can take the bus that 8 _____ (leave) at 10:00 am.

B. OK. I 9 _____ (bring) sandwiches for lunch. How do you like them?

A. Thank you! I love Ham sandwiches. Can you make enough for three? Jessica 10 _____ (come), too.

5. Let's fill in the missing verbs. What tense do we need? Later, use your own ideas to answer the questions.

a. _____ you _____ anything this weekend?

b. _____ you _____ over the holidays?

c. _____ you _____ when you finish school?

d. Do you wonder you _____ when you are older?

e. _____ in the next decade?

6. Now in pairs! Prepare a dialog with your partner and practice it in front of the class.

Session 6. Vocabulary and listening. Expression with get

DO YOU KNOW WHAT A ROBOT IS?

In pairs, think about how do we use robots in our daily lives?

1. This short article is about robots, read and think if you have included any of these uses?

The evolution of robots

Text extracted from MacMillan (<https://api.macmillanenglish.com/>)

There are millions of robots on Earth and they are rapidly **getting more sophisticated**. So, are our lives **getting better** as a result? Look at these examples and decide for yourself!

Remote learning

When a child or young adult with a long-term illness is unable to **get to class**, AV1 robots can take their place instead. The robot sits in the lesson and **gets information**. Using an app on their mobile device to control the robot, the student at home can listen, look around and even take part.

Dangerous places

NASA is **getting ready** to send their robot Valkyrie to Mars to help prepare for the arrival of humans. Unlike robots before her, she can walk in a similar way to humans, so she'll be able to **get out of** the spacecraft on her own and take the first steps on the planet.

2. Let's have a look at the words in bold. What do they have in common? Can you change them for any of the words in the box?

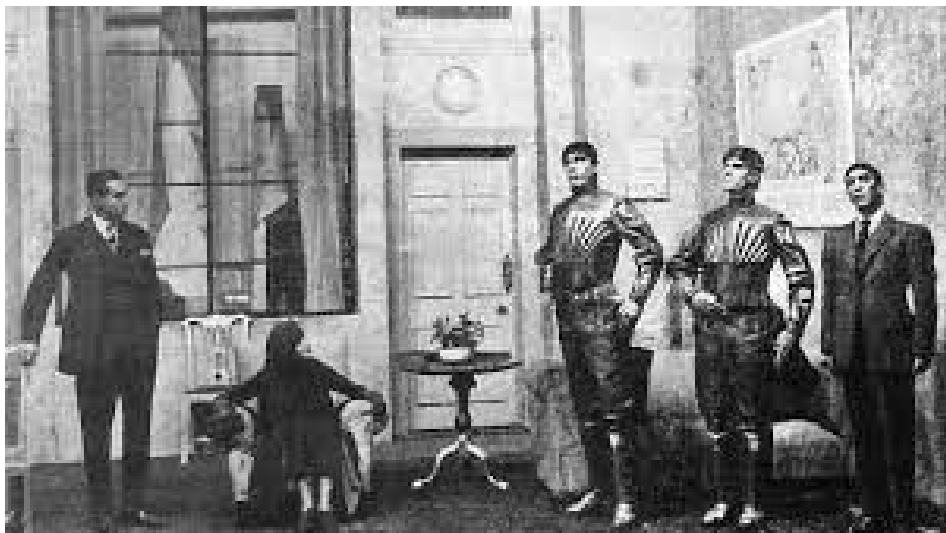
Receive Attend Leave Become Improve Prepare

3. With your classmate, complete the questions with the correct options. Then practice the questions and answer them with something that is true or false your classmate will have to guess if it is true or false.

- Have you ever had a robot? Did you get rid up/over/of it?
- Would you like a robot to do your homework if you were getting over/through/on an illness?
- What is the top thing that gets in/on/with your nerves?
- When was the last time you got into/on/around trouble?
- How often do you get out of/away/about doing the housework?
- Are you going to get in/down to/with studying as soon as you get home?

4. In groups of 4, discuss the following questions. Write down the justification to the answers.

- Will robots ever control the world? In what ways?
- What rules will need to protect ourselves?



FAST LEARNERS!

Where does the word robot come from? Who invented it? If you are brave enough make a small investigation about it and tell your classmates what you have found out in the next class!

Session 7. Do you know the difference between future simple and future perfect?

Future continuous:
People think that robots will be doing all the work in the future.
They won't be going to visit their grandparents.
Will she be driving the car?
Future perfect:
I'll have travelled to France by the time I am 20.
You won't have got to go to school if you are ill.
Will Jack have eaten all the cookies?

- ❖ Use your own words to explain how we use future continuous and the future perfect?
- ❖ Which tense do we use to talk about actions that:
 - Will be complete before a specific time in the future.
 - Will be in progress at a specific time in the future.

1. Complete the sentence **a** with the future continuous and sentence **b** with the future perfect.

In the future:

Alfa.

- a. We _____ (get) together with our friends to try new types of fish like jellyfish.
- b. More common types of edible fish like cod and tuna _____ (die out).

Beta.

- a. There'll be robots on the football pitch, but they _____ (not play). They'll be the referees.
- b. A team of robots _____ (not beat) your country's national team in a World Cup match.

Gamma.

- a. Schools _____ (not teach) kids how to read and write. Kids _____ (learn) how to explain their ideas to a computer so it can record them.
 - b. Many people _____ (not learn) how to read or write. Their computers will be able to do this for them in thousands of different languages.
2. Together! Discuss if the predictions from the previous exercise will come true. Would you like these changes or not?
 3. Let's set the date! Complete the sentence with the correct future, use the verb in brackets.
 - My friends and I _____ (play) an important match at ten o'clock on Saturday.
 - I _____ (relax) by the sea this time next week.
 - My cousin _____ (win) an important competition by the time she's 18.
 - My best friend _____ (study) at university in two years' time.
 - I _____ (travel) around the world before I'm 30.
 4. Pay special attention to the dates and time in the previous exercise. Now, let's fill the table with the expression of each sentence. Be careful with prepositions!

Future Continuous	Future Perfect
At 4:30 pm	By 4:30

5. Work in pairs. Write a question for each topic using the time expressions from the previous exercise. Then ask your classmate the questions.
 - Sport
 - Entertainment
 - Travel
 - School
6. One final effort! Read this text about space travel. Complete the gaps with the correct verb form.

From Science Fiction to Science Fact

When Jules Verne 1 _____ (publish) *From the Earth to the Moon* in 1865, no other writer before him 2 _____ (go) into such scientific detail about a journey to space. In fact, these details 3 _____ (come) close to predicting the Apollo 11 launch in 1969. Since Apollo 11, the Russian space agency 4 _____ (send) tourists into space and more companies 5 _____ (probably / do) the same soon, just like SpaceX 6 _____ (do) already.

In 1895, H. G. Wells 7 _____ (write) about a group of inventors who 8 _____ (sit) around a dining room table. Their host 9 _____ (start) to talk about time being the fourth dimension and later, he told them about travelling in time. After reading it, I have been wondering about these questions: 10 _____ we _____ (travel) through time in 50 years' time? And 11 _____ we _____ (prevent) a disaster by travelling back in time to fix it by the end of this century?

Text extracted from MacMillan (<https://api.macmillanenglish.com/>)

CRITICAL THINKING

Think about this topic and discuss it in class.

What about you? Would you like to travel in time?

Where would you go?

Session 8. How to give your opinion about something?

1. Do you know what a review is? Do you read reviews before buying something? What do you pay attention to when reading a review?

Design Price Quality Opinions Shipment

2. Your local store has opened a webpage and want your help. What are they asking you to do? What is important to mention?

Do you like technological devices? Are you a techmaniac? We are look for review writers for our customers. We need people to review our products and describe their good and bad points, give it a mark out of 10 and tell us if you would recommend it to somebody.

3. Read this review. About what device it is done? Do you think you would by the device? Justify your opinion.

GLOBAL ELECTROTECH

I've just purchased the HD237xe wireless model online. Although I find it much easier to get down to doing my homework with music in the background, my sister doesn't and I was getting fed up with having to turn it down when my family was home. I'll also be able to watch TV series on my tablet without disturbing my sister.

What I love about them is they're extremely easy to use and the sound quality is outstanding. Even though they're lightweight, they feel really strong. They're stylish with an adjustable leather headband that doesn't squeeze your head. The comfortable black and gold over-ear pads definitely won't make your ears sweaty, even after hours of use.

However, there are a couple of annoying things. Despite being able to listen to music with excellent sound quality, the battery drains fast and they take longer than average to charge. You can easily get round this by planning ahead. If you aren't going to be near an electricity socket for the day, you'll need to fully charge them the night before.

In spite of the negative points, I would definitely recommend these to music lovers. They are great if you are looking for a reasonably priced model with a great design. I'd consider getting a battery pack and spare cable for charging on the go, though.

Text extracted from MacMillan (<https://api.macmillanenglish.com/>)

4. After reading the text. We need to complete a plan to write a review with the main ideas of each paragraph.
- Ideas that appear in paragraph 1: *Describe what it is, what it does and where and when you bought it.*
 - Ideas that appear in paragraph 2:
 - Ideas that appear in paragraph 3:
 - Ideas that appear in paragraph 4:
5. Do you remember what a connector is? Have a look at those that appear at the beginning of each paragraph in the review. Match the expressions with the paragraphs.
- On the plus side
 - The downsides
 - I recently bought
 - All things considered
6. There are six connectors in the review, can you find them? Put them in their corresponding section.
- Followed by a noun:
 - Followed by an -ing form:
 - Followed by a clause: *although – a clause*
7. Let's learn how to use these connectors rewrite the sentences with using the connectors in the box.

Although	Despite	Even though	In spite of	Though
----------	---------	-------------	-------------	--------

- _____ he liked the video game, it was rather expensive.
- _____ being the best phone in the market, it didn't sell as well as expected.
- _____ the TV is ultra-thin, it does weight a lot.
- _____ being very comfortable, this headset needs a lot of battery charge.
- _____ drones are very liked by people, they have been banned in many cities.

8. Read this earbuds advert. Do you know what this device is? Follow the steps below and write a review for a technology magazine.

Wireless Earphones/Earbuds



Overview:

BT 5.0 technology brings high-speed data transfer speed, stable performance, and low power consumption. With TWS technology, you can use the headset solely or used them in pairs. Equipped with a 300mAh charging box to store and charge the earbuds. Built-in Microphone delivers a clearer and more realistic sound. It will bring you a perfect user experience.

Features:

- *BT 5.0 technology ensures higher data transfer speed, more stable and fast connection, and lower power consumption.*
- *True wireless dual-ear design, left and right earphone channels are separated. It can be used solely or in pairs.*
- *Touch control design, no more pressure on your ears. Easy to control music and calls, and activate voice assistant.*
- *Built-in Mic on both earbuds with intelligent noise reduction delivers clearer talking sound in stereo mode.*
- *A 300mAh charging case can charge and store the earbuds. 40mAh battery in each earbud ensures about 3 hours of music time.*

4 EASY STEP TO MAKE THE BEST REVIEW EVER!

Plan carefully what you are going to write: Underline the points you think are more relevant for the review. What you like or dislike? Remember to use connectors.

A good preparation gets half the job done: Use the planning paragraph outline to connect your ideas and organize your paragraphs.

Let's get down to work: Write your device review but do not write down the name of it. Let's see if somebody guesses what it is!

Before sending your essay in: Read your essay and check the following points. Is it clear to read? Are your ideas well organized and connected? Do you use different vocabulary? Your grammar is appropriate?

Now you are ready to submit it!

Evaluation task. Project

FAST LEARNERS

Watch the movie terminator or Matrix and prepare a presentation to class. Your presentation must answer the following questions, if you think on any other topic that is interesting do not hesitate to include it!

Extra points if you do your presentation based on one of the short stories from I, robot novel from Isaac Asimov. However, everybody in the group must agree to do it!

- What is the cause of the catastrophe in that world?
- Were humans responsible of it?
- Could it be possible in our time?
- What must be done to prevent it.

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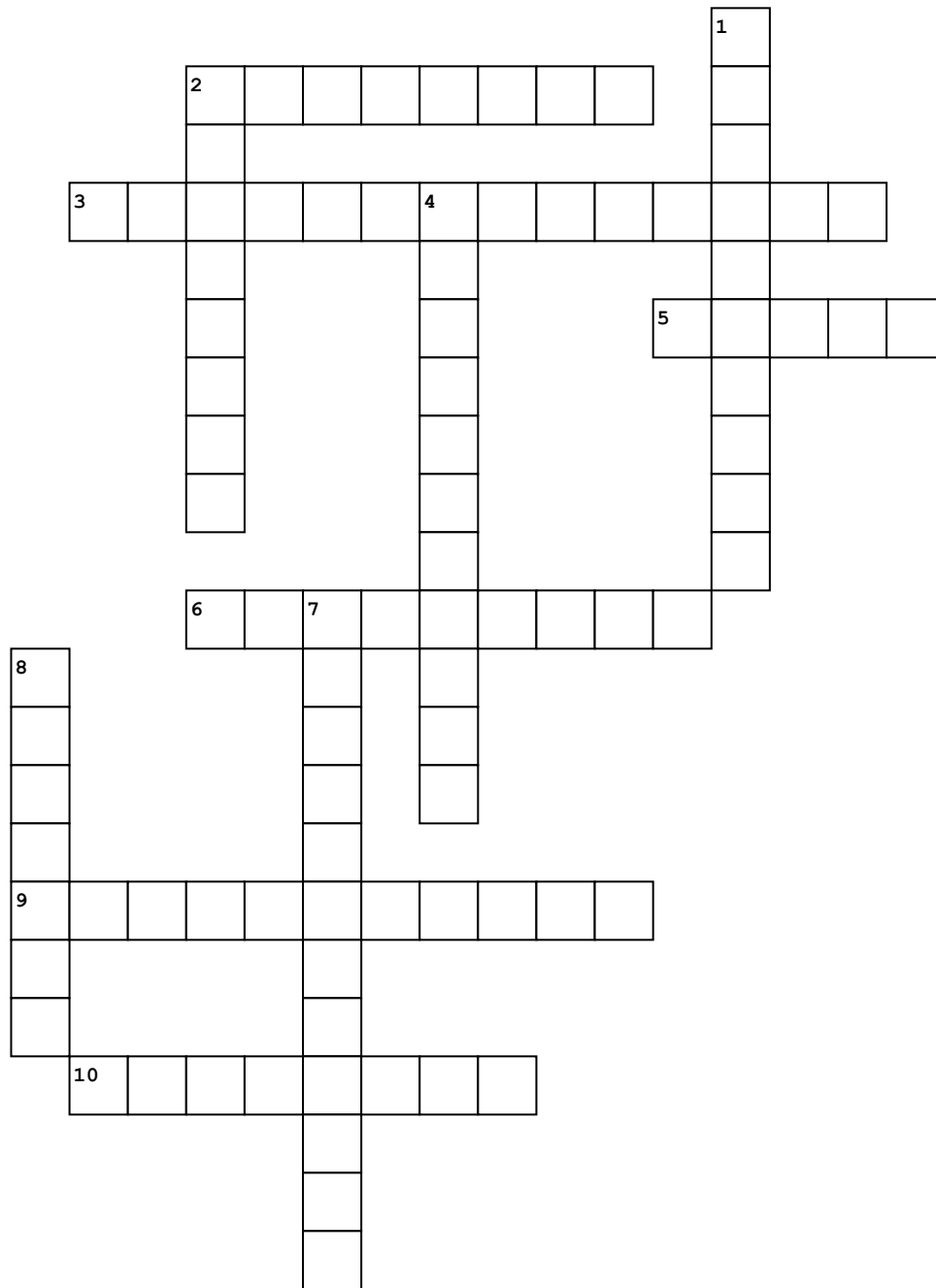
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Royal Decree 1105/14 of December, 26th which establishes the core curriculum in Compulsory Secondary Education and Bachillerato.

New Technology



Across

- 2. easy to wear
- 3. extremely small tools or machines
- 5. wanting very much to do or have something
- 6. a ship that can travel underwater
- 9. to examine carefully
- 10. to find something

Down

- 1. using new methods or ideas
- 2. you can fly with it
- 4. relaxed and free of pain, pleasant
- 7. an important discovery
- 8. to make a liquid stronger or purer by heating



Writing Assignment Rubric

	Perfect <i>25 Points</i>	Great <i>17 Points</i>	Good <i>8 Points</i>	Insufficient <i>0 Points</i>
Organization (25%)	Well-planned and shows clear ideas. Includes title and paragraphs are properly organized with connectors. Transition between paragraphs is correct	Well-planned and ideas can be distinguished one from another. Includes title and paragraphs are properly organized. Transition between paragraphs is correct	Well-planned and through out. Includes title and paragraphs are properly organized. Transition between paragraphs is correct	Not planned. Does not include a title and paragraphs are not properly organized
Vocabulary (25%)	Shows good and appropriate vocabulary that is related to the topic and the unit. Gives good details and varied vocabulary is presented	Shows good and appropriate vocabulary that is related to the topic and the unit. Gives good details but vocabulary repetitive	Appropriate vocabulary that is related to the topic. Gives details but needs to vary the vocabulary	Does not use appropriate vocabulary and need to vary the vocabulary as well
Grammar (25%)	Not only doesn't make mistakes, but also uses the appropriate grammar forms that are presented in the unit	Doesn't make many mistakes. Also uses the appropriate grammar forms that are presented in the unit	Doesn't make many mistakes. Also uses the sufficient grammar forms	Makes too many mistakes. Also does not use the sufficient grammar forms
Contents (25%)	Uses original ideas and interesting topics that offer a fresh look at the topic	Uses original ideas that are interesting topics but it is not something uncommon	Uses common ideas that are interesting topics but do not offer anything new	Does not use any ideas and topics are repetitive
This rubric was created with Quick Rubric and can be found at - http://www.quickrubric.com/r#/qr/alejandrochaikhievchaikhieva/writing-assignment-rubric2				



Quick Rubric

Speaking assessment

	Perfect <i>20 Points</i>	Great <i>13 Points</i>	Good <i>7 Points</i>	Insufficient <i>0 Points</i>
Content and Ideas (20%)				
Fluency (20%)				
Accuracy (20%)				
Pronunciation (20%)				
Creativity and Clarity (20%)				

This rubric was created with **Quick Rubric** and can be found at -
<http://www.quickrubric.com/r#/qr/alejandrochaikhievchaikhieva/speaking-assessment>



Project Assignment Rubric

	Perfect <i>20 Points</i>	Great <i>13 Points</i>	Good <i>7 Points</i>	Insufficient <i>0 Points</i>
Organization (20%)	Well-planned and shows clear ideas. Includes title. Slides and paragraphs are properly organized with connectors. Transition between ideas is cohesive and makes sense	Well-planned and ideas can be distinguished one from another. Includes title. Slides and paragraphs are properly organized. Few ideas are disconnected	Ideas can be distinguished one from another. Includes title. Slides and paragraphs are properly organized. Some ideas are disconnected	Not planned. Does not include a title and slides
Vocabulary (20%)	Shows good and appropriate vocabulary that is related to the topic and the unit. Gives good details and varied vocabulary is presented	Shows good and appropriate vocabulary that is related to the topic and the unit. Gives good details but vocabulary repetitive	Appropriate vocabulary that is related to the topic. Gives details but needs to vary the vocabulary	Does not use appropriate vocabulary and need to vary the vocabulary as well
Grammar (20%)	Not only doesn't make mistakes, but also uses the appropriate grammar forms that are presented in the lesson	Doesn't make many mistakes. Also uses the appropriate grammar forms that are presented in the lesson	Doesn't make many mistakes. Also uses the sufficient grammar forms	Makes too many mistakes. Also does not use the sufficient grammar forms
Contents (20%)	Uses original ideas and interesting topics that offer a fresh look at the topic	Uses original ideas that are interesting topics but it is not something uncommon	Uses common ideas that are interesting topics but do not offer anything new	Does not use any ideas and topics are repetitive
Presentation (20%)	Everybody speaks clearly and expresses themselves properly. Everybody spends the same time presenting. Bonds to given time	Not everybody speaks clearly or expresses themselves properly. Not everybody spends the same time presenting	Few students speak clearly or expresses themselves properly. Presentation time is not properly divided	No students speak clearly or expresses themselves properly. Presentation time is not properly divided

This rubric was created with **Quick Rubric** and can be found at -
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