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THE USE OF ICT IN THE EFL CLASSROOM. A LESSON PLAN FOR 1ST ESO STUDENTS.

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TABLE OF CONTENTS

1. INTRODUCTION	4
1.1. Justification	4
1.2. Objectives	5
1.3. Structure	5
2. THEORETICAL FRAMEWORK	6
2.1. Types of Learning Using ICT	7
2.2. Advantages of the Use of ICT in the Classroom	7
2.3. Disadvantages of the Use of ICT in the Classroom	8
3. DIDACTICAL PROPOSAL	9
3.1. Contextualization	9
3.1.1. <i>Legal Background</i>	9
3.1.2. <i>School Context</i>	10
3.1.3. <i>Families</i>	11
3.1.4. <i>Students' Characteristics</i>	11
3.2. Key Competences	12
3.3. Didactic Objectives	14
3.4. Block of Contents	15
3.4.1. <i>Cross-Curricular Elements</i>	19
3.4.2. <i>Interdisciplinarity</i>	19
3.5. Methodology	20
3.5.1. <i>Timing</i>	21
3.5.2. <i>Types of Activities</i>	21
3.5.3. <i>Classroom Organization and Groupings</i>	22
3.5.4. <i>Role of the Teacher, Learner, Families and ICT</i>	23
3.6. Teaching Unit	23
3.6.1. <i>Title and Justification</i>	23
3.6.2. <i>Materials and Resources</i>	24
3.6.3. <i>Sessions</i>	30
3.7. Evaluation	41
3.7.1. <i>Assessment Procedures and Tools</i>	42
3.7.2. <i>Grading Criteria</i>	43
3.7.3. <i>Evaluation of the Teaching Process</i>	43

3.8. Attention to Diversity	44
4. LIMITATIONS OF THE STUDY	45
5. CONCLUSION	45
6. REFERENCES	47
6.1. Bibliography (Books and Academic Articles)	47
6.2. Legislation and Official Documents	50
6.3. Images	51
6.4. Webs and Tools	52
7. APPENDICES	52

ABSTRACT:

New technologies have come to stay in our lives and Education is only another field where little by little they have acquired an important and essential role. For that reason, in order to provide an updated and useful material, the aim of this Final Master Thesis is to present a possible and feasible Teaching Unit in which technological tools and the Internet will have a significant function. Besides, motivation, encouragement and engagement will be key aspects to be boosted throughout the different activities proposed in which the learner will adopt an active role.

Finally, the present Final Master Thesis seeks to further the implementation of ICT in the classroom. For that reason there has been an information search to study important aspects and benefits of ICT in the teaching-learning process of a foreign language as well as a study of types of activities that can fit better for students' level and needs.

KEY WORDS: ICT, Digital Competence, Teaching Unit , TEFL, Active Learning.

RESUMEN:

Las nuevas tecnologías han llegado para quedarse en nuestras vidas; y la educación es solo otro de los ámbitos donde poco a poco han ido adquiriendo un papel importante y fundamental. Por ese motivo y con el fin de proporcionar un material útil y actualizado, el objetivo de esta tesis es presentar una posible unidad didáctica factible de llevar a cabo donde las herramientas tecnológicas y el internet tendrán una función muy importante. Además, la motivación, el ánimo y el compromiso serán aspectos claves a ser estimulados a lo largo de las diferentes actividades propuestas en las que el aprendiz adoptará un rol activo.

Finalmente, la presente tesis pretende profundizar en la implementación de las TIC en el aula. Por ello, se ha realizado una búsqueda de información para estudiar aspectos importantes y beneficios de las TIC en el proceso de enseñanza-aprendizaje de una lengua extranjera así como un estudio de tipos de actividades que pueden adaptarse mejor al nivel y necesidades del alumnado.

PALABRAS CLAVES: TIC, Competencia Digital, Unidad Didáctica, Enseñanza del Inglés como Lengua Extranjera, Aprendizaje Activo.

1. INTRODUCTION

1.1. Justification

In a globalized world where people, things and places are connected and seem to depend on each other, it is evident the need of knowing the English language which is the lingua franca - or in other words, the global means of intercommunity communication language - and have basic knowledge of the use of Information and Communication Technologies (ICT).

According to EpData (2021), from 2006 to 2021 there was a significant increase of homes in which there was any kind of computer and access to the Internet. In the first case, the number of people who had Internet connection grew from 40% to 95.9% and from 55.9% to 83.7% in the case of those people who had at least one type of computer. Besides, the amount of people who use the Internet on a daily basis has also increased in the past few years. Figures have changed from 24% in 2006 to 85.8% in only five years. Therefore, based on this data that presents an increasing trend, there is no doubt that ICT and all the advantages it can offer should be taken in class. In fact, the importance and need of them are such that the Educational Law “Ley Orgánica de Mejora de la Calidad Educativa” (LOMCE) completed its implementation in all the educational stages during the academic year 2016-2017 as it was reported in Medina’s *Spain. Country Report on ICT in Education* in 2018.

Nowadays, it can be said that people are more ‘connected’ to each other than ever before. Besides, they have the tools that facilitate that. Hence, they need to be competent in using the language and also in using the tools. When dealing with ICT and technological tools, it can be seen how the effect of introducing them has resulted in considerable progress in the Education field by changing the scenario of the classroom. For that reason, as Marín & Romero (2009, as cited in Rizzo & Perez, 2018) stated it is important to understand, learn, popularize and introduce ICT in the classroom. In the end, when applying it to the educational context, there is an intention to optimize the teaching-learning process and provide a more meaningful instruction that would be achieved by means of the adapted materials and resources.

On the other hand, it is important not to forget that when applying it to an educational context, establishing goals in their use and adapting it in the different areas as stated by Truncano (2005) is going to be key. Because in that way, learners are going to be taught how to benefit from the correct and meaningful use of them. And that process is going to be easy and pleasant since children who are already familiar with and can adapt to them with no problem are learning in an enjoyable learning environment for all the people involved.

Finally, considering the importance of language learning, technologies and ICT and the Spanish Law in Education, the following Teaching Unit has been designed for a group of 1st ESO students. This material is thought to be used as a main (or secondary) material that will develop students' critical thinking, autonomy and personality and will develop their language communicative competence, collaborative work and social skills.

1.2. Objectives

The main aim of this Final Master Thesis is to present a feasible Teaching Unit in which the use of ICT is presented in an adapted and successful way that will meet the students' preferences and needs. In addition to this, other objectives of this Final Master Thesis are the following:

- To provide useful knowledge, skills, attitudes, resources and materials that will foster students' competence and preparation for life.
- To attend diversity. Thus, introduction and/or adaptation of extra materials and resources will be part of all this.
- To provide a teaching unit that could serve as a main source, complement of a coursebook or other working methodologies. Depending on the context and the particular situation, dealing with this kind of unit may be difficult. For that, this proposal can be also taken as extra practice or reinforcement material.
- To foster students' autonomy and engagement in the learning process.
- To motivate students and grow their interest in learning.
- To create a pleasant environment to work in the acquisition of different knowledge and skills.
- To encourage the use of ICT in EFL.
- To work on digital competence and develop learning to learn competence.

1.3. Structure

The present Final Master Thesis is divided into 7 different sections, which at the same time are divided in subsections.

First of all, there is going to be an introduction with its corresponding justification and information about the objectives and the structure of this work. After that, a study to support the theoretical basis will be presented. Within this section advantages of the use of ICT in the classroom will be exposed.

Next sections will be dealing with the didactical proposal and what it involves: contextualization (with legal background, school context, information about the families and students characteristics), key competences, didactic objectives, block of contexts (cross-curricular elements and interdisciplinarity), methodology (timing, types of activities, classroom organization and groupings and role of the teacher, learner and families, teaching unit (with its title, justification, materials, resources and sessions) and evaluation (assessment procedures and tools, grading criteria and evaluation of teaching process), attention to diversity).

Finally, conclusions, limitations of the study, references and appendices (with a copy of the designed teaching unit) will be presented at the end of this work.

To conclude this section and before going into detail, it is important to clarify that the present Final Master Thesis is based on secondary sources such as different books, articles, thesis, journals, websites, etc.

2. THEORETICAL FRAMEWORK

Life changes and evolves; therefore, people live in a constant phase of adaptation. Until now, one of the changes that has had a great impact on our lives has been the introduction of Information and Communication Technology, also known as ICT.

In accordance with Bhattacharjee and Deb stated (2016) “today’s age of 21st Century and it is also the age of information and technology (IT). Every aspect of life is related to science and technology. Huge flow of information is emerging in all fields throughout the world”.

Therefore, it seems that ICT is something to which everyone needs to adapt. ICT has come to stay and as the State of Queensland (2002) claimed “ICTs are the core of teaching and learning in the 21st Century”. In addition to this, it was the UNESCO (2021) which also claimed that “Information and Communication Technology (ICT) can complement, enrich and transform education for the better”.

On her part, Harasim (2012, as cited in Li, 2017) advocates for a new learning theory focused on collaborative learning, knowledge building and Internet and proposed Online collaborative learning (OCL). In the end, it is a matter of fact that “learners today are part of a collaboration generation because they spend time ‘searching, reading, scrutinizing, authenticating, collaborating and organizing’ (Tapscoot & Williams, 2006 as cited in Li, 2012).

As evidence that the introduction of ICT in the classroom has positive effects, some studies conducted by the National Institute of Multimedia Education in Japan and presented in Ciroma's work (2014) showed an increase in the student's achievement, especially in terms of knowledge, comprehension, practical skills and presentation skills when students were exposed to this educational ICT mentioned before.

In addition to all this, it is important to take into account the components that influence the level of L2 motivation which are mentioned in Dornyei's (1994) work. These are divided into three sets, which are the followings: "course-specific motivational component (syllabus, teaching materials and method and learning tasks), teacher-specific motivational components (personality, teaching style, feedback and relationship with the students) and group-specific motivational components (dynamics of the learning group)". All these will be taken into account so as to encourage and support students in the learning journey.

2.1. Types of Learning Using ICT

According to Ciroma (2014), learning and changing are the two of the main goals that should be the result of the learning obtained in education. In order to achieve this learning, ICT has devised different ways. Among them, the following are mentioned:

- E-Learning: it includes all learning, at all levels and both formal and non-formal that uses an information network.
- Blended Learning: there is a combination of traditional classroom practice and e-learning solutions.
- Open/Distance Learning: there is a separation of teacher and learner in time, place or both, time and place, the learning is certified by an institution or agency, there is a variety of media (including print and electronic) and it is possible for both learners and teachers to interact.
- Learner Centered Environment: there is a careful attention to the knowledge, skills, attitudes and beliefs that learners bring with them to the classroom. Learners 'construct' based on prior knowledge and experience. Therefore they acquire an active role in the process so as to transform information, construct hypotheses and make decisions through their mental models.

2.2. Advantages of the Use of ICT in the Classroom

In the field of teaching it is important to adapt these familiar tools that ICT provides for the learner so as to keep updated and create a pleasant environment for them. Hederson (2020) highlights that some of the benefits that ICT in Education has are:

- The improvement of engagement and knowledge retention.
- The encouragement of individual learning and collaboration.
- The learning of useful life skills through technology.

In addition to this, Azmi (2017) includes other advantages that ICT has for students:

- Motivation and engagement in the language classroom are increased.
- Autonomy and centeredness.
- Interaction and communication are boosted.
- Multisensory delivery and authenticity enhancement.

On his part, Shahbaz (2016) adds other benefits that ICT has not only for students, but also for the teachers and the parents.

To mentions some of them, in relation to teachers, these would be the following:

- Greater flexibility in when and where tasks are carried out.
- Easier planning and preparation of lessons and designing materials.
- Access to up-to-date pupil and school data, any time and anywhere.
- Students are generally more 'on task' and express more positive feelings when they use computers than when they are given other tasks to do.
- Computer use during lessons motivated students to continue using learning outside school hours.

Finally and in relation to parents:

- Easier communication with teachers. Facilitating and fostering their involvement and engagement in their process and with the community.
- Access to higher quality reports about their children as they are more legible, detailed and better presented.

2.3. Disadvantages of the Use of ICT in the Classroom

Apart from the numerous benefits that the use of ICT has in the classroom, it is also important not to forget some limitations that the same use of these may have. Therefore, although to conduct lessons such as the ones designed above is not impossible, it is true that due to particular circumstances or context this lesson may not always be possible. Taking into account some of those issues which Henderson (2020) states, the following ones can be mentioned:

- Lack of software problem: sometimes ICT facilities are limited for both the teachers and students. It may result from poor organization of resources, poor quality hardware, inappropriate software, or lack of personal access for teachers. When this happens, teachers' rejection of ICT in the classroom increases.
- Not sufficient training: not all the teachers have had enough training opportunities. Besides, it requires time and skills, pedagogical training and ICT use in initial teacher training; something to which not everyone may be willing to.
- Lack of learning equipment tools and resources: sometimes the computers facilitated are few or do not properly work. In some cases, the institutions lend computers but they need to be booked in advance everytime they want to be used. That process slows down the pace and consumes time of the lesson.
- Teachers' reluctance to new technology: that is linked to the attitudes teachers have toward these tools and the use of them in the classroom.
- Lack of skilled personnel or knowledge: lacking in knowledge and skills and reluctance about changes and incorporation of extra learning are an obstacle for the acceptance and adoption of ICT.
- Lack of knowledge: another problem may be when teachers do not know exactly how to integrate ICT into pedagogical practice.

3. DIDACTICAL PROPOSAL

3.1. Contextualization

3.1.1. Legal Framework

The basic curriculum has an action-oriented approach recognized by the Common European Framework of Reference for Languages (CEFR). It reports the aim of the teaching-learning process by describing what the student should be able to do in real communicative contexts in a foreign language. The language activities as described in it goes from comprehension to production (expression and interaction) of oral and written texts. The contents, criteria and standards are organized into four main blocks.

The following teaching unit presented has been developed following documents:

- Organic Law 8/2013, of 9 December, (LOMCE).
- Royal Decree 1105/2014 that establishes the curriculum for Secondary Education.
- Decree 127/2015, which states the curriculum for Secondary Education in Extremadura.
- Decree 98/2016, which modifies the curriculum stated in decree 127/2015

- Decree 228/2014, which states the measures for students' diversity in Extremadura.
- Order ECD/65/2015, which relates competences, contents and evaluation criteria.
- LEEEx, 24th February, 2011.

This legal framework establishes the elements of the year planning, which are as follows:

- Objectives: achievements that students need to achieve at the end of the process.
- Competences: abilities used to perform different activities.
- Contents: group formed of knowledge, abilities, skills and attitudes that contribute to the achievement of objectives and competences.
- Learning standards: the detailed description of the evaluation criteria which provide a better definition of the results in the learning process and make more specific what students need to know.
- Methodology: involves all the procedures, strategies and activities designed and proposed by the teachers to make possible the achievement of the established objectives by the students.
- Evaluation criteria: the specific guidelines that stipulate the standards to evaluate the contents students acquire. It includes knowledge and competences.

According to Royal Decree 1105/2014, the general principles at this level are the following:

- To supply students with basic cultural awareness
- To contribute and improve study and work skills
- To train students for higher levels of education and prepare them to get into the working world.
- To make more responsible students as citizens.

On the other hand, it is important to take into account that in this field, everything must be organized according to the principles of the common educational framework, without forgetting to pay special attention to students' diversity, which will be further developed in section 3.8. Because effective planning is the basis of successful teaching. Thus, in this way a correct structure and organization in the teaching unit will facilitate the teacher the task on track while teaching and will help students to reach objectives more easily.

3.1.2. School Context

This particular school is located in the Southwest part of Extremadura, in a village that has around 8,000 inhabitants. It is an urban area which is connected to other bigger cities.

In total, the school receives 365 students (from the town itself and from nearby villages) and 57 teachers; 4 out of those 57 teachers are from the English department.

This educational institution offers two levels, which are Secondary and Bachillerato, as well as some vocational training courses.

Regarding the building and the facilities of the school, it can be said that it is a one single building which is divided into different areas (each one for each of the levels) and it is divided into two floors. Focusing on the facilities that the highschool provides, it can be mentioned the following: a library, a laboratory, basketball court, gym and a computer room.

Finally, it is important to clarify that the institution is aware of some troublesome situations of some families. For that reason, apart from having a computer room available to all the students and teachers, the highschool lends laptops or tablets to all the students; helping and facilitating them the task of keeping track of their classes and activities. In addition, all the technical maintenance needed will also be facilitated by the institution.

Once they have finished, students have two options: they can take the device home or leave it in a laptop storage cupboard that there is in every class; where they can also charge it. At the end of the academic year, students will return the digital devices; being able to ask for them the following year if still needed.

3.1.3. Families

Most of the families' incomes depend on the primary sectors (agriculture and commerce). In general terms, both the economic situation and the sociocultural level presented in people from this area are going to be middle-low. For that reason, it is not strange that students will present some difficulties during their learning-process. However, that is not going to be a problem since throughout the different activities designed in this teaching unit their motivation and engagement will be boosted.

In addition, it is important to emphasize the necessity of involvement and contribution of both the families and the school. In that way, students will be able to get a quality education. Finally, as mentioned before, considering that the vast majority of the families have at least one technological device and Internet connection in their house, there is no problem in carrying out this proposal.

3.1.4. Student's Characteristics

In ESO 1, there are a total of 62 students. They are from the town itself or come from nearby villages. In this particular group, there are 20 pupils, (11 boys and 9 girls) and

although there are no two alike since each of them present different characteristics that make them unique, there are some common features that they all share. Among them, the following as Pennington (2009) states can be found:

- Interested in co-educational activities
- Desire adult leadership roles and autonomy in planning
- Want adults to assume a chiefly support role in their education
- Developing a community consciousness
- Need opportunities for self-expression

All these learners are between 11 and 13 years old. This is also important to take into account since at that particular age there is a period of emotional development and behavioral changes, something which is not strange due to the circumstances that starting the first stage of high school means another educational stage different from what they are used to (facilities, teachers, subjects, classmates...).

Regarding the subject, some students are aware of the importance of knowing English and show a positive attitude in the process. However, there are a lot of them that since this subject was not reinforced as much as it should be at the previous stage, their level and their motivation is quite low. Nevertheless, by means of the different activities designed for them, this teaching unit aims to change this.

On the other hand, according to the Common Framework of References for Languages (CFRL), the level of these students goes from A1 to A2. Besides, it is also important to remark on the fact that some students go to English academies or participate in programmes such as PROA+ - whose acronyms stand for the Spanish words of “Reinforcement, Orientation and Support Plan”), since it facilitates the task of acquiring and reinforcing knowledge.

3.2. Key Competences

The Common European Framework of Reference for Languages Competences (CEFR) defines competences as “ the sum of knowledge, skills and characteristics that allow a person to perform actions.” And it is in the Order ECD 65/2015 that the seven key competences in the Spanish educational system are established. These are the following ones:

- Linguistic competence: it is the result of a communicative action in which individuals interact with others by means of different text types in different formats.
- Mathematical Competence and Basic Competences in Science and Technology: it implies the ability to apply mathematical reasoning and its tools to describe, interpret

and predict different phenomena in their context. For that, knowledge of numbers, measurements, and structures, as well as mathematical operations and representations, and an understanding of mathematical terms and concepts.

- Digital Competence: it is the one connected to the creative, critical and safe use of information and communication technologies to achieve objectives related to work, employability, learning, the use of free time, inclusion and participation in society.
- Learning to Learn: it is characterized by the ability to initiate, organize and persist in learning. Organization and time-management will be key as well as knowledge of mental processes involved in the process of learning.
- Cultural Awareness and Expression: it implies knowing, understanding, appreciating and valuing with a critical spirit, with an open and respectful attitude, the different cultural and artistic manifestations, using them as a source of enrichment and personal enjoyment and considering them as part of the wealth and heritage of the peoples.
- Social and Civic Competences: it is related to the ability and capacity to use knowledge and attitudes about society, understood from different perspectives, in its dynamic, changing and complex conception, to interpret social phenomena and problems in increasingly diversified contexts; to develop responses, make decisions and resolve conflicts, as well as to interact with other people and groups according to rules based on mutual respect and democratic convictions.
- Sense of initiative and entrepreneurship: It implies the ability to transform ideas into actions. This means becoming aware of the situation that needs to be solved, know how to choose, plan and manage the necessary knowledge, skills or abilities and attitudes with their own criteria, in order to achieve the intended objective.

This particular teaching unit promotes the development of the following key competences:

- Linguistic competence, as students will have to express, interact and understand others by means of different text in different ways, formats and platforms in a critical and constructive way. For that, they will have to know language functions and characteristics, vocabulary and grammar. More particularly, in the activities of this teaching unit, learners will have to read and understand different tasks so as to be able to answer correctly.
- Digital competence since students will make a creative, critical and secure use of the New technologies and ICT. In this case, different activities are designed to guide students in looking into different educational websites and platforms.

- Learning to Learn will also be fostered as students will be encouraged to plan, check and evaluate different strategies when developing different tasks and getting certain results. For that reason, there are different sections in which they will find extra activities that will help them to review and reinforce the contents students are studying.
- Cultural Awareness and Expression and Social and Civic Competences will be key so as to provide learners effective ways to communicate with others and work in teams, knowing and respecting diversity and collaborating with others. Due to the importance of this competence, pair and in-group activities have also been proposed in the activities of the teaching unit.

3.3. Didactic Objectives

Didactic objectives are those aims our students should reach during the teaching-learning process. These objectives are the ones that will help to establish how to orientate the teaching activities that are going to be carried out.

Nowadays, the reference will be taken from the LOMCE; in which the evaluation criteria and the learning standards marking the specific objectives to be included in each of the units will be established. At this level and in this teaching unit the objectives will contribute to the development of abilities and skills that enable students:

- To acquire a responsible civic attitude, know and carry out their rights with respect to others, show tolerance and engage in cooperation and solidarity with individuals and groups, promote dialogue based on human rights, equal opportunities and treatment between men and women and the common values of a plural society in order to prepare students for democratic citizenship. In this case, for example by means of creating a group project (infographic), students can share different ideas and points of view in a respectful way.
- To establish the habits of self-discipline, study and individual work as well as teamwork as a prerequisite for the successful completion of learning tasks and as a means to personal development. Within the materials, learners can find different useful tips and recommendations (dictionaries, platforms...) that they can use so as to keep practicing or expanding on their knowledge.
- To develop basic skills in using information sources critically to acquire new knowledge. Acquire a basic preparation in the area of technologies, particularly in Information and Communication Technology. To achieve this objective the different

ICT have been carefully chosen, being adapted to the level of the students, at the same time they are easy to use.

- To see scientific knowledge as something integrated in the different disciplines and to know and apply methods to identify problems in a range of fields of knowledge and experience.
- To understand and express oneself correctly in one foreign language. In this case, the use of English will be promoted as much as possible. For that reason, all the statements are facilitated in the L2 language. Nevertheless, if needed there is sometimes the possibility of translating the webpage.
- To appreciate works of art and understand the language of different artistic manifestations, using different means of expression and representation. In accordance with that, the project will help to foster students' creativity and see others' displays.

Before concluding this section, it is also important to highlight that in this case the main aim is not to teach a foreign language, but to teach how to communicate with it in a successful way. In other words, there is a communicative approach oriented to the acquisition of communicative competence. Thus, tasks will include activities in which they will have to share basic information about a topic they have studied before, find solutions to a task or give descriptions.

3.4. Block of Contents

According to the Common European Framework of References for Languages (CEFRL) the basic syllabus in Secondary Education for First Foreign Language learning is based around four blocks of activities that includes the following:

- Comprehension of oral texts: whose aim is that students acquire the abilities needed to identify the main information in conversations, as well as identifying what it is being said in the message.
- Production of oral texts (expression and interaction): daily contact by means of oral expression and communication, as well as interaction, dialogue and comprehension are essential in the whole learning process.
- Comprehension of written language: strategies for the understanding of written texts will be developed.
- Production of written texts (expression and interaction): will work with text in a neutral or informal register, paying attention to spelling rules and punctuation marks.

All these four blocks constitute the basis for the evaluation criteria, learning standards and syllabus contents. For that reason, in this particular teaching unit, there will be a focus to work with all of them in order to develop and acquire the basic skills and key competences.

In the case of Extremadura, the Decree 98/2016 it is the law that established the contents in Secondary Education. Based on that it can be stated the following:

BLOCK 1: COMPREHENSION OF ORAL TEXTS

Comprehension strategies:

- Activating previous information on task and topic.
- Identifying text type and adapting its comprehension.
- Distinguishing types of comprehension (gist, essential information, relevant details...)

Sociocultural and sociolinguistic aspects:

- Social conventions, rules and types of social norms, habits, values, beliefs and attitudes; non-verbal language.

Communicative functions:

- Starting and maintaining personal and social relations.
- Expressing volition, intention, decision, promises, commands, permission and prohibition.
- Establishing and maintaining communication and discourse organization.

Common vocabulary:

- Daily life activities
- Sports

Sound, stress, rhythm and intonation patterns

In this teaching unit and within block 1, students will find activities in which they will have to listen to podcasts, their teacher and classmates. Therefore, they will deal with different accents and paces and they will have to identify and work on sound, stress, rhythm and intonation patterns. Finally, it is important to clarify that as the whole unit deals with that, the different conversations will revolve around sports and daily life activities.

BLOCK 2. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION

Production Strategies:

- Preparing messages with clarity, distinguishing between the main idea or ideas and its basic structure.
- Writing for the target reader, context and medium, using the appropriate registers and structures in each case.

Sociocultural and sociolinguistic aspects:

- Social conventions, rules and types of social norms, habits, values, beliefs and attitudes; non-verbal language.

Communicative functions:

- Describing physical and abstract qualities in people, objects, places and activities.
- Expressing knowledge, certainty, doubt and hypothesis.

Common vocabulary (production):

- Sports

On the other hand, students will also have to speak in English. To do that, the different activities proposed will include interaction and discussion opportunities in which they will prepare messages and use social conventions to make descriptions or share knowledge about what they know about sports or people or express doubt or hypothesis when sharing possible answers with their classmates. In addition, there is also a pronunciation section in which students will be encouraged to distinguish different sounds.

BLOCK 3: COMPREHENSION OF WRITTEN TEXTS

Comprehension strategies:

- Activating previous information on task and topic.
- Distinguishing types of comprehension (gist, essential information, main ideas, relevant details).
- Making hypotheses about content and context.

Sociocultural and sociolinguistic aspects:

- Social conventions, rules and types of social norms, habits, values, beliefs and attitudes; non-verbal language

Common vocabulary:

- Leisure and sports

- Daily activities
- Work and jobs

Furthermore, activities from block 3 of this teaching unit will be based on texts that include different activities in which students will have to use different strategies. For example, they will have to look for specific/essential information to answer 'true or false' questions or get the gist to complete a chart or get a general idea.

BLOCK 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION

Production strategies:

- Activating and coordinating general and communication competences in order to carry out the task out efficiently (revising what s/he can do on the topic, what s/he can or means, etc.).
- Identifying and using the appropriate linguistic or subject resources (using a dictionary or reference grammar, obtaining help, etc.).
- Adjusting the task (doing a simpler task) or message (making concessions to what he'd really like to express), after assessing its difficulties and available resources.
- Taking the most out of previous knowledge (using "prefabricated" language, etc.).

Sociocultural and sociolinguistic aspects:

- Social conventions, rules and types of social norms, habits, values, beliefs and attitudes; non-verbal language.

Communicative functions:

- Describing physical and abstract qualities in people, objects, places and activities.
- Expressing knowledge, certainty, doubt and hypothesis.
- Expressing interest, agreement, respect, sympathy, satisfaction, expectations, confidence, surprises and their opposites

Common vocabulary:

- Leisure and sports
- Health and physical care
- Daily life activities

Finally, in this particular teaching unit, students will have to produce written texts using different formats: descriptions, infographics, short answers... In them, they will have to establish rules, make descriptions of people, express interest, etc. All this, following and adjusting to the instruction of the specific task and making use of previous knowledge.

3.4.1. Cross-curricular Elements

Apart from the knowledge of different disciplines, the Royal Decree 1105/2014 highlights the importance of paying attention to other issues present in the current era, such as environmental degradation, lack of ethical values or habits that endanger health. More particularly, the topics in the Secondary education level will deal with: environment and sustainable development, entrepreneurship, social commitment, values of equality between men and women, prevention of violence, peace and health education.

When students are concerned with these cross-curricular elements they build and strengthen their personal and social maturity. In this case, the designed lesson plan will be focused and will work with the following:

- Values of equality between men and women. Within the different materials both male and female figures will be present in pictures, examples and activities. Besides, students will also learn about different outstanding sportspeople and their stories.
- Health education will be worked by means of activities such as the one in which students will have to state the benefits of practicing sports and the one in which they will check the kind of sportsperson they are and will read their personalized tip.

3.4.2. Interdisciplinarity

Interdisciplinarity can be understood as the cooperation among disciplines which leads to real interaction, that is to say a mutual exchange and therefore a mutual enrichment (Posada, 2004).

When applying it to the field of education, it can be said that it is the connection between different subjects of the curriculum. The aim of that is to teach knowledge in different fields at the same time; fostering students' ability to establish better relations between the subjects and recognition of knowledge in two different languages.

When considering the above, it can be said that this didactic proposal is linked to the education on healthcare which is closely linked to the area of Physical Education and History, since one of the purposes is to get to know more about the benefits of sports as well as to know more about their history and outstanding figures of it.

3.5. METHODOLOGY

Language is considered the most effective instrument of communication by Cereci (2015), who also states that “language is also important for the formation of a society”. In that way, teaching a language can be understood as a process through which learners acquire a powerful instrument of communication. For that reason, it is important to pay attention to the way all the process follows and adapt it to get the most of it.

When trying to make a decision, it is impossible to establish one method to be the best or more important than others. In the end, what determines which method better suits or adapts to the needs are the group of students, their characteristics and the learning context. For that reason, it is possible to choose not only one methodology to be followed, but several ones. In this case, the chosen ones are a student-centered approach, project-based learning, cooperative learning and flipped-classroom.

First of all, it can be established that an effective use of ICT in the classroom can provide the opportunity for following a student-centered approach. That means that students become the center of their learning process. They are active participants and thus, they are involved in activities that require decisions, strategies, implementation, leadership and assessment. All this contributes to the fact of training students to become more independent and sufficient in their foreign language acquisition. In the end, the aim of this is to help students to become ‘lifelong learners’ as they get a greater involvement and control over their learning.

On the other hand, learning science research has found that deep understanding takes place when there is an active construction of the meaning. For that, students can build knowledge or take in new ideas, make connections and interact with others based on their experiences and interactions in the world. And that is what in Project-Based Learning they can do: construct and reconstruct what they know. That is the reason why throughout the different activities, learners will have to deal with (mini) projects.

In addition to this, cooperative learning will be necessary so as to create ties and needs essential for cooperation. When grouping students the eight principles presented in Jacob & Seow’s work (2014) will be promoted. These are the following: “heterogeneous grouping, teaching collaborative skills, group autonomy, maximum peer interactions, equal opportunity to participate, individual accountability, positive interdependence and cooperation as a value”. Regarding types of grouping when developing certain activities, it can be said that the most common ones will be in pairs or small groups (3 or 4 people). However, in some cases,

activities which involve the participation of all the members of the class as a whole group will be carried out.

Finally, flipped classroom methodology will also be followed throughout the different lessons. Learners will study and prepare what they are going to see in class beforehand thanks to the materials and resources provided by the teacher. In that way, it would be possible for them to participate and interact more within the class. By this way, students also learn by doing and not by memorizing by heart (Skirpan, 2015).

To conclude this section, it is important to consider what Krashen (2013) states about the “natural order” that learners follow when studying a foreign language. According to Krashen, the input students receive must be one step beyond their current stage of linguistic competence. For instance, if a learner is at a stage “i”, then acquisition takes place when the student is exposed to “comprehensible input” that belongs to level “i+1”. For that reason, in order to favor the process of language acquisition, within the contents there will be things that are already known by the students and to which they are familiarized with and there will also be new things.

2.5.1. Timing

The suggested Teaching Unit will be developed at the beginning of February, during the Second Term of the Academic Year. It will include six different sections of around 55 minutes each.

In the first year of ESO, students have four English lessons per week, for that reason, the total length of this particular teaching unit is estimated to last a week and a half. Nevertheless, flexibility will be one of the characteristics of this teaching unit; and thus, if necessary because of the students’ needs, it can take longer.

2.5.2. Types of Activities

This lesson will provide different types of activities. Among them, the following ones can be mentioned:

- Warm-up activities: intended to catch students’ attention, activate their previous knowledge and introduce the topic/issue that is going to be dealt with.
- Individual activities: with the aim of encouraging learners’ autonomy and efficiency.
- Group activities: with the aim of promoting cooperative work, engagement and development of negotiation and communication skills. Because by working together,

learners learn from each other. Grouping in this case will be in pairs or small groups (3 or 4 people).

- Extra and expansion activities: to consolidate knowledge and contents. It allows students to keep practicing and internalize all the information they are acquiring.
- Evaluation activities: to keep track of what students have learnt and what they have to keep reinforcing.
- Final task: to put into practice what students have learnt and acquired at the end of each unit, they will have to face a test in which they need to demonstrate that they have successfully learnt and achieved all the knowledge and abilities expected.

Overall, it is important to highlight that among the activities there was a special attention to language knowledge and its fundamental constituents (linguistic, sociolinguistic and pragmatic aspects). There is a wide variety of activities that are aimed for both high and low achievers and tries to develop different competences and values. Finally, an attempt was made so as to present oral and written communication activities in a balanced way.

3.5.3. Classroom Organization and Groupings

The classroom will be a pleasant place where all students' participation in the activities and information sharing, as long as they are fruitful and suitable, are welcome. At this point, it will be also important to pay attention to those students who are shy and encourage them to participate in as much as possible. If not possible, it would be better to find other ways, so as to avoid uncomfortable situations for the student. In the end, thanks to these kinds of lessons, there are multiple options.

Regarding space organization, it can be said that the room can be adapted to the needs of the group and the activities. Tables are fixed on the floor and are organized in groups of four students. Nevertheless, there is always the option that students change, move around or turn around if needed when carrying out pair or group activities, such as in the creation of an infographic. Apart from that, there are also other classes with other kinds of organization that can be used if necessary.

On the other hand, in the classroom there is a drawer where all students can keep their laptops/tablets, chargers, laptop bags and all the necessary equipment.

Apart from the above mention there will also be a section dedicated to English subjects where there is going to be space for posters, students' projects and dictionaries (paper version).

3.5.4. Roles of the Teacher, Learner, Families and ICT.

In the field of teaching, it is very important for people involved in the teaching-learning process to know their role and the way they are expected to contribute to it. For that reason, authors such as Widdowson (1987) and Clark & Guba (1965) establish the role of people involved in the teaching-learning process and explain what it implies:

- Teacher: learning facilitator, resource, motivator, problem solver, organizer and evaluator. Furthermore, it is important to highlight the importance of coordination with other teachers so as to achieve a common approach.
- Learners: they are the most important figures of the learning process and as such, they will acquire an active role within the classroom. All the lessons will revolve around them, which means that their interests and needs will be taken into consideration so as to provide meaningful knowledge. Thus, their engagement and participation will be essential to develop the lessons successfully.
- Families: their involvement and cooperation during the whole process will be of utmost importance. Thus, they should be in touch with the teacher and collaborate when necessary with them. To do that, they will have two options: the traditional system of coming to school, which is the most common or by using a digital educational platform. In the latter one, apart from having the same opportunity as in a face-to-face meeting with the teacher, they can also have access to information about exams, homework, attendance, behaviour...
- ICT: it will help learners to think and will enhance their learning experiences. In addition, it will also improve engagement and knowledge retention in a more fun and enjoyable way. For that reason, different websites and platforms are facilitated so as to provide the students the opportunity to participate and share their ideas (menti, Drive...), expand or clarify knowledge (wordreference, Wikipedia, YouTube...) and practice and reinforcing new contents (LiveWorksheet, Kahoot, PlayBuzz...).

3.6. TEACHING UNIT

3.6.1. Title and Justification

“Let’s play together!” is going to be the title of this unit. The reason for this title is because with it, not only the introduction of what the unit is going to be about is presented, but also, there is an advocacy for cooperative learning and engagement for students to be active. Besides, with that “together” in the title there is also a desire to create a ‘community’

among the group of students, in which as it has been said, all of them can and should participate.

As mentioned before, the main topic of this unit is going to be sports. Most students like watching or practicing different sports. Besides, sports gives people the opportunity to socialize either by talking about or by practicing them. For that reason, it is important for learners to know some vocabulary related to them. In addition, apart from dealing with that, students will work with modal verbs (*can*, *must* and *should*) which will help them to talk about rules and things that are necessary to know about.

To work on all this, this teaching unit will be divided into six different sessions, which have been designed to be carried out by the use of ICTs. All of them will be structured in a similar way. The activities proposed will follow the same format and will be presented in an organized and flashy way for students. That means that it will include different sections with its corresponding title, photos and cartoons to illustrate the tasks and quick links, among others.

3.6.2. MATERIALS AND RESOURCES

In order to develop the different sessions, the following materials are a must. That means that they will be needed so as to develop the lessons as expected:

- Internet connection
- Digital device: computers, laptops, tablets or mobile phones.
- Teaching unit designed (included in the annexes)
- Projector and whiteboard

Apart from this, the textbook and workbook used that year can also be used for the introduction and exploitation of activities, texts or games included in them.

In relation to the websites and platforms, the following ones will be used:

- Canva / PowerPoint: these free-to-use online graphic design tools will be used to create posters or infographics, fostering learners' creativity expression and organization of ideas or main concepts. When students employ this easy-to-use platform(s) in their projects, they will also find endless possibilities to create or get ideas of custom designs.

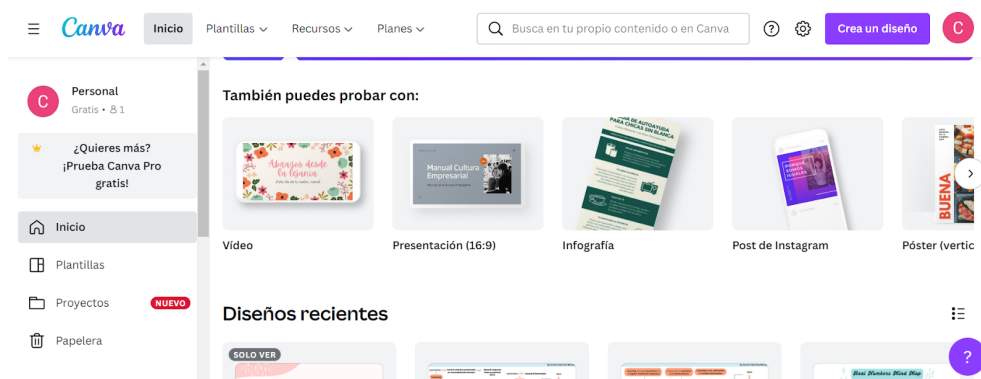


Image 1.

- Classroom: is going to be the main platform used in which all the materials and links will be uploaded and shared, facilitating the task of locating them to both the students and the teacher. Besides, it will also be another platform in which the students and the teacher can communicate through.

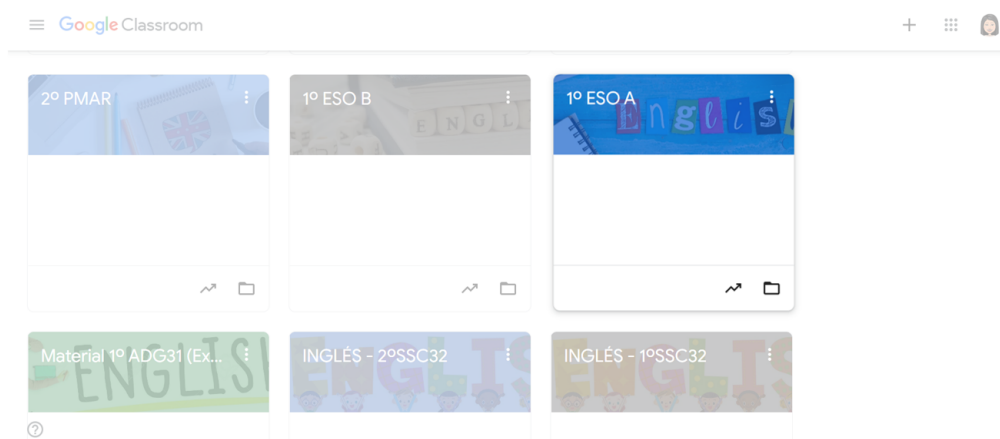


Image 2.

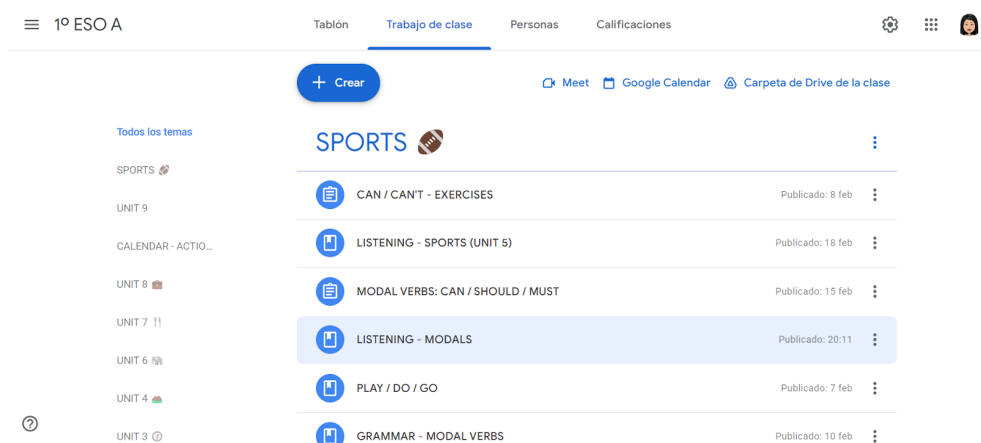


Image 3.

- Google Tools (Forms, Presentaciones, Gmail, Drive...): Google pack offered by the educational institution will be useful to communicate, follow and evaluate the people involved during the whole process as well as to store and share information, works and projects.

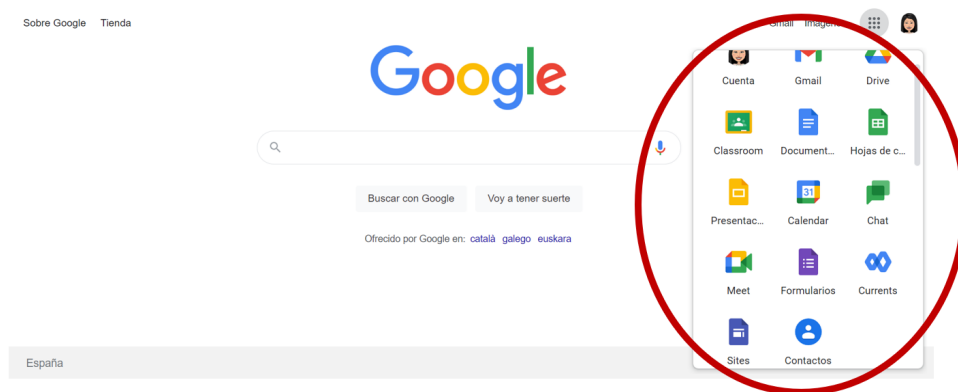


Image 4.

- Kahoot / Socrative: these game-based learning platforms will be helpful to motivate students to reinforce knowledge acquired in an entertaining and dynamic way. Furthermore, using this kind of platform promotes self-assessment in students. Besides, in the case of Kahoot, the “discover” section allows students and teachers to find more games from the desired theme. An example of something related with this teaching unit will be the following:

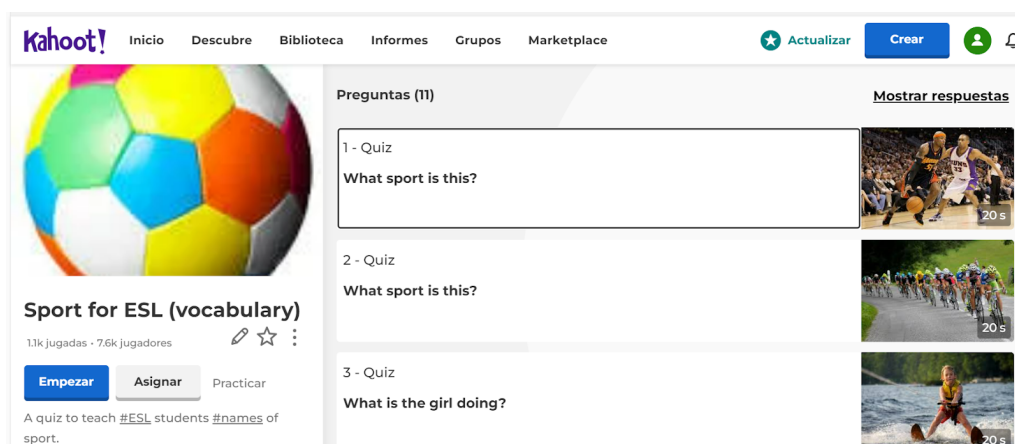


Image 5.

- LiveWorksheet / iSL Collective: thanks to the search machine that these platforms offer, the learners can have access to a wide variety of different worksheets to work on

the vocabulary, grammatical aspect and even activities to practice listening or reading of the topic they are studying or dealing with. Furthermore, another advantage is that they can get instant feedback and also send their answers to the teacher; who can track and monitor their students' progress.



Image 6.

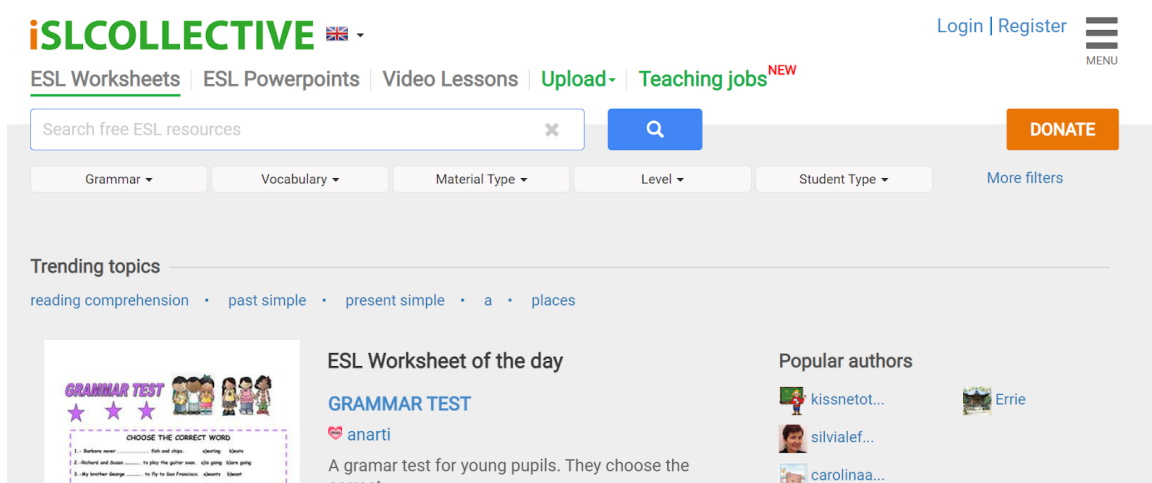


Image 7.

- Pinterest: this platform provides materials with ideas or recommendations to be discovered or used to get inspired by the students. In this case, students can have a look at other infographics and get ideas to create theirs.

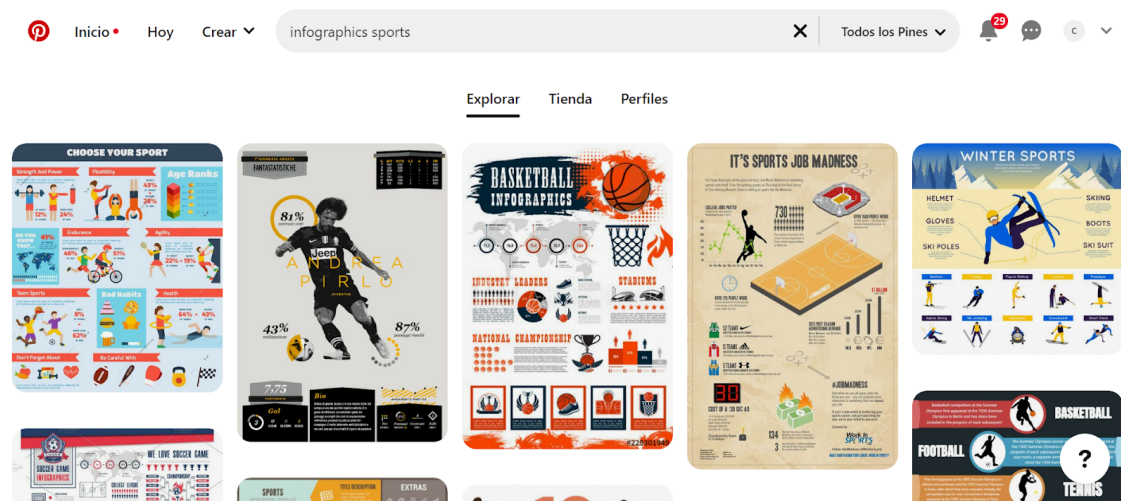


Image 8.

- Quizlet: it is a free website which includes flashcards. There are two modes: study and game; something that makes the task of learning and reinforcement of concepts easier. Thanks to the different levels, learners can choose the option that fits best and then raise the level of difficulty little by little. Apart from that, another advantage of this platform is that it also provides the option of working with listening and pronunciation. Students can do live activities individually or in groups, depending on the preferences of the teacher. Finally, one of the best things about it is that it can be used in the class and outside of it.

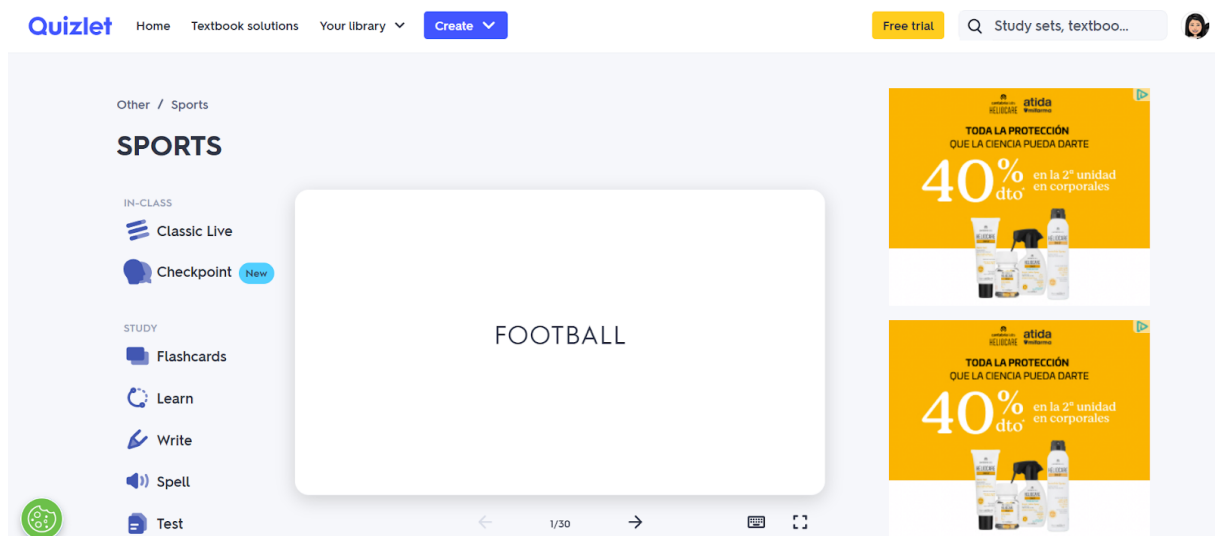


Image 9.

- Menti: thanks to this tool, sharing ideas in real time and in an organized and visual way, as creating a word cloud is, will be possible. It will give the opportunity to all students (from the shiest ones to the most extrovert) to participate in the activity.



Image 10.

- Wordreference / Cambridge Dictionary / Oxford Learner's Dictionaries / Howjsay: in order to improve students' knowledge, expand their vocabulary, check the word spelling or pronunciation, among other useful information, dictionaries will be a key tool throughout the lessons. Besides, by means of them, students' autonomy will be fostered.

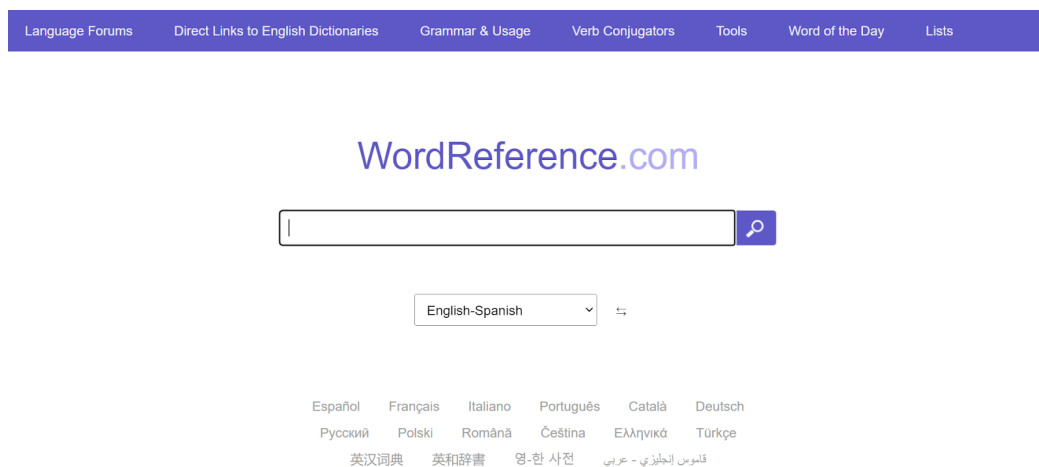


Image 11.

- YouTube: videos from this platform will be useful so as to reinforce teachers' explanations. They will be carefully chosen by the teacher and adapted to the level of students; reducing the speed of it or even using subtitles when needed. Thus, in this

way, this tool will help to work the oral comprehension skill in a more relaxed way. Furthermore, another advantage it has is that children will also be exposed to different accents and voices which is also a positive issue to work with. In this case, the videos that will be of personal interest will be the ones that deals with sports and modal verbs.

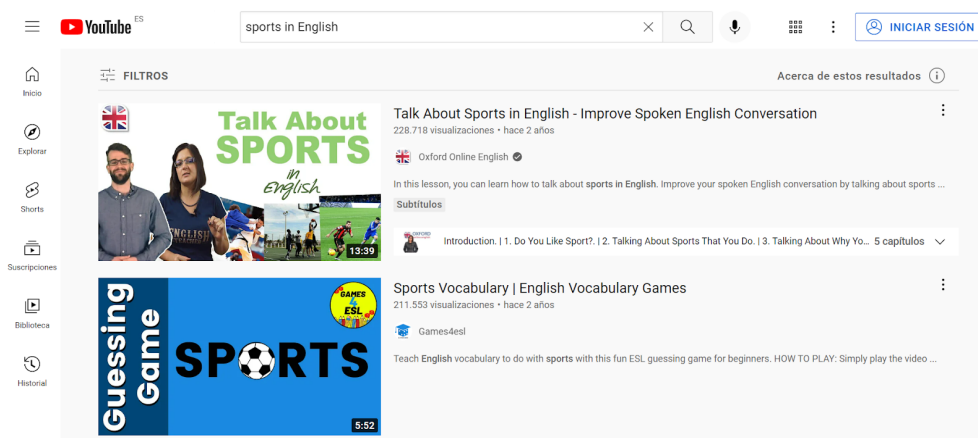


Image 12.

Finally, to conclude this section, it is important to highlight that thanks to these useful platforms students will be able to go back, repeat and continue with the learning process whenever or wherever they can or need.

3.6.3. SESSIONS

All the sessions will follow the same structure so as to create a framework for teachers in which they establish what their learners are expected to learn and the way they should go about doing so. The topic to deal with in all of them will be about sports and rules. The latter makes sense considering that the grammatical aspect is going to be about modal verbs. Besides, the use of ICT will be key so as to carry out the different sessions successfully.

Firstly, there is going to be a warm up in which students will get ready for the materials and skills they are going to deal with in the lesson. It will be their first contact with the content and knowledge, as well as with the target language, to be studied that day. It will take 10 minutes at the most.

After that, the focus of the lesson (vocabulary, grammar or the particular skill to be worked on) will be presented by means of the different activities proposed. These will include matching activities, true or false, multiple options or fill in the gaps. The aim of this is to

facilitate the task and engage a wider variety of types of learners. Due to the fact that this is the main part of the lesson, it is thought to take around 30 minutes.

Finally, to conclude the lesson, there are going to be some tasks related to the same topic they have been dealing with that day to ‘cool down’ and conclude the lesson. In this case, it will be the last 5 or 10 minutes of the lesson.

Considering all aspects expressed above, it can be seen how important the active role of the students will be, as well as the role of the teachers as facilitators and guides during the lessons. Furthermore, due to the fact that learners are the ones who will have that important role and the lessons will revolve around them, although there is an estimated time for each part, there will be flexibility to adapt to the learners’ working pace in each lesson.

Finally, it is important to clarify that although the contents have been classified according to the skill or topic of it, there is also an interrelation and integration between all the contents as well as a combination or mixture between them in some cases to promote communicative situations.

FIRST SESSION

In order to introduce the topic and the specific vocabulary, the first session will be focused on that.

FIRST SESSION	
Warm up	To introduce the topic and check which vocabulary students know, the teacher will use ‘Mentimeter’ so as to allow students to create a Live Word Cloud. After that, students will take notes of those words they do not know.
 WARM-UP: WORD CLOUD 1. Go to www.menti.com 2. Enter the code: 5384 1267 3. Write the name of sports in English.  Image 13.	

Development	Once the teacher has an idea which words children know and which ones they do not know, s/he will introduce the new vocabulary (together with the one they already know) using the website Quizlet. As it has a study mode and game mode, students will be able to review and, at the same time, reinforce the content.
VOCABULARY: SPORTS 1. Go to https://quizlet.com/_b6ow9o?x=1jq&i=47ep5q 2. Have a look at the flashcards. 3. Try the STUDY and GAME modes.	
Image 14.	
Cool down	To conclude, taking advantage of the in-class mode that Quizlet has, learners will be encouraged to keep working on vocabulary acquisition. In this case, following the format of a race in the “Classic Live” mode, students will be able to move forward when getting the right answer and move backward when failing. In addition, if there is enough time, it can also be played in groups thanks to the “random teams” mode that the platform offers.
Groupings	Individual, group.
Websites	Quizlet
Skills	Speaking, Listening

SECOND SESSION

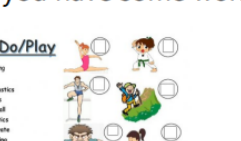
Once children know the specific vocabulary, it is time to work with a bit of grammar.

SECOND SESSION

Warm up	A YouTube Video (https://www.youtube.com/watch?v=yiZ88WatWvY) to introduce the grammar, together with the teacher's explanation will help the children to foster the grammatical features. Nevertheless, the video will be previously shared and students will be encouraged to watch it before the class.
	GRAMMAR: MODAL VERBS 1. Click on the following link and watch the video. https://www.youtube.com/watch?v=yiZ88WatWvY 2. Take notes and answer the following question: - When do we use should, can and must? Image 15.
Development	After having understood everything clearly, it is time to put the knowledge into practice. To do that, students will complete different worksheets from Liveworksheet that would have been previously selected by the teacher. Besides, using other materials from the same platform, they will also be encouraged to keep practicing and reinforcing not only grammatical aspects, but also other receptive skills (listening and reading).
	TIME TO PRACTICE! 1. Go to https://es.liveworksheets.com/ 2. Search for the topic you are interested in practice. In this case it can be sports (vocabulary) or can, must, should – modals (grammar). 3. Complete the different activities and check your answers / send answers to your teacher. Image 16.
Cool down	To finish this session, a Kahoot which includes vocabulary and grammar

contents studied so far will be displayed. It can be one created by the teacher or one created by other people. The first Kahoot would be individual, but if there is enough time, other Kahoots can be played and other modes can be chosen. Another option is to keep practicing grammar contents by using the platform of Socrative. In this case, they can do it in class or at home as students just need the code. In addition, to promote students autonomy in self-study, a list of different useful platforms will be provided at the end.
--

***Here you have some worksheets you can do.**



Go/Do/Play

1. _____ swimming
2. _____ page
3. _____ gymnastics
4. _____ tennis
5. _____ football
6. _____ entrance
7. _____ horse
8. _____ surfing
9. _____ night
10. _____ basketball
11. _____ game
12. _____ hiking
13. _____ volleyball
14. _____ skiing
15. _____ running



CAN OR CAN'T

Simon

Sam

Emily

COMPLETE WITH MUST, MUSTN'T, CAN, CAN'T, COULD, COULDN'T, SHOULD or SHOULDN'T

- Michael _____ wears. She's afraid of swimming.
- _____ breaks my homework. I had an accident with my bicycle.
- You _____ call the police if you see a thief.
- Lucy _____ read and write. She goes to school.
- You _____ make noise in the classroom.
- When you _____ talk on the phone while driving.
- If you are cold, you _____ drink something hot.
- It is _____ to be late.
- We _____ help her. She needs our help.
- She _____ help their mother.
- It is _____ to cross the road.
- She _____ and two more sisters.
- They _____ sing songs. I love singing.
- He _____ be late for school.
- She _____ answer a school question.
- We _____ cross when the lights are red.
- It is _____ to be late if you have to get up early tomorrow.
- She _____ walk until the age of two.
- She _____ watch too much TV.
- He _____ know his legs is broken.



LIVE WORKSHEETS

[https://es.liveworksheets.com/worksheets/en/English/as_a_Second_Language_\(ESL\)/Sports/Do_play_ay_go_%5E_sports_mi1859799nh](https://es.liveworksheets.com/worksheets/en/English/as_a_Second_Language_(ESL)/Sports/Do_play_ay_go_%5E_sports_mi1859799nh)

[https://es.liveworksheets.com/worksheets/en/English/as_a_Second_Language_\(ESL\)/Modal_verbs/can_or_cant_hk6230xe](https://es.liveworksheets.com/worksheets/en/English/as_a_Second_Language_(ESL)/Modal_verbs/can_or_cant_hk6230xe)

Image 17.

Groupings	Individual
Websites	YouTube, Liveworksheet and Kahoot
Skills	Listening

THIRD SESSION

The third session will be devoted to the practice of the Reading skill.

THIRD SESSION	
Warm up	“Who are these people?” In this activity, students will get to know some sportspeople. Firstly, they will be asked to answer whether they know them or not and try to guess which sports they are related to. If they do

	not know about them, they will try to guess which sports they are related to. After that, they will check whether they are right or wrong by reading a brief paragraph. Finally, important and useful information will be noted down. https://englishpracticetest.net/practice-ket-a2-reading-and-writing-test-03-with-answers/
	WHO ARE THEY? 1. Go to: https://englishpracticetest.net/practice-ket-a2-reading-and-writing-test-03-with-answers/ 2. Read 'Reading and Writing Part 2' and get to know more about them. 3. What other sportspeople do you know? Image 18.
Development	'At the swimming pool' is a A2 level text provided by the British Council. Students can read it online and also answer the questions at the same time they get instant feedback. https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/swimming-pool Moreover, they can use a dictionary such as Wordreference to look for those words they do not know.



READING

1. Read the swimming pool poster you have on the right.

<https://englishpracticetest.net/practice-ket-a2-reading-and-writing-test-03-with-answers/>

2. Do the exercises you can find when clicking on the image of the poster or on the link below and check your answers

<https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/swimming-pool>

3. Think about other places (gym, school,...) or sports and write the rules people must follow.

FLORIDA HOTEL SWIMMING POOL

OPENING HOURS:

Monday - Saturday	08:00 - 22:00
Sunday	09:00 - 17:00

No diving.

No running.

No eating or drinking in the pool.

Use the steps to go into the pool.

Children should be with an adult at all times.

Respect the lifeguard at all times.



REMEMBER: Use the dictionary for those words you don't know.

<https://www.wordreference.com/>



Image 19.

Cool down	In a shared document from Google Drive, which will be shared in the Classroom, students will take notes of new concepts or expressions they have learnt in the class. After that, following the example of what they have read, they will write rules that must be followed in other places (gym, school...).
Groupings	Individual, Group.
Websites	British Council, iSL Collective, Wordreference, Classroom, Google Drive
Skills	Reading, Writing

FOURTH SESSION

In the fourth session, students will be facilitated with some links to different websites that provide activities to practice listening skills. There are two options: play the audio through the speakers and then students answer the questions on their laptop at the same time or we ask our students to use their headphones and then, allow them to follow their own pace and repeat the times they need it.

FOURTH SESSION

Warm up

Students will answer a brief quiz (8 questions) in which they will see what kind of sportsperson they are.

<https://www.playbuzz.com/simonnet10/what-kind-of-sportsperson-are-you>

In pairs, students will share their results and will also be encouraged to ask and answer further questions related to the topic ('what sports do you like?', 'What do you prefer, practicing it or watching it?...')



QUIZ TIME! WHAT KIND OF SPORTSPERSON ARE YOU?

1. Go to...
<https://www.playbuzz.com/simonnet10/what-kind-of-sportsperson-are-you>
(... or click on the image on the right)
2. Answer the questions.
3. Have fun!



Image 20.

Development

'I love sports' is a A2 level audio provided by Cambridge English webpage. Students can listen to it online and also answer the questions at the same time they get instant feedback.

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a11055-i-love-sports>



LISTENING

1. Go to...
<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a11055-i-love-sports>
2. Click on "Start"
3. Listen and answer the questions it appears on the screen.

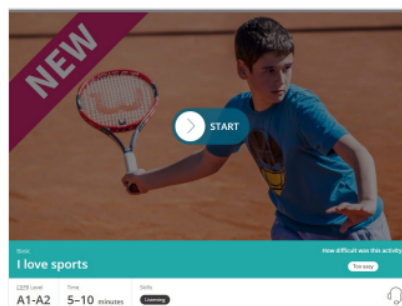


Image 21.

Cool down	Students will be facilitated with further listening materials so as to keep training and working their listening skills. In this case, different resources presenting different levels of difficulty will be provided.
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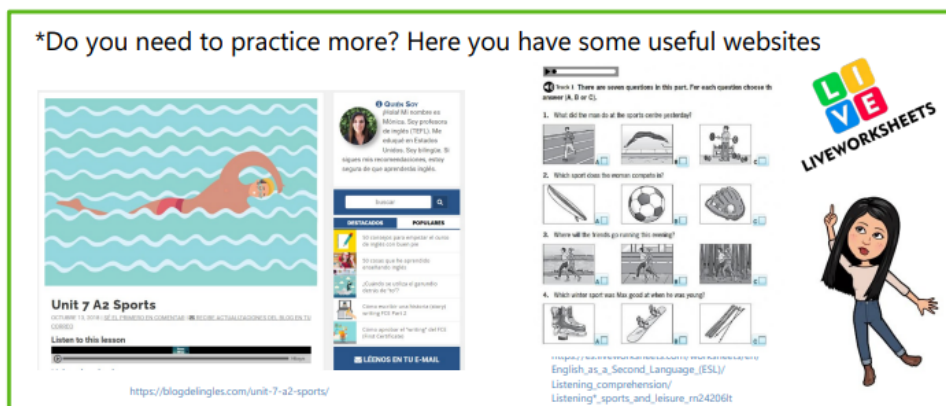


Image 22.

Groupings	Individual, Pair
Websites	Cambridge English
Skills	Listening

FIFTH SESSION

In this session, speaking and writing will be worked.

FIFTH SESSION	
Warm up	Projection in the whiteboard of a model of what they have to write. In this case, they will have to first create a basic infographic and then make a brief presentation explaining to their classmates what they have designed. The topic of it is going to be 'Let's talk about...'.



TIME TO CREATE!

1. Have a look at the following infographics.

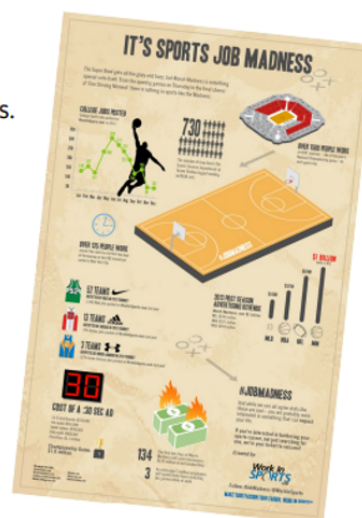


Image 23.

Development	Students will have to choose a sport. Then, they will have to create an infographic in which they will have to briefly explain the rules, the equipment needed, famous people that practice that sport, history and interesting data about it. If there is time, they can project their infographic on the whiteboard and make a short presentation. If not, they can record themselves and upload the video or audio and pictures of the infographic to the platform of Google Classroom.
Cool down	To finish this class, students will briefly evaluate their classmates' performance. To do that, they can use a Google Form (previously created and shared by the teacher) and register their feedback.
Groupings	Groups
Websites	Canva/PowerPoint, Classroom, Pinterest, Vocaroo
Skills	Writing, Speaking

SIXTH SESSION

In this session, the speaking skill, together with the pronunciation, will be worked in the lesson.

SIXTH SESSION

Warm up

First of all, students will try to pronounce some specific words that will be related to the unit they are studying. In order to make it more visual, apart from the written word, teachers can also display the phonetic symbol of the sound that is the main focus to work on.



PRONUNCIATION

1. Listen to the following sounds and repeat.



2. Select the correct phonetic symbol for each word. Search the word in a dictionary and complete the exercise.

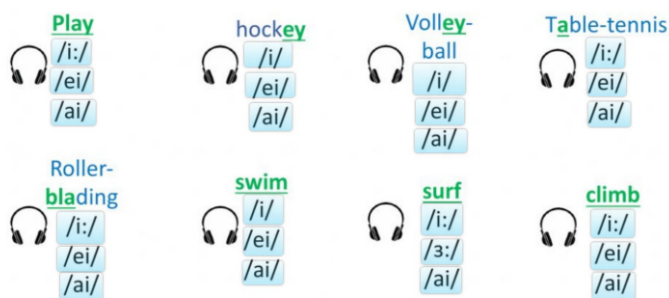


Image 24.

Development

Students will have to look up in the dictionary a list of words that the teacher will give them. To do that, they can make use of dictionaries such as Wordreference, Oxford Learner's Dictionary or Howjsay.

Cool down

In pairs or small groups, they can think of other examples of words that have the same sound. After that, changing pairs / groups, one person will read aloud his/her words to the classmate and the classmate will have to guess which sound the word has. They will exchange roles.

Groupings

Individual, pairs, groups

Websites

Wordreference, Cambridge Dictionary, Oxford Learner's Dictionary, Howjsay

Skills

Listening, Speaking

3.7. Evaluation

The measures here stated are reflected in Decree 98/2016, which regulates the evaluation and promotion of students in Extremadura in Secondary Education, as well as Order 23rd March, 2012, and Directive 6th April, 2017 from Secretary General of Education, together with Order ECD/65/2015 which establishes the relationship between contents, competences and evaluation criteria.

In this case, for this teaching unit, which present a level for 1st ESO, the following objectives have been selected:

BLOCK 1: COMPREHENSION OF ORAL TEXTS
- To identify essential information about general topics or one's individual field or interest. - To know and apply the most appropriate strategies for the comprehension of general meaning. - To identify common vocabulary related to general subjects. - To discriminate commonly used patterns of sound, stress, rhythm and intonation, and identify the general communicative meanings and intentions related to it

BLOCK 2. PRODUCTION OF ORAL TEXTS: EXPRESSION AND INTERACTION
- To produce brief and understandable texts. - To show control over a limited repertory of commonly used syntactic structures - To know and use a range of vocabulary for communicating brief, simple and direct information. - To pronounce and produce in a clear and intelligible manner, although sometimes the foreign accent is evident, or sporadic errors of pronunciation are committed provided that they do not interrupt communication, and although the interlocutors must occasionally request repetition. - To interact in a simple manner in clearly structured exchanges, employing formulae or simple gestures in order to take or cede the turn to speak, although depending to a large extent on the action of the interlocutor.

BLOCK 3: COMPREHENSION OF WRITTEN TEXTS

- To identify essential information, the most relevant points and important details in texts.
- To get familiarized with and know how to apply the most suitable strategies for understanding the general meaning, the essential information, the main ideas or the relevant details in a text.
- To identify common written vocabulary related to general matters or topics of personal interests.
- To identify the main orthographic, typographic and punctuation conventions, as well as commonly used abbreviations and symbols (e.g. %, @), and their associated meanings.

BLOCK 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSING AND INTERACTION

- To write, on paper or in an electronic format, brief and simple texts with a clear structure about day-to-day topics or topics of personal interest, in a formal, neutral or informal register, making adequate use of the basic resources of cohesion, the basic orthographic conventions and the most common punctuation signs, with a reasonable control of simple expressions and structures and common vocabulary.
- To know and apply suitable strategies in order to elaborate brief written texts with a simple structure
- To write brief and simple texts with a clear structure about day-to-day topics.
- To know and apply suitable strategies in order to elaborate brief written texts with a simple structure

3.7.1. Assessment Procedures and Tools

The assessment of the students' learning process will be continuous, summative and inclusive. Both student's progress in all areas of the curriculum and their degree of development achieved in relation to key competences will also be taken into consideration in the evaluation. For that reason, the following tools will be key during the process:

- Teacher's notebook: in which student's engagement, participation, behavior and work will be recorded. Besides, teacher's notes about
- Student's notebook: will also be key so as to see student's involvement in the study and daily work and the way they present and structure the contents.
- Portfolio: which will reunite all the projects and works that students do during the year.
- Checklist: that will be useful to verify that the aims are achieved.
- Rubrics of assessments: will be helpful for both, the teacher and the students, so as to indicate the achievement criteria that will determine and evaluate different tasks and tests. (See examples in the Appendices).
- Exams: will be designed according to the different features and learning styles of the group of students. In this case, there will be mid-term exams and final exams. The value of each task will be established according to the amount and importance of the content to be evaluated.

3.7.2. Grading Criteria

In this case, the global mark will be obtained from the following elements:

- Exams (50%): will be split into different skills. More particularly, Vocabulary and Grammar (15%), Listening (5%), Speaking (5%), Writing (15%) and Reading (10%)
- Portfolios (10%).
- Notebook (10%): at the end of every semester, there is going to be a revision of the student's notebook.
- Attitude (10%): behavior and collaboration to get good harmony in the class, facilitating the development of the lesson, will also be taken into consideration positively.
- Daily work (20%): participation, cooperation and engagement will be also part of the final mark.

In conclusion, not only one particular element such as the tests are taken into account, but also a continuous and daily work that learners do throughout the whole course. In the end, the aim of advocating for an evaluation of this type is to facilitate and “reward” the daily effort that some students with more difficulties may present.

3.7.3. Evaluation of the Teaching Process

In the field of teaching, it is important not only to evaluate but also be evaluated. For that reason and with the aim of identifying challenging areas, emphasizing gains, introducing changes and improvements for future lessons, students will also be able to evaluate their teacher's performance by means of a survey or a rubric.

On their part, it is also recommended for teachers to evaluate their own process and the results obtained throughout the course in a self-evaluation task. It can be based on their own perceptions, comparison from other academic year's results, expectations from the beginning of the year and the things achieved in the end.

3.8. Attention to Diversity

Every person is unique and when dealing with students it can be seen how not all of them learn in the same way and at the same pace. Within a class it is not strange to have students with different learning styles. For that reason, as it is reflected in Decree 228/2014, both the development of all students and personalized attention will be ensured in relation to the students' needs.

In order to attend to diversity, the following measures have been applied in this teaching unit:

- To organize all the information and sections in a clear way.
- To present different kinds of activities.
- To facilitate clear instructions within the different tasks.
- To provide links and all the materials they need in an easy and comfortable way.
- To provide reinforcement and extension activities.
- To facilitate useful resources that can be used for further training.
- To provide support.

Furthermore, apart from that, the teacher will also keep in mind the following measures:

- To create a structured, clear and safe learning environment.
- To establish different groups when needed.
- To use additional material or resources when needed so as to complement or clarify the contents.

Considering the above mentioned, to deal with diversity, this lesson plan provides a variety of output levels that would allow all students to take the same task but with different levels of difficulty. Besides, it is also flexible and the organization can vary depending on the

needs of students. Different groupings are thought to get the best of each student. For that reason, there will be from individual activities to pair and group activities.

Another measure taken to attend diversity is connected to the complementary tasks in which expansion and reinforcement activities are provided to all the students.

In the end, with all this there is an intention to cater for multiple intelligences (linguistic, kinaesthetic, logical-mathematical, interpersonal...), to attend different learning styles and put emphasis on learning to learn and thinking skills, allowing students to reflect and become better learners. For that reason, there will be a balance and a variety of different activity types throughout each lesson as well as a special attention to those learners with more difficulties.

4. LIMITATIONS OF THE STUDY

Before concluding, it is important not to forget some limitations that a teaching unit like the one presented in this work and mentioned in section 2.3 of this thesis may have.

Therefore, although to conduct lessons such as the ones designed above is not impossible, it is true that due to particular circumstances or context this lesson may not always be possible.

Nevertheless, as it is said “every problem has a solution”. Considering the different issues mentioned, it is easy to solve them if appropriate measures are taken. Thus, teaching aids, grants and training opportunities should be promoted and facilitated as far as possible. Moreover, there should also be a focus on raising awareness of the importance and benefits from the ICT, training to use them in a pedagogical way and investment to guarantee that every student has a digital device.

To conclude, it is important not to ignore that there may be some issues or limitations, but to know and face them. Because by being aware of the problems a lesson plan like this one may have can help the people involved in it to anticipate and solve them successfully.

5. CONCLUSION

Technologies and their impact in our lives is huge. For that reason, due to the importance of this topic the hypothesis this thesis revolves around the presentation and demonstration of a possible teaching unit in which ICT provides that engagement, support and motivation that students need when learning a foreign language. Nevertheless, in order to be successful it is important that people involved, specially the teachers, will be literate, trained and will know how to integrate it appropriately into the curriculum.

The creation and sharing of this original teaching unit aims to provide some materials that can be helpful and useful. If not used as a teaching unit, it can also be taken as a guide to conduct different lessons or used as extra work to reinforce or complement the in-class activities that students do. In that way, higher order thinking skills, creativity, autonomy and resolution among other factors can still be promoted in the learners.

For all the mentioned above, it is from the very beginning that the idea that supports the introduction of ICT in the classroom is stated thanks to the support of different experts on the field, current legislation and some studies conducted. Later, several advantages of the use of ICT in the classroom were presented. It was there, when based on the different points exposed it can be seen that not only students, but also teachers and families are benefited.

Once all that was clear, there was a whole section focused on the didactical proposal with all the issues it entails (contextualization, key competences, objectives, contents, methodology...). In this case, the material was designed for a 1st ESO group from a secondary school located in a town in the south west part of Extremadura. On its part, this particular institution is well prepared to carry out lessons such as the one proposed.

On the other hand, so as to provide meaningful material, the specific group of students, their needs and their aims at this level were taken into account. Thus, there was a combination of interests and objectives reflected in the law so as to get and ensure the maximum profits and effects on the learners.

The methodology which best fits in this kind of proposal was the one that includes learner's active participation, involvement in projects, collaboration with others, responsibility and autonomy.

Finally, to give form and put into practice all the above mentioned, the structure of the teaching proposal was developed. To plan that, it was necessary to take into account some criteria provided by the current education legislation, the school and the teachers.

In this particular case, the topic and the lexical and grammatical content were carefully chosen so as to meet the interest and needs of the learners. Sports and modals were presented, worked and reinforced by means of different interactive and online activities. Nevertheless, before explaining the organization of the different lessons, platforms and webs that will contribute to the teaching-learning process were presented.

At the end of this section the evaluation criteria is stated. In it, it is said that this proposal advocates for a continuous assessment in which not only exams/tests but also the daily work, teacher's observation and portfolios among others, will define the final mark.

The following section was focused on the attention to diversity and the importance of considering it; providing evidence that it was taken into account in the designing process. With these measures, it can clearly be seen how this lesson plan advocates for an inclusive classroom in which diversity is not a problem but a challenge that can be perfectly dealt with.

Finally, before concluding this work there was a section to present some limitations of the study. In the end, it is undeniable that there may be some inconveniences when conducting lessons which involve new technologies and the Internet. Nevertheless, when contrasting this last section with the previous one in which benefits were exposed, it was possible to reach the conclusion that the introduction and use of ICT in the classroom has more positive than negative results. In the end, ICT provides knowledge and resources which help students to keep learning and training beyond the class hours. Besides, it also allows teachers to track and monitor their progress whenever and wherever they want.

However, in order to be successful, it is important to highlight that collaboration among all the people involved in the teaching-learning process (students, teachers, families, school...) is key so as to achieve positive results for efficient language learning and teaching in the digital era.

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6.2. Legislation and Official Documents

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- Decree 228/2014, which states the measures for students' diversity in Extremadura
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- Order ECD/65/2015, which relates competences, contents and evaluation criteria.

Royal Decree 1105/2014 that establishes the curriculum for Secondary Education

6.3. Images

Image 1. Canva. Image created from a screenshot from the webpage
https://www.canva.com/es_419/

Image 2. Google Classroom. Image created from a screenshot from the webpage
<https://classroom.google.com/u/3/h>

Image 3. Google Classroom. Image created from a screenshot from the webpage
<https://classroom.google.com/u/3/h>

Image 4. Google Tools. Image created and edited from a screenshot from the webpage
<https://www.google.es/>

Image 5. Kahoot. Image created from a screenshot from the webpage
<https://create.kahoot.it/details/1dcb53f0-336d-4fa6-a9a9-0db4e9fb5a04>

Image 6. LiveWorksheet. Image created from a screenshot from the webpage
<https://es.liveworksheets.com/>

Image 7. iSLCollective. Image created from a screenshot from the webpage
<https://en.islcollective.com/>

Image 8. Pinterest. Image created from a screenshot from the webpage
[https://www.pinterest.es/search/pins/?q=infographics%20sports&rs=typed&term_meta\[\]=infographics%7Ctyped&term_meta\[\]=sports%7Ctyped](https://www.pinterest.es/search/pins/?q=infographics%20sports&rs=typed&term_meta[]=infographics%7Ctyped&term_meta[]=sports%7Ctyped)

Image 9. Quizlet. Image created from a screenshot from the webpage
<https://quizlet.com/es/676367196/sports-flash-cards/>

Image 10. Sports Word Cloud. Image taken from
https://www.123rf.com/photo_21151899_sports-word-cloud.html

Image 11. WordReference. Image created from a screenshot from the webpage
<https://www.wordreference.com/>

Image 12. YouTube. Image created from a screenshot from the webpage
https://www.youtube.com/results?search_query=sports+in+English

Image 13. Image created from a screenshot from own designed material.

Image 14. Image created from a screenshot from own designed material.

Image 15. Image created from a screenshot from own designed material.

Image 16. Image created from a screenshot from own designed material.

Image 17. Image created from a screenshot from own designed material.

Image 18. Image created from a screenshot from own designed material.

Image 19. Image created from a screenshot from own designed material.

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Image 23. Image created from a screenshot from own designed material.

Image 24. Image created from a screenshot from own designed material.

6.4. Webs and Tools

Microsoft Office

Google Tools

Open Office

7. APPENDICES

LET'S PLAY TOGETHER!



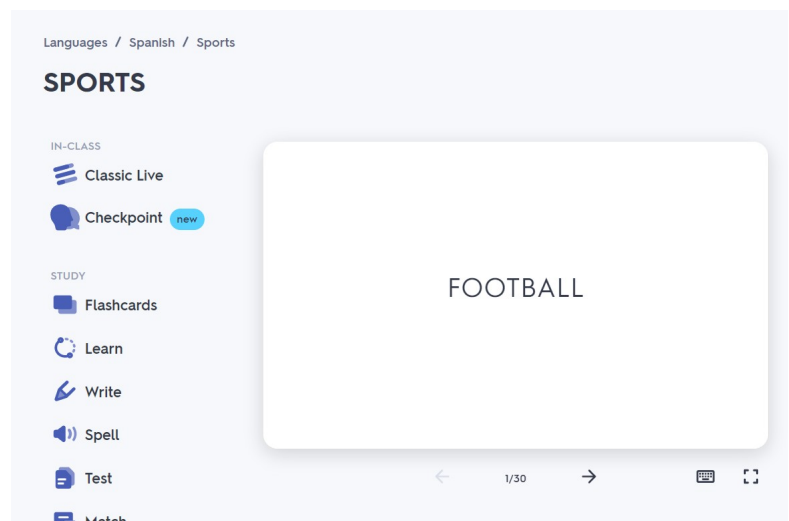
WARM-UP: WORD CLOUD

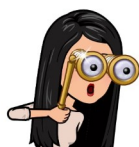
1. Go to
www.menti.com
2. Enter the code:
5384 1267
3. Write the name of sports in English.



VOCABULARY: SPORTS

1. Go to
https://quizlet.com/_b6ow9o?x=1jq&t=47epsq
2. Have a look at the flashcards.
3. Try the STUDY and GAME modes.

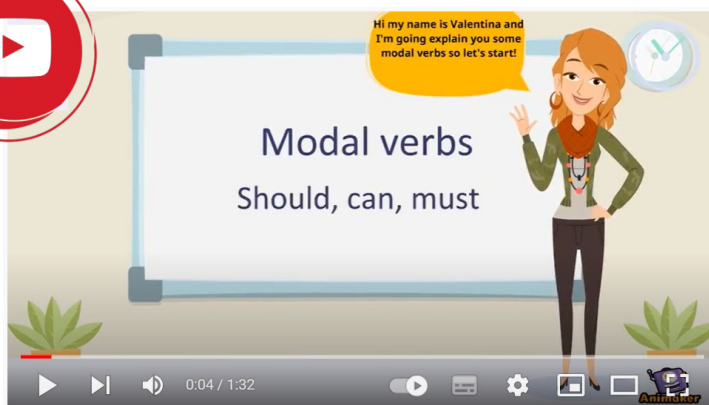




GRAMMAR: MODAL VERBS

1. Click on the following link and watch the video.

<https://www.youtube.com/watch?v=yiZ88WatWvY>



Modal verbs Should, can, must

2. Take notes and answer the following question:

- When do we use should, can and must?



TIME TO PRACTICE!

1. Go to

<https://es.liveworksheets.com/>

2. Search for the topic you are interested in practice. In this case it can be sports (vocabulary) or can, must, should – modals (grammar).

3. Complete the different activities and check your answers / send answers to your teacher.

*Here you have some worksheets you can do.



[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Sports/Do_play_sports_mi1859799nh](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Sports/Do_play_sports_mi1859799nh)



[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Modal_verbs/Can_or_Can't_hk6230xe](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Modal_verbs/Can_or_Can't_hk6230xe)

COMPLETE WITH MUST, MUSTN'T, CAN, CAN'T, COULD, COULDN'T, SHOULD OR SHOUL'D

- Melissa swim. She's afraid of swimming.
- Lucia finish my homework. I had an accident with my bicycle.
- You call the police if you see a thief.
- Lucia read and write. She goes to school.
- You make noise in the classroom.
- They talk on the phone while driving.
- If you are cold, you drink something hot.
- A turtle fly.
- We help her. She needs our help.
- They help their mother.
- A monkey climb trees.
- We eat too many sweets.
- I sing songs. I love singing.
- They be late for school.
- We wear a school uniform.
- We cross when the lights are red.
- You go to bed late if you have to get up early next morning.
- I walk until the age of two.
- She watch too much TV.
- Rob dance. His leg is broken.



[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Modals/MUST,_MUSTN'T,%E2%80%99T,_CAN,_CAN%E2%80%99T,_COULD,%E2%80%99T,_SHOULD_or,_SHOUL%E2%80%99T_a606567bu](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Modals/MUST,_MUSTN'T,%E2%80%99T,_CAN,_CAN%E2%80%99T,_COULD,%E2%80%99T,_SHOULD_or,_SHOUL%E2%80%99T_a606567bu)



TIME TO REVIEW!

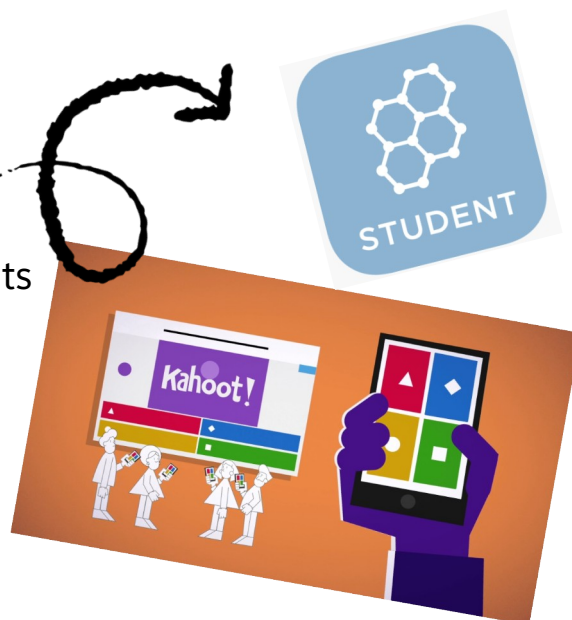
1. Go to:

Kahoot (<https://kahoot.it/>) or Socrative Students (<https://b.socrative.com/login/student/>)

*Or click on the pictures on the right

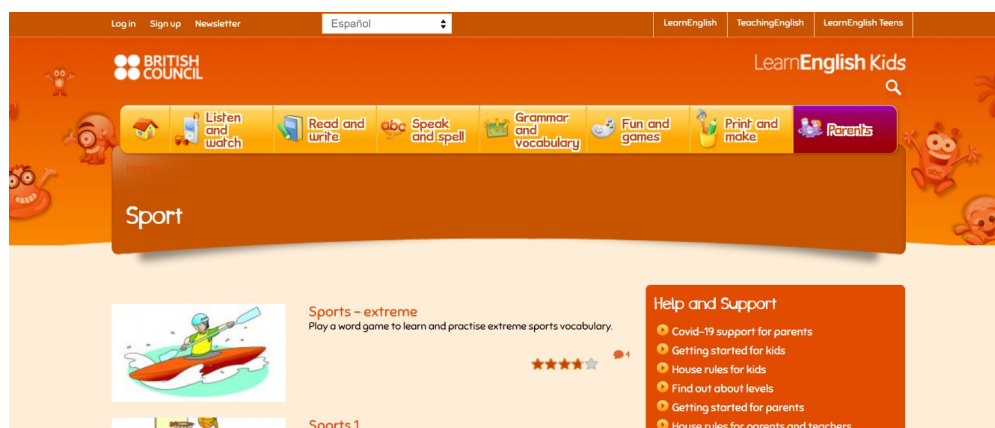
2. Enter the Game PIN your teacher will write on the board

3. Have fun!

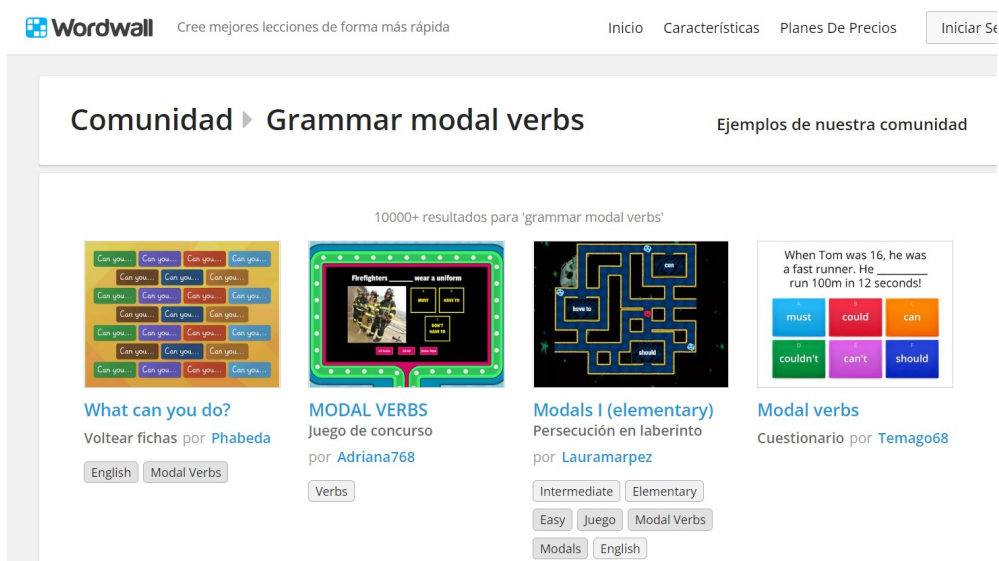


DO YOU STILL NEED MORE PRACTICE?

Keep practicing or reinforcing knowledge. Here you have some useful websites. Click on the image and go to the webpage.



<https://learnenglishkids.britishcouncil.org/es/category/topics/sport>



<https://wordwall.net/es-es/community/grammar-modal-verbs>





WHO ARE THEY?

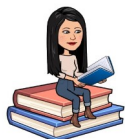


1. Go to:

<https://englishpracticetest.net/practice-ket-a2-reading-and-writing-test-03-with-answers/>

2. Read 'Reading and Writing Part 2' and get to know more about them.

3. What other sportspeople do you know?



READING

1. Read the swimming pool poster you have on the right.

<https://englishpracticetest.net/practice-ket-a2-reading-and-writing-test-03-with-answers/>

2. Do the exercises you can find when clicking on the image of the poster or on the link below and check your answers

<https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/swimming-pool>

3. Think about other places (gym, school,...) or sports and write the rules people must follow.

FLORIDA HOTEL SWIMMING POOL

OPENING HOURS:
Monday - Saturday 08:00 - 22:00
Sunday 09:00 - 17:00

 **No diving.**

 **No running.**

 **No eating or drinking in the pool.**

 **Use the steps to go into the pool.**

 **Children should be with an adult at all times.**

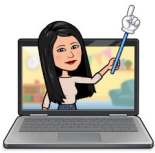
 **Respect the lifeguard at all times.**



REMEMBER: Use the dictionary for those words you don't know.

<https://www.wordreference.com/>





QUIZ TIME! WHAT KIND OF SPORTSPERSON ARE YOU?

1. Go to...

<https://www.playbuzz.com/simonnet10/what-kind-of-sportsperson-are-you>

(... or click on the image on the right)

2. Answer the questions.

3. Have fun!



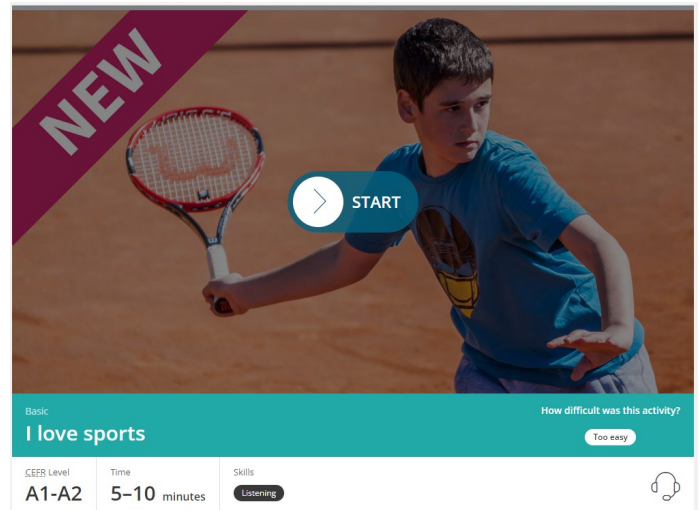
LISTENING

1. Go to...

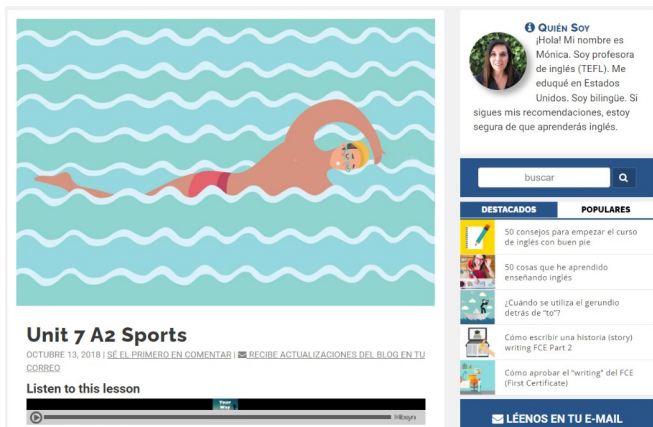
<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1l055-i-love-sports>

2. Click on "Start"

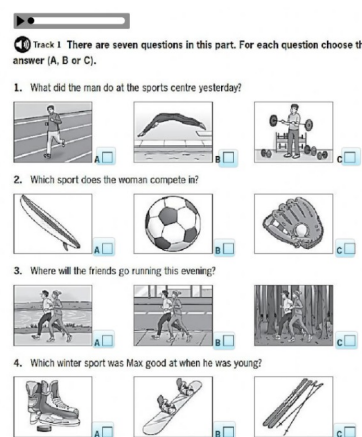
3. Listen and answer the questions it appears on the screen.



*Do you need to practice more? Here you have some useful websites



<https://blogdelingles.com/unit-7-a2-sports/>



[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Listening_comprehension/Listening_sports_and_leisure_rn24206t](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Listening_sports_and_leisure_rn24206t)

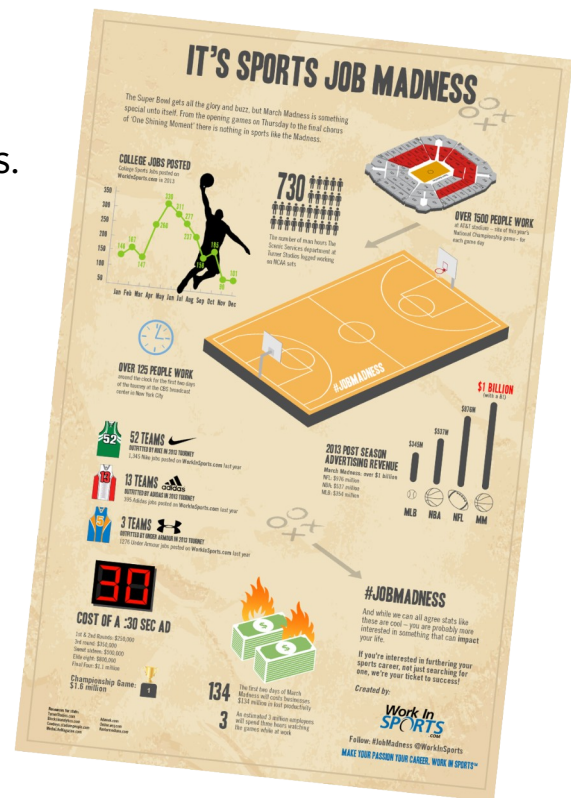
LIVE
WORKSHEETS





TIME TO CREATE!

1. Have a look at the following infographics.



*You can also find other ideas and examples in Pinterest.

<https://www.pinterest.es/>

(... or click on the image on the right)



2. In groups of 3 or 4 people, choose a sport and create an infographic, whose title is going to be 'Let's talk about...'. Include the following information:

- Name of the sport
- Rules
- Equipment
- Famous people (on that sport)
- History
- Interesting facts
- Benefits of practicing it



3. Give a brief presentation in front of your classmates. If there is no time, record yourselves and upload the video in Google Classroom.

(You can use this web)

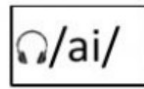
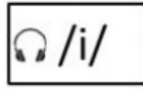
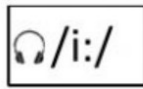


Google Classroom

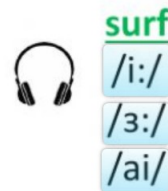


PRONUNCIATION

1. Listen to the following sounds and repeat.



2. Select the correct phonetic symbol for each word. Search the word in a dictionary and complete the exercise.

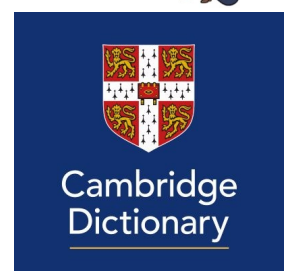
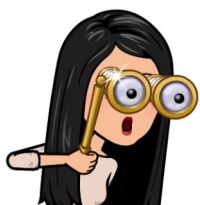


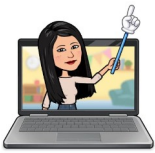
3. In pairs, can you think about words with the same sound?

*Click in the link below to go to the worksheet.

[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Phonetics/Phonetics_-_sports_kz729603mp](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Phonetics/Phonetics_-_sports_kz729603mp)

*Here you have some dictionaries you can use to do the activities above. Click on the image to go to the webpage.





GAME: WHO AM I THINKING ABOUT?



Roger
Federer



Lionel Messi
Paris Saint-...



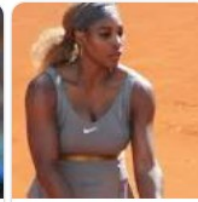
Tiger Woods



Usain Bolt



Cristiano
Ronaldo
Manchester...



Serena
Williams



Pelé
Santos Fút...



Michael
Phelps



Michael
Jordan
Chicago Bulls



Steve
Redgrave
Great Britai...



Nadia
Comăneci



Rafael Nadal



Steffi Graf



David
Beckham
Selección d...

How many people from the pictures above do you know?

Look for information about the sports they practice, the country they live and other curious facts (children, achievement,...) and write a brief description. It can include physical traits, personal details, achievements... all you know about him / her.

In pairs or small groups, read your description and let your classmates the opportunity to guess the famous sportsperson.

*You can choose another person who is not in the pictures above. But it must be a sportsperson.

*You can search for information on WIKIPEDIA

WIKIPEDIA
The Free Encyclopedia





RUBRICS FOR ASSESSMENT

Check out how you are going to be evaluated. Click on the following previews and get access to them. You can also use them to check your own progress or your classmates' progress.

This preview shows three sections of the rubric:

- Vocabulary ***: A scale from 1 to 5. 1: Limited variety of vocabulary and expression with many errors and repetitions. 5: Correct choice and use of variety of vocabulary and expressions.
- Cohesion and coherence ***: A scale from 1 to 5. 1: No response to the task. Limited relevant information. Incoherent. 5: Correct response to the task. The main ideas are clear and detailed with a variety of linking words.
- Organization (sentences and paragraphs) ***: A scale from 1 to 5. 1: A lot of errors in the structure of the sentences and the organization of the paragraphs. Difficult to follow. 5: Sentences and paragraphs are well structured and complete. Variety of structures.

PRODUCTION OF ORAL & WRITTEN TEXTS (WRITING / SPEAKING RUBRIC)

<https://forms.gle/ZkP9yhgnFCFvZ4hW6>



RECEPTION OF ORAL & WRITTEN TEXTS

(LISTENING / READING RUBRIC)

<https://forms.gle/cdFa2MEuaYRgjjZe8>



This preview shows three sections of the rubric:

- Comprehension ***: A scale from 1 to 5. 1: The student has difficulty understanding or remembering most parts of the story. 5: The student understands the whole story and can answer the questions about it.
- Listening / Reading ***: A scale from 1 to 5. 1: The student interrupts often by making noise or comments that are distracting or is simply not focused on the task. 5: The student listens quietly, does not interrupt and is focused on the task.
- Participation ***: A scale from 1 to 5. 1: The student does not willingly participate in the activities or does not show interest in it. 5: The student routinely volunteers answer to questions and try to answer questions s/he is asked.