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EXPLORING THE USE OF THE TASK-BASED APPROACH IN THE EFL CLASS: A DIDACTIC PROPOSAL

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Abstract

This paper intends to examine the multiple dimensions of the Task-Based Approach due to its noticeable increasing popularity in EFL teaching. For this purpose, this paper explores the advantages and disadvantages the Task-Based Approach has in comparison to other methods and approaches, its implementation in the current education system in Spain and the treatment of the four language skills. Additionally, we will focus on the importance of the use of authentic material and the numerous advantages of collaborative working in this approach. Finally, we will include a practical example that consists of an integrated didactic unit for a secondary class in the 3rd year of Compulsory Secondary Education.

Key words: Task-based Approach, second language learning, skills, authentic material, collaborative working, incidental learning, Communicative Approach.

Resumen

Este documento pretende examinar las múltiples dimensiones del enfoque por tareas debido a su evidente creciente popularidad en la enseñanza del inglés como lengua extranjera. Para ello, dicho documento explora las ventajas y desventajas que tiene el enfoque por tareas en comparación con otros métodos y enfoques, su aplicación en el sistema educativo español actual y el tratamiento de las cuatro destrezas del idioma. Además, nos enfocaremos en la importancia del uso de material auténtico y las numerosas ventajas del trabajo colaborativo en este enfoque. Finalmente, incluiremos un ejemplo práctico que consiste en una unidad didáctica integrada para una clase de 3º de ESO.

Palabras clave: enfoque por tareas, aprendizaje de la segunda lengua, destrezas, material auténtico, trabajo colaborativo, aprendizaje incidental, enfoque comunicativo.

1. INTRODUCTION

There are countless reasons that lead us to want to know more about the Task-Based Approach. One of the most important reasons is that it is extensively used in schools and language schools all over the world at present, therefore every new opinion or conclusion on its strengths and weaknesses is worthwhile.

According to Richards & Rodgers (2014), the trends in second language teaching have changed along the years. Before the 19th century, language teaching methodologies were not as specific as the ones we use now and they followed two types of approaches: one focusing on use (being able to communicate using an L2), and another one focusing on language analysis (basically learning grammar and structures).

In ancient times, both Greek and Latin were used as 'lingua franca' by educated people. For this purpose, teachers at that time probably used direct approaches and activities based on form and meaning. Thus, we can say at that time the focus was on the use of languages rather than on analysis.

Later, during the Renaissance, the formal study of the grammars of Greek and Latin became popular through the mass production made possible by the invention of the printing press by Gutenberg. As we can infer, this time the focus was on grammar and structures. However, students of the time were unable of using the language for communication purposes.

In the 17th century the focus changed again to utility due to the fact that European languages had become highly used. Because of trade, there was increasing interaction between people of different countries so there was high demand. One of the most important theorists of that time was Jan Comenius who had his theories published and have been spread over the years. For this reason, his teaching techniques based on imitation are well-known all around the world.

At a later time, during the early years of the 19th century, the study of grammar was again in vogue. The study of classical Latin was implemented in universities and schools all over Europe. The approach used was the Grammar-Translation Method and it was used for teaching Latin as well as other modern languages. This method resulted in students' inability

to use the language in the majority of the cases so there was need to find approaches to satisfy student's requirements.

From the very beginning of the 20th century, the first modern approaches flourished in reaction to the previous ones. As Richards & Rodgers (2014) mention, these were, for instance, the Direct Method, which advocated for a way of teaching in which only the target language was allowed in class, or the Reading Approach. In the 1930s and 40s ordinary people did not have many opportunities to travel so they did not feel it was necessary to be able to speak a second language. It was considered useful only for reading foreign masterpieces. That is why the Reading Approach started to acquire importance.

Immediately after the previous methods, during the first quarter of the 20th century, the first scientifically-based approaches arose. First of all, it was the Situational Approach, which made great emphasis on the representation and practice of the target language in specific situations. Then, the Audio-Lingual Method, which proposes learning from the spoken language as the Direct Method had previously suggested. We can also find the Cognitive Approach, based on Chomsky's theories in which language learning is seen as rule acquisition.

The Affective-Humanistic Approach reacts against all the previously mentioned approaches and it emphasises the respect for the individual and the elimination of the affective barrier that does not allow students to improve their mastery of the target language. In addition, we can mention the Comprehension-Based Approach, which assumes that 2nd language learning occurs in the same way as we acquire our mother tongue. Finally, the most recent one, the Communicative Approach, developed in the 1960s by theorists who thought the main role of a language is to allow communication among its users.

One of the latest trends in Second Language Learning is the Task-Based Approach which, according to Ellis (2009), could be considered as a continuation of the Communicative Approach. The main **objectives** of this paper are to explore the Task-Based Approach, to revise its psycholinguistic rationale, to explore the advantages and disadvantages of the Task-Based Approach and to contrast it to other approaches such as Presentation-Practice-Production (onwards PPP). Additionally, we will study its implementation in secondary

schools and present a practical example that can be used in the classroom. Finally, conclusions of the strengths of this approach concerning language acquisition will be drawn.

2. THE TASK-BASED APPROACH

2.1. Stages of the task-based approach

As it can be inferred from its own name, in the Task-Based Approach the sessions are based on a central task which determines what students learn. For this reason, it is fundamental for teachers to have the ability to choose tasks that are appropriate for students and within their likes and interests. The most important aspect for students is to complete the final task but for this purpose, they must follow certain stages as described by Willis (2009).

First of all, the topic is introduced and students are given instructions on what they are required for doing the task. It is a good idea to provide them with a model in order to clarify the instructions given. This pre-task stage may also include several sessions which will cover items the students could require for the task such as vocabulary, grammar, etc. in the form of texts, videos or recordings.

During the task, students (individually, in pairs or in groups) plan what must be done for its completion. They must make use of the items that have been taught and practised during the pre-task stage. The teacher's main role is to monitor and give students support by encouraging or solving doubts.

Once the task has been completed, and usually presented in front of the class, students receive feedback from the teacher and also from other students, for instance using rubrics or questionnaires.

2.2. Types of activities in tasks

According to Prabhu (1987) every task involves problem-solution activities and the author identifies three types of information gaps that characterize three different types of activities:

The first one we are dealing with is called *information-gap* activity in which students need to exchange information in order to complete a task. For instance, in an activity in pairs, a student has only part of the information he/she needs and the other students have information to help. They both must communicate orally to convey meaning and finally complete the task.

Then, we can find the so-called *reasoning-gap* activity in which students must infer meaning from the information they have been given. To do so, students use processes such as deduction or practical reasoning. For example, in an activity in which a group or students are given a bus timetable to visit a city and they must choose which one is the best to suit their planning.

Finally, we have the *opinion-gap* activity which asks students to give their personal view or feelings about a specific topic. A good example of this would be an activity in which students are asked to comment on the topic of youth unemployment and suggest possible solutions.

2.3. Psycholinguistic rationale for Task-Based pedagogy

As we can read in Jiménez Raya (2009:13-17), the main objective of the Task Based Approach is the students' development of *implicit knowledge*. According to Berry & Dienes (1993: 15-16), *implicit knowledge* can be defined as the knowledge that is not *explicit*; the one that is focused on knowing how to do something. In contrast, *explicit knowledge* is the type of knowledge that is codified and saved in any media, for instance the information we find in an atlas or encyclopaedia. In other words, the Task Based Approach offers students the opportunity to learn implicitly, without saying specifically which the learning objectives are. Students engage in a task and this leads to incidental language learning, without students being aware. However, *implicit learning* may require also certain amount of attention and interest which will determine the performance of students.

One of the roles of teachers is to facilitate students' implicit learning and for this purpose, they should be able to provide students with meaningful experiences in order to draw students' attention. According to Ellis (2009: 227), "this can best be achieved by providing learners with opportunities to experience the L2 as a communicative tool".

2.4. The Task-Based Approach in comparison to Presentation-Practise-Production (PPP)

The PPP method has its origins in audiolingualism and for many years it has been a popular approach for L2 learning. Although it may seem obvious, we are going to present the different stages of PPP described by Herrin (2009). The first stage of this method is the presentation. The teacher is in charge of presenting an aspect of language, normally in context, to facilitate understanding. The role of students is simple since the only thing they have to do is paying attention to received instruction. The second stage is practice; students are asked to do controlled production activities that allow them to practise and become familiar with this aspect of language. Some typical activities are fill-in-the-gap or multiple choice questions. During this stage, the teacher assists students to ensure they fulfil the objectives. Finally, in the production stage, students should use the previously mentioned aspect of language in context in free-production activities.

Apart from the structure, it is possible to find more differences between PPP and the Task-Based Approach, following Herrin (2009). One of these differences is the role of the teacher. In Task-Based learning the main role of the teacher is to select the task and sequence the work that must be done by students; however, in PPP the teacher presents the information, provides activities and conducts practice.

In addition, in Task-Based learning, the focus is on meaning and fluency, and the accuracy is later emphasized in the feedback stage. Errors are tolerated and they are even seen as a sign of higher evolution. In PPP the focus is on form and accuracy, the main objective is to produce form correctly.

Another difference we can find between these two approaches is that in Task-Based learning creativity is fostered by allowing students to feel free to use language learned from other lessons, but in PPP students have limited choices since they must focus only on the language item they are learning and this could discourage them from experimenting by themselves.

Additionally, PPP may be considered artificial since there is little true free practice exercises; the vast majority of them are planned by the teacher and focused on accuracy. On the other

hand, exercises in the Task-Based approach are considered more natural since they want students to pay special attention to both fluency and accuracy.

Finally, it is important to mention that authenticity is highly present in the Task-Based approach, since students are encouraged to work with real material while in PPP students normally work with material which is adapted to their necessities. This often results in students' inability to deal with real language.

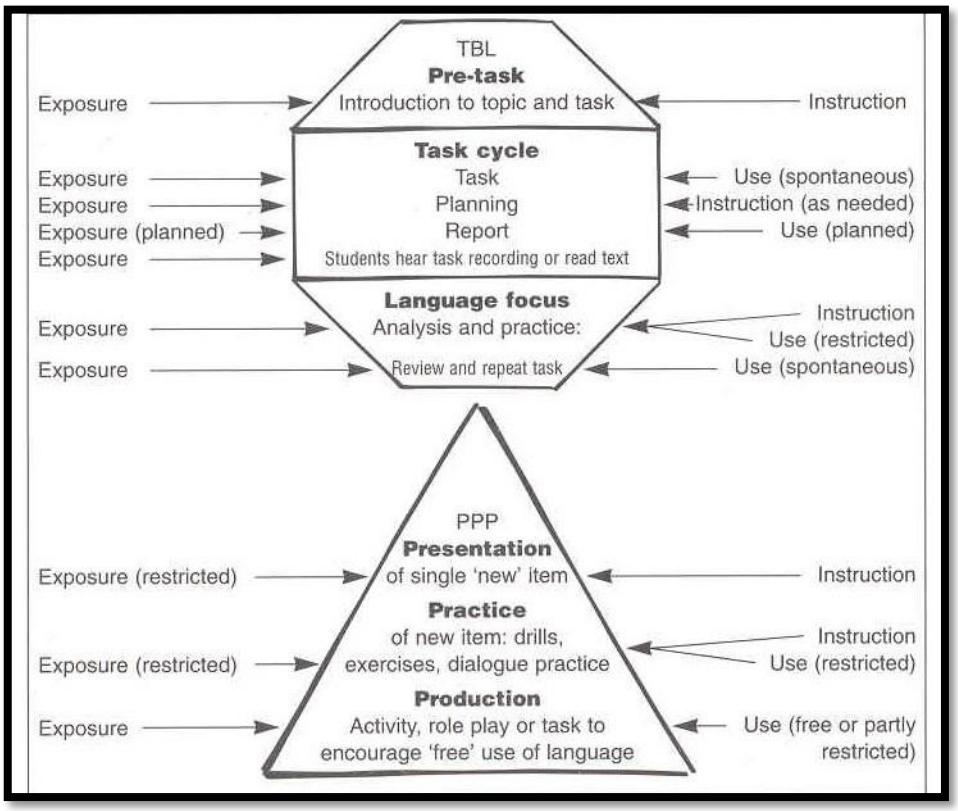

Figure 1: Two diagrams showing how Task-Based Learning (TBL) and Presentation Practice Production (PPP) work (Herrin, 2009: 4)

3. THE INTEGRATION OF THE TASK-BASED APPROACH IN CLASS

The integration of the Task-Based Approach in class is an issue that has been largely discussed by many theorists and teachers. In the following sections some characteristics of the integration of the Task-Based Approach will be presented and studied in depth.

3.1. Advantages of the Task-Based Approach

As we can infer after having read the previous sections of this paper, the Task-Based Approach can provide both teachers and learners a great number of advantages. The Task-Based Approach gives learners the chance of improving speaking, reading, listening and writing skills by using meaningful projects that help learners get involved in a realistic use of the language. They are given the possibility of using English and learning is seen as tool for exploring the multiple uses of language, for instance by solving problems or doing projects.

Nunan (1999) insists on the idea of integrating the four skills by stating that in order to complete a task successfully; learners must use speaking, listening, reading and writing. This approach enhances real-life work that allows practising language in all senses by accomplishing tasks that are related to daily life.

Authenticity is another advantage of this approach. For the purpose of producing authentic English, it is necessary to create and promote realistic assignments that require the use of real English. The tasks should meet the needs of the students and be a tool for them to develop the four main skills. This help means doing exercises in class that allow them to accomplish the final task.

Ellis (2009) distinguishes the Task-Based Approach from other teaching methods. As Nunan (1999), he states that this approach focuses on the integration of language learning. During the development of the task, learners must conduct activities using their creativity, infer meaning from reading activities and listening activities, and finally communicate their ideas both orally and written. It lets students manipulate, produce language and interact with others in class.

Below, we present a chart summarizing the advantages of the Task-Based Approach:

Advantages of the Task-Based Approach
It offers student the opportunity to improve spoken, reading, listening and written language.
It makes use of meaningful assignments that make learners get involved in the practical use of language.
The four skills are integrated in order to complete a task successfully.
Learning is seen as a way to explore language and its uses.
Realistic assignments are created to promote the use of authentic English.
It enhances creativity.

Figure 2: A chart summarizing the advantages of the Task-Based Approach.

3.2. Difficulties of the implementation of the Task-Based Approach in Secondary Schools.

As it occurs in many other approaches, there may emerge some drawbacks while implementing the Task-Based Approach. It is possible to find some difficulties mainly related to teachers, students and its structure.

Following Ellis (2009), sometimes the teacher's proficiency could lead to a lack of confidence in the target language and the input received by students might not be appropriate. Besides, the role of the teacher in this approach is quite different from the most conventional one. In the Task-Based Approach, the teacher is seen as a participant too. He/she is in charge of choosing the task and guiding the learners giving them autonomy. Another possible difficulty on the part of the teacher may be his/her inability to manage task-based lessons in classes with a high rate of students. This becomes especially tough when students are asked to work in groups. Finally, assessing tasks is not easy since creating clear closed outcomes to evaluate a task is quite difficult for teachers.

Ellis (2009) also mentions the problems related to students. One of these main problems regarding students is the different students' levels we can find in the same class. This might be solved by using input-based tasks in the pre-task stage. These activities provide a foundation for later development of the task. Another real problem is the way students assume the learning of the target language, since most of them are already used to more traditional approaches, so they might not cope well with the new way of learning. Eventually, it is interesting to mention the fact that students might not be aware of what they are learning, since as it has been previously seen, learning is incidental rather than intentional.

According to Ellis (2009), there are also structural problems related to the educational systems. For example, in secondary schools, teachers are required to teach a specific syllabus that is mainly based on lists of vocabulary and grammatical items. Due to the compulsory nature of this, they prefer to teach the specific items of the syllabus rather than being creative and using tasks that are indirectly related to vocabulary and grammar items.

All the previous disadvantages are represented in the following chart:

Disadvantages of the implementation of the Task-Based Approach in Secondary Schools		
Teachers	Students	Structural
The teacher's proficiency could pose limitations to the input received by students.	Students with different levels in the same class.	Educational systems have a compulsory syllabus, so teachers prefer to teach the specific items of the syllabus rather than being creative and using tasks that are indirectly related to vocabulary and
The teacher must get used to the new role of the teacher in this approach, which is quite different from the traditional role of instructor.	The way students need to assume the learning of the target language in a new way, forgetting traditional methods.	

Teachers' inability to manage task-based lessons in classes with a high rate of students, especially when students work in groups.	Students might not be aware of what they are learning due to incidental learning.	grammar items.
The difficulties to assess a task since creating clear closed outcomes to evaluate a task is quite complicated for teachers.		

Figure 3: A chart summarizing the disadvantages of the Task-Based Approach.

3.3. Grammar in the Task-Based Approach

The treatment of grammar in the Task-Based approach has been largely discussed by theorists. A great number of theorists and teachers have claimed that in this approach the teaching of grammar was not included. Sheen (2003) criticizes that the treatment of grammar was minimum and was often reduced to a quick corrective feedback to avoid interrupting the task.

However, others have demonstrated that the implementation of the Task-Based Approach does include grammar. According to Ellis (2009) there is plenty of grammar in Task-Based learning in one way or another. Even if the grammar is not present in the syllabus, there is a possibility of including activities related to specific grammatical problems that have proved to be difficult for learners. These types of focused tasks are meant to help students use certain grammar items naturally and in context.

Grammar activities can be implemented in all the phases of the task. In the pre-task, students are presented some grammar items that could be needed in the task. During the development of the task, students are very likely to use the grammar they have already seen in the pre-task

stage. Finally, after the task has been completed, students receive feedback which in this case will focus on grammar, in order to draw students' attention to a specific grammatical item. In this stage, the teacher has the possibility to focus on the mentioned grammatical item explicitly.

As we have seen, there is indeed a lot of grammar content in the Task-Based Approach. It is only during the development of the task where the use of grammar is not specified. However, this teaching of grammar is to a large extent not evident or explicit since it is based on incidental learning. Grammar is acquired in use, while students do a task.

3.4. The integration of the four skills in the Task-Based Approach

As it has been previously mentioned, the Task-Based Approach seeks to integrate the language skills in as much as they used to be taught in isolation in a great number of EFL classes; for example, a whole class devoted to reading comprehension without proper integration of the four skills. The Task-Based Approach responds to these needs since in every session more than one skill is developed although the focus may be only on one of them.

Many theorists have carried out a large amount of research to demonstrate the multiple benefits that the integration of language skills can provide. They claim that acquiring a language is more effective when students have to work with more than one skill in the same lesson. In a real use of the language, we also use more than one skill at the same time; that is why the learning of the L2 should be similar. According to Baturay and Akar (2007) the integration of the four skills is vital for students in order to be able to interact in English in a natural way.

3.5. Authenticity in the Task-Based Approach

One of the most challenging aspects for teachers is how to catch students' attention, especially if we are dealing with secondary education students. To this end, teachers try to use meaningful teaching materials which have proved to increase students' motivation. Undoubtedly, using authentic material is a way of enhancing student's language learning

since students work with non-edited material, real material, real English (Candlin, Bruton and Leather, 1976: 107-116).

Carter & Nunan (2001: 68) define authentic material as spoken or written language that has been produced in real communication and not created with the purpose of teaching. This authentic material can be, for instance, TV and radio broadcasts, newspapers, taped conversations, leaflets, meetings, talks, or announcements, among others.

Using authentic materials can offer learners several advantages. For instance, they can reinforce the link that exists between the language they normally learn in classroom and the real English used in daily life. Moreover, it can be a way of offering a context to language learning.

As it has been mentioned before, authentic material plays a very important role in students' confidence and motivation. As students feel more and more confident using authentic materials, they will also increase awareness of their ability to cope with the use of English in real world scenarios.

Brosnan, Brown and Hood (1984) give four strong reasons why authentic material should be used. First, they state language is natural and if we simplify it we can even make the task more difficult. Second, they think authentic material gives students the opportunity to deal with complete and meaningful messages. In addition, they claim that authentic printed materials, for example a newspaper article, provide students with the opportunity of inferring meaning from the clues (layout, pictures…). Last but not least, the authors mention the learners' need to be able to feel the relevance of what they learn in the classroom, and authentic material definitely makes a contribution in this respect.

The Task-Based Approach makes use of authentic material since it is a valuable source of input and, moreover, it helps students focus on content and meaning rather than on language, for example if we work with a brochure.

3.6. Collaborative learning in the Task-Based Approach

Collaborative learning may be defined as an educational tool that involves pairs or groups of students working together to complete a task. It is based on the view that knowledge is inextricably linked to building social relations.

As it has been mentioned above, collaborative learning can occur in different ways such as pairs or in larger groups. Unlike individual learning, students that participate in collaborative learning share their own resources, ideas and skills. Some examples would be the evaluation of other students' ideas, helping another, etc.

Collaborative learning plays a very important role in the Task-Based Approach. The tasks normally require students to solve problems or create a product and it is then when students must work together to search a solution. Collaborative learning puts students in the centre of learning, since it is the group who is in charge of solving problems. We can say it redefines the traditional way of class work.

Stevens & Slavin (1995) detail the advantages that collaborative learning has for both teachers and students. From the perspective of teachers, we can say that it gives them more freedom since it is the group of students who solve problems and get goals by cooperating. This freedom, in turn, allows the teacher to have more time for students. In addition, using collaborative working properly enhances teachers' ability to control the behaviour and effectiveness of the group. Regarding students, it can be easily stated that collaborative learning enhances students' social skills because they learn turn-taking rules and share and respect others' opinions. Moreover, it also benefits students' use of language since all the communication between peers needs to be in the target language. In addition, working in groups helps students use their previous knowledge in practical situations.

3.7. Attention to diversity in the Task-Based Approach

"People may be said to resemble
not the bricks of which a house is built,
but the pieces of a picture puzzle,
each differing in shape, but matching the rest,
and thus bringing out the picture"
Felix Adler (1892)

Another challenging aspect of being a teacher is the diversity of students; there is not a single type of students in a class. According to Brown (2000), diversity is an essential characteristic of the academic world since it is something common in all our students. One of the basic pillars of the educational system is considering the different abilities and level of motivation of our students. It is difficult to reach all students with a single approach; that is why teachers should be flexible and provide material suitable for all our students despite their differences.

The main goal of the attention to diversity is to make students reach the same objectives as the rest of the class through adapted contents. In order to adapt our material we can use ordinary strategies and also individual curriculum adaptations (only if we find it necessary).

For "slow finishers" and "fast finishers" we can make use of ordinary strategies such as:

• We propose activities which allow different levels of deepening.

• When working in groups, we make groups with varied levels assigning tasks according to each student.

• On certain occasions we can use the "peer teaching method" which consists of recruiting students who have performed well to serve as teaching assistants of slow finishers. This method is useful for both types of students: from explaining their own personal understanding of the material the student gets a better internalisation of knowledge and the slower student gets reinforcement through an explanation given by a partner.

• We include visual reinforcement such as concept maps, pictures, charts or multimedia. This will be especially useful for slow finishers.

• We can include both reinforcement activities in order to help slower students reach their objectives and extension activities for "fast finishers", so that they can increase their knowledge of a certain topic.

Students with special educational needs are those who need a significant adaptation, thus they need individual curriculum adaptation. In case we have any student in this situation, we must provide the necessary resources so that students can be included progressively in the school curriculum. These individual adaptations help students with special educational needs in a specific way, facilitating their learning. They provide a solution for each individual through extensive modifications of the ordinary curriculum. This way we can adapt objectives and contents or even methodology and materials depending on each student.

The treatment of diversity not only implies adapting the contents used in teaching but also adapting evaluation criteria to students' characteristics, using various evaluation tools such as observation or interviews and promoting self-evaluation rubrics so that students are aware of their own knowledge.

As regards the teacher, we must say it is fundamental to use any type of self-evaluation tool too. In this case, we would use auto-rubrics and questionnaires to ask students for feedback. Thus, we can check which aspects we should reinforce or what to improve in our way of treating diversity.

4. A PRACTICAL EXAMPLE: AN INTEGRATED DIDACTIC UNIT

4.1. Contextualization

In order to provide a practical example of all the aspects we have dealt with through this paper, an integrated teaching unit is going to be presented. This teaching unit is about food, cooking and quantifiers and is targeted at the **3rd year of Compulsory Secondary Education** (onwards CSE). Its content has been chosen according to the **legal framework** established by the Law 8/2013, of 9th December, on the Improvement of the Quality in Education (LOMCE), the Royal Decree 1105/2014, of December 26th, the Order 65/2015, of 21st January, and the Instructions of 22nd June 2015. This content will help students develop their knowledge in order to communicate in English in a wide range of contexts. The development of their communicative skills will allow them to integrate in the world since they

will be able to use the target language as a tool for daily situations; always having in mind that language is a living element you have to care about.

Obviously, **the methodological framework** used in the teaching unit is task-based which focuses mainly on the use of real language and proposes students to perform realistic tasks where they must use English. In this case, for the final task, students will work in 6 groups of five students. They will have to record a tutorial on how to cook a Spanish recipe. Then the best tutorials will be shared with students from a European country via *eTwinning*. The accomplishment of this task will require investigation using information and communication technologies as well as a number of activities that will facilitate the completion of the task. Some of these facilitating activities are a brainstorming technique on typical food in Spain, reading and answering questions about food around the world, speaking exercises comparing recipes, watching a video about Chef Ramsay with filling exercises, writing recipes using specific vocabulary or watching video tutorials from students from other countries.

In order to understand the development of the integrated teaching unit we must describe the **context** where the centre is. This way, we can get to know the student's individual characteristics and also the ones related to the place.

The centre where the syllabus will be developed is called Alminar and it is in a small town called Bollullos de la Mitación, about twenty kilometres away from the capital city of Seville, in Andalusia. It is the only centre for CSE and Post-Compulsory Secondary Education in the town, so there is a wide range of students. Since it is a rural town, a great part of the population works in planting fields, some people work in the capital city or in towns nearby but there is an important rate of unemployment.

In the centre, we can find students registered in both CSE and Post-Compulsory Secondary Education. It has three lines in CSE and two lines in Post Compulsory Secondary Education, with a total of four hundred and forty students approximately. Our syllabus is to be developed in a class of the 3rd year of CSE in which we can find twenty-four students. Most of these students receive extra-curricular English classes and are motivated by the subject. However, we can also find students with a lower level and students who are demotivated. In general, it is possible to state the class allows the teacher to have a positive working atmosphere.

4.2. Components of the didactic unit

The integrated didactic unit receives its name because it comprises the objectives, contents, evaluation criteria, resources, teaching learning material, interdisciplinary links, transversal contents, key competences, methods and techniques, evaluation and attention to diversity, all of them integrated in a unit. Now, we are going to proceed to explain each of these components in turn, paying special attention to the way they are present in the unit.

4.2.1. Objectives

According to Royal Decree 1105/2014, Article 11 the CSE will help students develop the abilities described in each objective. The ones that are to be present in this unit about cooking are the following (listed according to RD 1105/2014, article 11):

b) Develop and strengthen habits of discipline, study and individual or group work so as to make learning tasks efficiently as a means of personal development.

e) Develop basic competences in the use of sources of information in order to acquire knowledge in a critical way. Acquire a basic preparation in the field of technology, especially in the ones related to information and communication.

g) Develop an enterprising spirit and self-confidence, participation, analytical ability, personal initiative and the ability to learn, plan, make decisions and assume responsibilities autonomously.

i) Understand and express themselves properly in one or more foreign languages.

j) Know, value and respect the basic aspects of both their own and other countries' culture, history and artistic manifestations.

4.2.2. Key competences

According to the guidelines provided by the Royal Decree 1105/2014 (5), the acquisition of the key competences is a necessary condition to allow students to achieve a complete

personal, social and professional development in order to fit in the globalized world we live in.

Primary education, secondary education and post-compulsory secondary education must provide means to develop the seven key competences during schooling as well as promoting their development throughout the whole life. For this reason, our proposed teaching unit includes working on the following ones:

Linguistic competence (kcLC): it is the result of the communicative action in certain social situations, in which the individual interacts with other interlocutors or through texts of different kinds and formats.

*Digital competence (*kcDC): it implies the creative, critic and safe use of information and communication technologies to reach the objectives related to work, employment, learning, use of free time, inclusion and participation in society.

Competence in learning to learn (kcLL): it is fundamental for continuous learning throughout life in different contexts. This competence is characterized by the ability to initiate, organize and continue learning. It needs motivation, which depends on the curiosity and need to learn, and on the achievements of objectives.

Social and civic competence (kcSC): it intends to prepare students to be democratic citizens and participate in civic and social life, recognizing the equality of rights between the different groups, especially between men and women.

Competence in entrepreneurial initiative and spirit (kcES): it implies the ability to transform ideas in facts. This implies to solve, choose, plan and manage the knowledge, skills and attitudes necessary with own judgement in order to achieve the settled objective.

4.2.3. Language contents

We can say that contents are the concepts, skills, values and attitudes that are to be taught to our students. According to article 9 et seq. of Royal Decree 1105/2014, the contents of First Foreign Language can be divided in four blocks that are related to the four **skills**:

Block 1, comprehension of oral texts.
Block 2, production of oral texts: expression and interaction.
Block 3, comprehension of written texts.
Block 4, production of written texts: expression and interaction

The contents that are to be focused on this task-based teaching unit belong to the four blocks since all the skills will be developed. Some instances are expressing oneself in a video and in different answers to questions throughout the unit, recalling previous knowledge about the area of study, knowing and applying the most adequate strategies for the comprehension of general and specific information in an explanatory text and providing the required factual information on recipes.

Apart from these contents related to the four skills proposed by the Royal Decree, we can also find linguistic contents implicit in the unit. These are **lexical content, grammar, communicative functions and pronunciation**. As we will check below, the lexical content seen in this unit is related to cooking: verbs, food and appliances. The grammar item specifically developed in the unit is quantifiers. Regarding the communicative functions, the unit helps student express their own opinion. Finally, the pronunciation focus is on sounds /θ/ vs /ð/.

4.2.4. Transversal contents

According to article 6 in Royal Decree 1105/2014, there are certain contents that must be focused in every subject throughout the years of CSE due to their great importance in the development of an individual's life. Some of the so-called transversal contents included in this teaching unit are speaking in public, making proper use of audio-visual communication and knowledge and learning technologies, entrepreneurship and the importance of a balanced diet.

4.2.5. Interdisciplinary links

In relation to interdisciplinary links, we can say that they are very useful for students since they allow them to establish links with the contents of other subjects and this way, they also

offer the possibility to deepen learning, for instance through reading texts on a selected part already seen in History or just a grammatical aspect already seen in Spanish such as the passive structures. In this unit we can find interdisciplinary links with Biology (food values), Geography (food around the world) and Spanish (written expression).

4.2.6. Methodology

As mentioned before, the methodological strategy used in the teaching program is **task-based** which emphasises the use of real language. For this purpose, the task makes students solve a problem or create a project using the target language. They will also have to prepare assignments and presentations that will require investigation using information and communication technologies and also knowledge and learning technologies, which are useful tools to help the acquisition of the foreign language.

The task-based approach is closely linked to the communicative approach. The main aim is to make students be able to communicate in the target language; we want students to see English as a useful tool they can integrate in their lives. For this purpose, we must help them develop the necessary skills (reading comprehension, understanding listening, speaking and interaction, and writing) through this teaching unit.

Covering the students' needs already mentioned, our unit has a wide variety of exercises to suit the interests and necessities of all our students. For this purpose, we can make use of the **facilities** available in the classroom: interactive whiteboard, laptops or WIFI connection. We use edited material focusing on the different aspects of language we are dealing with. However, since we want our students to see language as a useful tool, we include **authentic material**, such as newspapers, TV programs, podcasts and so on through which students receive input directly in its original form. This feeling of learning something useful for real life will be reinforced by the exchange program *eTwinning*, in which teachers and students can share ideas, cooperate and participate in projects with other students of the European Community.

4.2.7. Attention to diversity

The attention to diversity, as we have seen previously, is necessary since in every class there are many different types of students. In this case the unit does not need important adaptations. For slow learners we have reinforcement worksheets providing extra practice. For fast finishers, extension worksheets, peer teaching or extra reading. Finally, motivational activities and resources such as warmer games: quizzes, bet game, unscramble or tongue twisters; and interactive activities on the interactive white board and use of *eTwinning*.

4.2.8. Evaluation

Evaluation is one of the most important parts of the learning-teaching process. It helps the teacher identify what students can do in the English language, measuring students' ability to use English language in real-life situations. This will allow teachers to monitor and assess students' learning progress. At the same time the teacher can identify what students have mastered and what aspects need improvement.

In this unit, we focus evaluation on the four skills. For this purpose, we use a rubric which is made of the chosen contents of the four blocks. Students will be assessed by observation during the pre-task, task and post-task phases. In addition, students also assess and receive feedback from their own partners by using a peer evaluation rubric. They will assess the final product of the task. Finally, both students and teachers need to be aware of their own performances. In this way, there is also an evaluation of the teaching process consisting of a brief questionnaire about the teacher's performance to be answered by students. Moreover, students are to complete a self-evaluation rubric about what they have seen in the unit.

4.3. Synopsis of the integrated unit

Below, we can see a chart in which we can clearly observe all the contents of the integrated teaching unit, including also the final task and the activities that facilitate students the accomplishment of the final task.

'How to be a Top Chef'

Topic: Food, cooking and quantifiers.

Justification: Nowadays thanks to the great variety of TV programs, cooking is one of the areas of interest of our students. In this unit, students will learn about food all over the world and finally they will create and exchange recipes with people from other European countries (via *eTwinning*).

Title and description of the final task: Foodtube

Students will work in 6 groups of 5. They will have to record a tutorial on how to cook a Spanish recipe. Then the best ones will be shared with students from a European country via *eTwinning*.

Facilitating activities:

Brainstorming on typical food in Spain, reading and answering questions about food around the world, speaking exercises comparing recipes, watching a video about Chef Ramsay with filling exercises, writing recipes using specific vocabulary and watching video tutorials from students from other countries.

Resources:

Knowledge and learning technology (KLT): IWB, computer room/laptops trolley, websites and *eTwinning*.

Other: notebooks, markers, worksheets.

Stage objectives: b, e, g, i, and j.

Key competences:

kcLC (search, compile and exchange information in English)

kcDC (record and upload a tutorial)

kcLL (manage the use of different sources of information)

kcSC (food around the world and respect for other's cultures)

kcES (apply values of responsibility towards one's learning, making use of one's learning for the creation of a cooking tutorial)

Communicative Contents (skills)

Block 1 (Comprehension of oral texts)

- Recalling previous knowledge about the area of study.
- Understanding information, advice and warnings from an oral text.
- Recognizing quantifiers and specific vocabulary of the unit in oral form.

Block 2 (Production of oral texts)

- Expressing oneself in a video and in different answers to questions throughout the unit.
- Showing interest in producing messages to explain Andalusian sociocultural aspects to speakers from other cultures.
- Comparing and providing one's opinion about different recipes.
- Employing quantifiers and specific vocabulary of the unit properly.

Block 3 (Comprehension of written texts)

- Recognizing quantifiers and specific vocabulary of the unit.
- Knowing and applying the most adequate strategies for the comprehension of general and specific information in an explanatory text.
- Showing interest on the sociocultural aspects of the text.

Block 4 (Production of written texts)

- Giving instructions in a clear way.
- Providing the required factual information on recipes.
- Using quantifiers and specific vocabulary of the unit in written texts.

Linguistic contents:

Vocabulary: verbs used in cooking and food.

Grammar: quantifiers.

Pronunciation: /θ/ vs /ð/

Communicative functions: expressing one's opinion.

Transversal contents: speaking in public, audio-visual communication, knowledge and learning technologies, entrepreneurship, equality between men and women and importance of a balanced diet.

Interdisciplinary links: Biology (food values), Geography (food around the world), Spanish (written expression).

Attention to diversity:

Slow learners (reinforcement worksheets), fast finishers (extension worksheets, peer teaching

or extra reading). Warmer games (motivation): quizzes, bet game, unscramble or tongue twisters. Interactive activities on IWB and use of *eTwinning* (motivation).
Evaluation: Self-evaluation rubrics for students (see Appendix I) Peer evaluation rubric for the oral presentation (see Appendix II) Evaluation rubric using the objectives (see Appendix III) Evaluation of the teaching process (see Appendix IV)

Figure 4: A synthesis of the contents of the didactic unit.

4.4. Description of the different sessions of the integrated unit

For the purpose of giving a clear image of the activities done in each session, we are going to provide a chart in which it is possible to see the timing and the specific activities of the unit. As we can see below, the unit takes approximately 11 sessions of 55 minutes each. All the sessions have a similar structure as we are going to see down below.

First of all, we can find the initial routine in which students are welcomed and the teacher checks the list.

Next, there is a warmer or starter in order to introduce the session. Normally, it consists in a short game, oral revision or brainstorming. The purpose of the warmer is to help students break the ice and start working on the contents planned for each session.

SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5	SESSION 6	SESSION 7
Routine (5 min)	Routine (5 min)	Routine (5 min)	Routine (5 min)	Routine (5 min)	Routine (5 min)	Routine (5 min)
Warmer: typical food of your town, region or country. (10 min)	Quantifiers, using a dialogical text to contextualise. (25 min)	Pre-speaking: brainstorming on food (10 min)	Pre-listening exercise: Quiz on food around the world (10 min)	Word search on food and cooking. (10 min)	Check and revise vocabulary through Bingo game. (10 min)	Warmer: brainstorming on verbs used in cooking (10 min)
		Speaking exercise: in pairs comparing two recipes (which one is easier, tastier…) (30 min)	Listening to a video of Chef Ramsay talking about food and explaining his best recipe. Exercises: gap-filling and multiple-choice. (30 min)	Vocabulary is introduced through a presentation. (15 min)	Listening and pronunciation of sounds: /θ/ vs /ð/ (10 min)	Writing a recipe: A model is presented. (10 min)
Reading a text about diverse food around the world. (15 min)	Written and oral grammar practice: facilitating exercises (20 min)				Exercises to practise and differentiate. (10 min)	Questions to develop writing. (10 min)
Reading comprehension activities + grow your vocabulary (25 min)	Homework (5 min)	Teacher's explanation of the final task (10 min)	Doubts on the final task (10 min)	Exercises on vocabulary: gapped sentences, synonyms, classification… (25 min)	Speaking: role play in a restaurant, markets… (20 min)	Writing a recipe in pairs. It will be used for the final task. (20 min)

<table>
<tr><th>SESSION 8</th><th>SESSION 9</th><th>SESSION 10</th><th>SESSION 11</th></tr>
<tr><td>Routine (5 min)</td><td>Routine (5 min)</td><td>Routine (5 min)</td><td>Routine (5 min)</td></tr>
<tr><td>Use of the computer room or laptops trolley in order to work on the final task.</td><td>Autonomous work on the final task.</td><td>Autonomous work on the final task.</td><td rowspan="2">Students' presentation of the final task in 6 groups of 5: a recorded tutorial on how to cook a Spanish recipe. Then the best ones will be shared on eTwinning (Food Tube) (35 min)</td></tr>
<tr><td rowspan="4">Instructions given by the teacher including a model and a guide. (15 min)</td><td rowspan="2">Write a script of what is going to be said in the tutorial with the supervision of the teacher (40 min)</td><td rowspan="2">Correction of the script by the teacher while students plan the recording. (20 min)</td></tr>
<tr><td rowspan="6">Students work on different evaluation instruments (see Appendices):

• Rubric for peer evaluation (oral presentation)

• Self-assessment rubric for students

• Questionnaire for the evaluation of the teacher.

(15 min)</td></tr>
<tr><td rowspan="3">Find and choose a Spanish recipe in groups. (10 min)</td><td rowspan="3">The group decides the ingredients that are to be bought by the members of the group (10 min)</td><td rowspan="3">Oral rehearsal of each group in front of the class with the supervision of the teacher. (30 min)</td></tr>
<tr><td rowspan="2">Design a guide of steps to accomplish the video tutorial with the supervision of the teacher. (15 min)</td></tr>
<tr><td rowspan="2">Find examples on the Internet. (10 min)</td><td rowspan="2">Homework: meeting to rehearse at home in group.</td><td rowspan="2">Homework: meeting to record the tutorial at home in group.</td></tr>
</table>

During sessions 1 to 7 we can find the **pre-task phase** in which students do facilitating tasks focused on the four skills and also on grammar and vocabulary. They are called facilitating tasks because they have been chosen or designed to help students accomplish the final task. In this case, students study quantifiers and vocabulary related to food and cooking through different productive and receptive activities which are detailed below.

Session 1

In the first session of the unit the topic is introduced. First of all, students are asked to comment orally on the typical food of their own town, Bollullos de la Mitación, their region or their country. Since the focus of this session is on reading, the teacher hands in a text about diverse food around the world with plenty of curiosities to enhance students' motivation. After having read the text, students are to complete activities to show their comprehension such as answering questions, filling gaps with information about the text or finding synonyms and antonyms. In the last minutes, students note down important words they have learnt.

Session 2

It is devoted to grammar and it is introduced in an implicit way. Quantifiers are presented in a dialogical text about two chefs talking about the restaurants they both own. After reading the text aloud in turns, the teacher asks students to do some grammar practice. First of all, they start by underlining the quantifiers in the text and then they are commented on orally. Next, students are to complete some activities to revise the use and meanings of quantifiers. These activities are fill-in-the gaps and joining sentences halves. Finally, students are given homework for further practice.

Session 3

As we can see, this session is mainly devoted to oral production. First of all, the teacher proposes brainstorming on food in groups. When they finish, a member of each group writes down their words on the white board so students can count with a good foundation of vocabulary. Then, students are divided in pairs and they are given one recipe each. They are to read the recipe and then comment with the partner which one is easier, tastier, etc. In the last minutes of this session, the teacher explains the final task that will be carried out during the last sessions of the unit.

Session 4

Before starting, the teacher uses the interactive white board to do a quiz on food around the world in which all the students take part. This pre-listening activity helps introducing the listening activity which consists in a video of Chef Ramsay talking about food and explaining one of his recipes (https://www.gordonramsay.com/gr/recipes/). Since the video could be a little bit difficult for students, the second time the video is shown with subtitles. While they are listening, students fill in a multiple choice questionnaire and complete sentences. The teacher devotes the last minutes of the class to solve students' doubts on the final task.

Session 5

Students are asked to do a word search on vocabulary related to food and cooking as a warmer. Next, the vocabulary of the unit is introduced through a presentation with images on the board. After commenting and solving doubts, students are asked to complete some activities to practise the vocabulary they have seen. Some of these activities are filling gapped sentences, finding synonyms or classification.

Session 6

Although several skills and contents are reviewed, this session is mainly focused on pronunciation. Before starting, students check and revise vocabulary through the Bingo game. Then, students are given some pairs of words to pronounce and differentiate /θ/ vs /ð/ sounds. After the practice, they listen and practise these sounds again through different exercises. The last part of the session is devoted to interaction. The teacher provides role-play cards to be performed by students.

Session 7

As a warmer, students are asked to brainstorm verbs used in cooking orally. Session 7 is mainly devoted to writing, so first of all students are presented a model of a recipe which will help them develop their own one. After having read the example, students are to answer some questions that are related to the structure of the recipe. Finally, our students have to write a recipe in pairs to be used for the final task.

In *sessions 8, 9* and *10* we have the **task phase** in which students work on the final task in an autonomous way. They use all the acquired knowledge about grammar and vocabulary to accomplish the final task. During these sessions, students must decide each member's role: who is going to present the tutorial in front of the camera, who is going to record, etc. In addition, they must research about tutorials, write a script using the recipe they have previously chosen, rehearse the performance and, finally, record the tutorial. The role of the teacher consists in guiding and monitoring them. It is very important to control the timing and be available to answer students' doubts.

Session 8

At the beginning of the session, the teacher hands out a checklist (Appendix V) in which students can find some help to organize their steps. In addition, all the steps are explained and a model is presented so students know clearly what they are asked to do. After the explanation, the members of each group must decide together what they are going to cook and then, students are required to design their own guide of steps to complete the video tutorial. During the last minutes of the sessions, students are to find examples of tutorials to take ideas.

Session 9

As it is specified in the planning provided by the teacher, students devote session 9 to write the script of what is going to be said in the tutorial with the supervision of the teacher. This activity is very important for the accomplishment of the final task; that is why 40 minutes will be devoted to it. Once they have finished, each group decides who is going to buy the ingredients needed. In this session students are required to do homework. In this case, they must meet to rehearse and even buy the ingredients together.

Session 10

First of all the teacher asks students to plan the recording of the tutorial that will take place in the afternoon. While students are engaged in this, the teacher corrects the scripts of the 6 groups. Since the tutorials are supposed to be quite brief, it will take only about 20 minutes. Next, the chosen members of each group rehearse their performance in front of the class while the other members of the group note down any possible improvement. Finally, in the afternoon, the different groups record their tutorials following the tips provided by the teacher in the hand-out given in session 8.

Session 11

Finally, in the last session, the final product is shown. In this case, as we have mentioned previously, the final product is a video tutorial on how to cook a Spanish recipe. The best videos will be shared via *eTwinning* with students from another European country so the motivation of our students should be high. The last session also entails the **post-task phase**, when evaluation takes place using different types of rubrics designed for this purpose (see Appendices). As it has been already mentioned, students are to watch other groups' videos and assess them by completing a peer assessment rubric. In addition, students fill up a questionnaire about the teacher so he/she can be aware of his/her own mistakes or aspects that can be improved. At the end, students receive also a questionnaire for self-evaluation.

The teacher's evaluation of the students' work takes place throughout all the sessions. He/she uses specific rubrics that contain all the objectives of the unit which have been previously seen (see Appendices).

5. CONCLUSION

As we have checked in this paper, the Task-Based Approach outstrips other traditional approaches as in the case of Presentation-Practice-Production (PPP). This approach offers plenty of arguments for changing perspectives and abandoning out-dated approaches that result in students' inability to use the target language properly.

The Task-Based Approach allows the integration of both receptive and productive language skills in class. It places the final task at the core of teaching and learners work on meaningful activities that facilitate the accomplishment of the final task at the end of the unit.

The role of the task is fundamental since it allows students to practise the target language for a great amount of time; all the communication among students, and the interaction between students and the teacher is in English. In addition, the tasks require learners to research, read, negotiate meaning, share points of view and present the task in front of the class in English which is highly beneficial for students.

The meaningful character of tasks facilitates the acquisition of new vocabulary as well as increasing students' motivation since they work in realistic assignments. Additionally, using

authentic material makes students feel close to real English, the English used in real life, so it helps students feel confident enough to use it in daily life situations.

The practical example of the unit proposed has been based on the assumed advantages of the Task-Based Approach and reflects accurately the way of implementing this approach in the EFL class. It has been designed according to the guidelines provided by the current legal framework, in order to be suitable for a class in the 3rd year of Compulsory Secondary Education in Andalusia.

In this proposed integrated didactic unit it is easy to check that the maxims of the Task-Based Approach are fulfilled. In every session, the four skills are worked at the same time although normally the class is mainly focused on one skill or grammar/vocabulary items. Thus, grammar is dealt with too although not explicitly; in this case, quantifiers are presented in context and afterwards practised.

Regarding authenticity, we can observe that real material is used in class, for instance when students are asked to watch a video of the famous Chef Ramsay and do the subsequent activities. Additionally, students are to record themselves explaining a Spanish recipe which will later be shared with students from another part of Europe via e-Twinning.

Another important feature that is included in this teaching plan based on the Task-Based Approach is collaborative working. A great part of the daily work students do is carried out in pairs or in groups. This can be observed in a speaking exercise in pairs to compare two recipes (which one is easier, tastier…), a role play activity in a restaurant or market, writing a recipe in pairs, or recording a tutorial on how to cook a Spanish recipe in groups of six students.

Finally, as opposed to some teachers' beliefs that the Task-Based Approach is not appropriate for students with lower level, we can observe how this unit can be adapted to the different levels of proficiency we can find in a class. Some of these mentioned strategies are reinforcement worksheets for students with low mastery; extension worksheets, peer teaching or extra reading for students who usually finish fast; and use of interactive activities on the interactive white board, games and *eTwinning* to increase student's general motivation.

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7. APPENDICES

Appendix I: Self-assessment rubric for students

Name/class: _____

Unit: _____

SKILLS	I need to work on this!	I do this OK	I do this WELL	I do this VERY WELL ☺
I can understand and use the vocabulary of the unit.				
I can make a proper use of the grammar of the unit.				
I can understand audios and videos related to the topic of the unit.				
I can exchange opinions in debates and participate in role-plays.				
I can understand and identify specific information in written texts.				
I can express my ideas with coherence in written texts.				
ATTITUDE				
My attitude has been positive during the unit.				
I have made an effort to improve my skills.				
I have asked all my doubts in class.				

Appendix II: Rubric for peer evaluation (oral presentation)

	0 Bad	1	2	3 Excellent
Eye contact	Does not have eye contact with the audience.	Sometimes has eye contact with the audience.	Most of the time has eye contact with the audience.	Always has eye contact with audience.
Enthusiasm	Does not appear enthusiastic about the topic during the presentation.	Sometimes enthusiastic about the topic during the presentation.	Most of the time enthusiastic about the topic during the presentation.	Very enthusiastic about the topic during the presentation.
Preparedness and organization	Does not appear to have prepared for the presentation.	Somewhat prepared and organized for the presentation.	Most of the time prepared and organized during the presentation.	Very prepared and organized during the presentation.
Speaks clearly	Does not speak clearly. Difficult for the audience to understand.	Sometimes speaks clearly. Sometimes easy for the audience to understand.	Most of the time speaks clearly. Easy for the audience to understand.	Speaks very clearly. Very easy for the audience to understand.
Knowledge of content	Student does not show understanding during presentation.	Knowledge of content is sometimes evident during the presentation.	Knowledge of content is clear most of the time during the presentation.	Student shows full understanding of content during presentation.

Comments:

_____

_____

_____

_____

Appendix III: Rubric to evaluate the objectives of the unit

	0 None	1 Low	2 Satisfactory	3 Good	4 Excellent
Block 1					
Recalling previous knowledge about the area of study.					
Understanding information, advice and warnings from an oral text.					
Recognizing quantifiers and specific vocabulary of the unit in oral form.					
Block 2					
Expressing oneself in a video and in different answers to questions throughout the unit.					
Showing interest in producing messages to explain Andalusian sociocultural aspects to speakers from other cultures.					
Comparing and providing the own opinion about different recipes.					
Employing quantifiers and specific vocabulary of the unit properly.					
Block 3					
Recognizing quantifiers and specific vocabulary of the unit.					
Knowing and applying the most adequate strategies for the comprehension of general and specific information in an explanatory text.					
Showing interest on the sociocultural aspects of the text					
Block 4					
Giving instructions in a clear way.					
Providing the required					

factual information on recipes.					
Using quantifiers and specific vocabulary of the unit in written texts.					

Appendix IV: Questionnaire to assess the teacher's performance

		BAD → VERY WELL				
		1	**2**	**3**	**4**	**5**
1	The teacher explains the concepts clearly.	○	○	○	○	○
2	The teacher motivates me to improve my performance.	○	○	○	○	○
3	The teacher is enthusiastic in class.	○	○	○	○	○
4	The teacher helps me if I find something difficult.	○	○	○	○	○
5	The teacher corrects me to help me improve.	○	○	○	○	○

Appendix V: Worksheet given to students in order to help them organise their autonomous work in the final task.

Food Tube: recording my video tutorial	***DONE***	***NOT DONE YET***
Day 1		
Decide what recipe you are going to cook. (Please, before you decide think of the difficulty, the ingredients…)		
Write the ingredients of the recipe.		
Choose the role of each member of the group. (Who is going to record? Who is/are going to perform in the tutorial?...)		
Find examples of cooking tutorials on Youtube or any other website. (Once you find them, note down important aspects that could help you).		
Day 2		
Write all the ingredients you are going to need in your recipe.		
Write the elaboration of the recipe (or re-use the recipe written in session 7)		
Write a script including all you are going to explain while cooking. Don't forget to mention the ingredients, the quantity, the instructions… (Remember, all the members of the group MUST take part in this).		
Decide what each member of the group must buy. (Be fair, please).		
Meet in the afternoon with the members of your group to rehearse the script.		
Day 3		
Correct the script with the help of the teacher and other students.		
Plan the place, clothes, etc… you are going to use for the video.		
Rehearse in front of your partners.		
Record the video tutorial in the afternoon. (Don't forget to pronounce properly, be explicit, show the ingredients, pause the video when you find it necessary, etc.)		
Go for it! ☺		