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Trabajo Fin de Máster

RACCONTAMI TUTTO IN PASSATO! **LEARNING ITALIAN THROUGH ICT**

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Abstract and keywords

El uso de las Tecnologías de la Información y la Comunicación (TIC) en el mundo se ha desarrollado mucho en todos los ámbitos. Este avance ha supuesto una revolución para todo el mundo, favoreciendo tanto el trabajo, la educación y la comunicación de la sociedad. El presente Trabajo de Fin de Máster constituye el análisis del uso de las TIC y juegos para enseñar italiano como segunda lengua extranjera. Se expondrán los beneficios y las desventajas de usar estas en clase. Este trabajo se divide en dos partes: en la primera se desarrollan las ventajas y desventajas de las TIC, el desarrollo del *M-learning (mobile learning)*, y el impacto de las TIC y los videojuegos (sus características, tipos y ventajas y desventajas). Luego, en la segunda parte, se presenta una unidad didáctica dirigida a cuarto de la Enseñanza Secundaria Obligatoria (ESO), donde habrá ejercicios tradicionales, como completar las frases o buscar errores, además de ejercicios actuales y lúdicos como oír alguna canción, ver vídeos de series y jugar un *Wordwall*. Con todo esto, se busca motivar y animar al alumno a aprender una lengua extranjera en la ESO.

Palabras clave: italiano, TIC, juegos, tecnología, recursos, aprendizaje.

The use of Information and Communication Technology (ICT) in the world has developed so much in all areas. This advance has been a revolution for everyone, favouring work, education and communication in society. This Master's thesis is an analysis of the use of ICT and games to teach Italian as a second foreign language. The benefits and disadvantages of using them in the classroom will be presented. This work is divided into two parts: in the first one, the advantages and disadvantages of ICT, the development of M-learning (mobile learning), and the impact of ICT and video games (their characteristics, types and advantages and disadvantages) are developed. Then, in the second part, a didactic unit aimed at the fourth year of compulsory secondary education (ESO) is presented, where there will be traditional exercises, such as completing sentences or looking for mistakes, as well as current and playful exercises like listening to a song, watching videos of series, and playing a *Wordwall*. With all this, the aim is to motivate and encourage the student to learn a foreign language in ESO.

Keywords: Italian, ICT, games, technology, resources, learning.

Contents

1. Introduction
2. ICT
 - 2.1 Development and impact
 - 2.2 Advantages and disadvantages
3. M-Learning
 - 3.1 M-Learning development and characteristics
 - 3.2 Benefits of M-learning
 - 3.3 M-Learning problems
4. Videogames
 - 4.1 Characteristics of video games
 - 4.2 Types of videogames
 - 4.3 Advantages of the use of video games
 - 4.4 Problems with videogames
5. DIDACTIC UNIT: RACCONTAMI TUTTO IN PASSATO!
 - 5.1 Justification
 - 5.2 Contextualization
 - 5.3 Objectives
 - 5.4 Key competences
 - 5.5 Contents
 - 5.6 Cross-curricular elements and interdisciplinarity
 - 5.7 Methodology
 - 5.8 Resources and materials
 - 5.9 Temporalisation
 - 5.10 Sessions
 - 5.11 Attention to students with specific educational needs
 - 5.12 Evaluation
6. Conclusion
 - References

1. Introduction

This Master's Thesis consists in researching about Information and Communication Technology (ICT) and the ways of working with it. It will be focused on teaching Italian to Spanish students.

I have chosen this topic for this Master's Thesis because teaching and its methods have changed over the years, but not only that, the resources are different. A couple of decades ago the use of the textbook, dictations, word repetition exercises were predominant in our language teaching. But in the year, we are in, 2022, technology and society have advanced by leaps and bounds, and so has teaching.

Technology has many good things, but also many bad things. Thus, the advantages and disadvantages of their use in schools will be addressed. In this master's final dissertation exercises for our sessions based on traditional exercises will be created, since, in much or little quantity, they have to be present in the teaching methods. Internet pages, such as Kahoot, Quizzlet, apps, such as Duolingo, song lyrics, interactive YouTube videos, even some interactive video games, have also to be present in the teaching. Video games have always been an entertainment tool, but today we can also use them as a way of teaching.

ICT (information and communication technology) has been developed in an amazing way to become the powerful set of tools they are today. ICT has had a great impact in all areas of our daily lives for communication, since now, with just one click, we can see our family in real time or share our location so that a relative or a friend knows where we are. In the educational field it has also had a great impact, but there are all kinds of opinions, from teachers and students who love this work technique to teachers who prefer to continue teaching with more traditional methods and approaches they feel more comfortable with.

Smartphones are in the daily life of students; they know how they work because it is a tool they use. As for the possibility of failure because either there is an error in the connection in the school or in the device, we have to keep in mind that if technologies are used in the classroom, we must have a plan B that makes us have the resources to teach the class and move it forward and not waste time with technical problems.

In recent years it is clear that the age at which students acquire their first smartphone has moved forward to 10 years. The latest studies show that 30 percent of children in Spain already have a cell phone at that age.

According to the National Statistics Institute in Spain (INE) and data collected in 2014, 83 percent of 14-year-old adolescents have a smartphone, while at 12 it has increased from 30 to 70 percent. Looking at the statistics provided by the INE and seeing the

increase in the use of smartphones over time, it could be concluded that almost everyone over 12 years old has this device, which gives us an idea of the ease of incorporating it into the classroom in material terms.

Living in a world with such technological advances, it must be easier and more motivating to introduce a new language in Compulsory Secondary Education through activities using ICT and gamification. Derived from this presumption, in the present master's final dissertation some useful activities to improve and learn Italian using ICT and gamification will be designed. The objectives of this didactic unit are to understand and identify vocabulary about cinema, TV and music, to understand oral film scenes and songs, to write reviews about a film, to use *passato prossimo* and *imperfetto* to tell what happened in the past, and to create a presentation using grammar and vocabulary learned in the didactic unit.

With this intention in mind, this project has been divided in two parts. In the first one, the main role and the advantages of using ICT in Italian lessons at Secondary Education will be set out. Furthermore, the advantages and disadvantages of using video games for teaching and mobile learning will be categorised and explained. In the last part, a lesson plan based on ICT activities and *passato prossimo* and *imperfetto* will be described.

As well as the achievements mentioned above, students will be able to read, write and use the past tenses correctly, and the most important thing, they will be using Italian in a real and useful context. What is more, they will reach by the end of the unit the set of skills, attitudes and knowledge corresponding to the Royal Decree 1105/2014.

2. ICT

2.1 Development and impact

As we have mentioned before, society and technology have advanced in a gigantic way, and this has had a great impact on both social relations and education.

According to Khivlon and Patru (2002), in a publication of United Nations Educational, Scientific and Cultural Organization (UNESCO) called "Information and communication technology in education":

Information and communication technology (ICT) has become, within a very short time, one of the basic building blocks of modern society. Many countries now regard understanding ICT and mastering the basic skills and concepts of ICT as part of the core of education, alongside reading, writing and numeracy. (p.4)

For this reason, we see how most education systems are changing and adapting ICT in their curricula and practices, as they have seen how essential it is for the preparation of their students and teachers in the future.

The development that ICT has had is purely undeniable. As Jonathan Anderson states, ICT does not only refer to computers, but also to laptops, desktop computers, tablets, CDs, DVDs, TVs, electronic whiteboards, fibre optics, Wi-Fi, speakers, mice and all the equipment that is necessary for these instruments to work.

A clear example of how ICT has evolved is to look back not so long ago. Not more than twenty years ago, a classroom consisted of a blackboard, cassette and CD's, speakers that were barely audible, and if you were lucky, you could access the internet through a cable, as WI-FI was not available to everyone. All the teachers used were index cards and paper. Today, we can say that almost every school has at least a whiteboard, a WI-FI internet connection, smartphones, tablets or computers.

Anderson (2009) stated in his article "The Role of ICT in Teaching and Learning; Past, Present and Future Perfect" that the implementation of ICT began to emerge during the 1980s with the appearance of the first computers:

The early 1980s saw the advent of microcomputers in schools, so called to distinguish them from minicomputers and mainframe computers in universities. Microcomputers came with a variety of names – Apple, BBC, Commodore, Atari, Apricot. In 1981, IBM, the company whose chairman had once predicted that five computers would suffice for the whole world, released what it called a Personal Computer, giving rise to the use of the term PC today. (p. 1)

Although this development was one of the strongest, we cannot forget other technological developments before this one, for example, the cell phone in 1973, the credit card, the floppy disk in 1971, the walkman, the ATARI console in 1972 or the joysticks or controllers in 1977.

Before 1980 there was a development in technologies. But after, for example, electronic blackboards were replacing the projectors that were in schools, pendrives were gaining prominence and made CDs obsolete, since you could store all the music you wanted without having to carry a cassette or CDs in your hand, in this case, the pendrives were easier, lighter and faster to use than the rest. However, the biggest advance and the one that has had the greatest impact has been the cell phone.

In Munro's words (2000):

In the early 1980s the information technology tools on offer to teachers and learners in the education sector were regarded with great awe but, in retrospect, were primitive in comparison with the refined and sophisticated resources we have at our disposal a mere 20 years later. (p. 251)

It is normal that all these technologies have changed in forty years, now ICT have more impact on education than before, but not only that, they also change teaching methodologies and ways of learning.

Nowadays, what teachers expect from their students is that they can learn to communicate and use the information they have to solve problems either in daily life or in the educational field and that they can adapt to any situation. That is why it is so important that schools include ICT in their teaching, so that they do not just learn by heart and mechanically, but by understanding and selecting what they need to solve a problem. The teacher should be a guide for these students in their teaching, who should work cooperatively and organize themselves in order to advance in their knowledge.

2.2 Advantages and disadvantages

To describe the advantages and disadvantages of the use of ICT in education, Sarkar (2012) and Mohanty (2011) will be referred to. ICT has a great effectiveness in education. It is a very powerful tool, as Sarkar (2012) argued:

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to enrol on campus. (p. 7)

The advantages highlighted by Mohanty (2011) are:

- At any time and any place, since ICT is a work tool that you can use anywhere and has a timeless time lag, since many times the online courses or activities can be accessed every day of the week and there is no prescribed schedule, you can enter whenever you want. And anytime, we've already seen it in the pandemic, you don't have to have the classes in a classroom, in the confinement, each of the students worked and came into class from their own home or wherever they were at the time.
- The savings in paper and the advantages of having limited resources, because with online education there is no need to have paper materials, such as books or photocopies, you can have them on the computer or tablet, even on the mobile,

which makes everything cheaper and is also an eco-friendly education, since it saves a lot of paper. There are also schools that have limited resources, either they do not have a library or they cannot afford to buy books for a whole school. With ICT, the books can be found by everyone on the internet or can even be emailed by the teacher to everyone.

- Working life, because with the advancement of society and technology, jobs are looking for people who know how to use these technological tools, they ask that young people have the knowledge to know how to use them. Technological literacy represents an advantage in the working world, that is why it is important to prepare the new generations to know how to use them. This will give them an advantage in the labour market, which is becoming more and more globalized.

General benefits:

Among the general benefits we can highlight a greater efficiency in the school, there is a greater communication between teacher and student, either via e-mail or chat, and finally, these ICT can make the student have a greater motivation before any subject.

Benefits for teachers:

As we have said before, ICT facilitates the exchange of resources, activities, books between students and teachers, and also their relationship with each other. Teachers will have more flexibility when students have to do an assignment, since students will be able to do it at any time or place. They also have access to student data and will be able to communicate with parents not in a traditional way, but through an APP, for example in Spain, the Seneca application. Teachers will attract more attention from their students when they use a computer. Instead of a traditional method, such as paper or the blackboard. And finally, the use of computers in class can motivate students to continue learning outside the classroom through any electronic device.

Benefits for students:

They will have classes with higher quality than before thanks to collaboration and resource planning among teachers and also thanks to performance data analysis. Students will have greater development in writing (spelling, grammar, punctuation). Independent learning will develop, but also cooperative learning through ICT. Today's generations feel that learning through a computer is more motivating than learning through a paper or a blackboard. Thanks to ICT, they will have access to unlimited resources that will be useful for research, work and learning. A clear example today is that everyone can work from home and not only at school, for example, in the pandemic, which, thanks to electronic tools, has made it possible to carry out many of the student's

work and exhibitions. And finally, the immediate correction, which gives students feedback on their work at the time they send their activities.

Benefits for parents:

ICT not only benefits teachers and students, but also parents, as they will be able to have a more detailed report on their children, they will also be able to communicate with teachers if there is any kind of problem or just for daily issues. They will also be able to control their children's attendance through it. And finally, greater involvement of parents in the school community.

But not everything can be good, ICT also has some drawbacks that we will see below thanks to research by Yunus (2013):

Apart from all the advantages they have, teachers have some concerns, one of them may be that students do not get to take seriously what they are learning and do not use it or carry it out, or also that they have accelerated studies, because the students can look for information but maybe that information is not the one that is requested because it is more advanced to where they are or maybe that information is inaccurate and they learn in a wrong way, that is why we must be careful in the pages that are used, for example, in languages, the vast majority of students use Google translate, this being one of the worst to date, instead of using word reference.

In another search by Pere Marqués (2013) he points out some other disadvantages, such as the distraction that students may suffer in class, the unreliable information on the web pages, as we mentioned before, health problems because you never know how a student may act and even if they can become addicted to them, mental fatigue and eye problems, since being so long in front of a screen can cause vision problems such as myopia or astigmatism. According to the World Health Organization (WHO), one out of four people suffer from problems associated with new technologies, such as: carpal tunnel syndrome, hearing problems, overweight, nervous system injuries, etc.

For educational centres there may also be some disadvantages, since they have to maintain the technology, which is not cheap, and they always have to have the equipment updated.

In conclusion, ICT can have benefits for study, work and personal life, but we must be very careful with the way students use it, the hours of use, and the pages to find the information.

3. M-Learning

3.1 M-Learning development and characteristics

M-learning (mobile learning) has its origins in its predecessor, e-learning (electronic learning). M-learning stands for mobile e-learning or mobile education and is a methodology through the use of mobile devices (laptops, smartphones, tablets, devices that have wireless connectivity).

To learn a little about the development of M-learning, we rely on Cañizares (2013), Luna and Oliva (2018). The use of e-learning began in 1986 when the first EAO (computer assisted learning) was designed for different companies, until the Aviation Industry CBT Committee created the AICC, which is composed of more than 1000 pages and explained how to conduct online courses with the technology of the 80s and 90s. The aviation industry decided through a committee to develop a standard to harmonize course requirements and outcomes.

In the second part of the 90s, online courses began to be introduced and the students who wanted to take them began to interact with the virtual environments offered by these courses.

A key moment was in 1996 with the arrival of SCORM (Sharable Content Object Reference Model), which is a set of standards and specifications that allows the creation of structured learning objects. With the advent of SCORM it is possible to create content that can be imported into other learning systems as long as they support SCORM.

By the year 2000, large companies had systematized online learning, incorporating courses in their companies, thus offering an alternative to the traditional face-to-face model. Both e-learning and new designs and better connections revolutionized the industry.

In 2007 smartphones and PDAs arrived, e-learning became u-learning (ubiquitous learning), which was characterized by being accessible training at any time and place, which meant that e-learning had to adapt to the new devices.

Starting in 2013, universities began to offer online courses, called MOOCs (Massive Open Online Courses).

According to Area and Adell (2009), we can differentiate three types of teaching according to their degree of presence:

- E-learning (everything is at a distance): virtual classrooms and classes.
- B-learning (blended learning): combines virtual classes with the face-to-face classroom.

- Traditional teaching (face-to-face): face-to-face, but the virtual classroom can also be used as a support resource.

According to the Polytechnic University of Madrid (2013) these are the characteristics of m-learning:

- Ubiquitous: you can access it anywhere
- Flexible: adaptable to the needs of each user
- Portable: you can take it anywhere thanks to its small size
- Immediate: you can use it at any moment
- Motivating: increases motivation
- Accessible: it is cheaper
- Active: in addition to motivation, it makes students more active.
- Internet connectivity: you can access websites to obtain information.
- App access: different apps can be used.
- Multifunction sensors: more and more sensors such as GPS or camera.
- Personal: each user owns his own.
- Touch screen.

According to Guerrero (2006), these are the requirements he establishes for the implementation of e-learning:

- Eliminate user control
- Automate the service as much as possible
- Maintain the configuration in as few steps as possible.
- Provide all information in a language and vocabulary that the user can easily understand.
- Allow for human error
- Allow access to configuration information while performing the configuration.
- Use existing guidelines and standards.
- Design solutions and services for differently abled users.

3.2 Benefits of M-learning

Following the previous point, we know that m-learning facilitates learning without dependence on where we are, in addition to the use of smartphone in the classroom serves as a complement to some subject.

"M-learning, is the acquisition of any knowledge and skills through the use of mobile technology anytime, anywhere, that results in an alteration in behaviour". (Geddes, 2004, p.214)

According to Izarra (2010), these may be some benefits of M-learning:

- Greater personalization of the device
- Contact with those involved
- Online access to data to work anywhere
- The absorbing sensation of headphones for listening
- Access at the moment
- Easy navigation and content adaptation taking into account the processor and connection speed of these devices.
- What you want and when you want it is available to the learner.
- Can be used on all devices.
- Mobile devices can access all online activities in the learning space.
- Use of games to support the training process: there is a wide variety of mobile games, which encourages collaboration and creativity.

Although the use of the cell phone in class has to follow some rules, the cell phone brings many benefits, the teacher has to know how to use it and teach students to use it, working and emphasizing safety issues and technological competence, there must be a good internet connection and a technology classroom, although if there were not, students can do exercises without being in these classrooms online. Augmented reality, QR, on-the-fly tests (kahoot, socrative) are all the rage these days.

All this will motivate students and participation by offering diverse communication according to the needs of each student, and monitoring the teaching-learning method.

3.3 M-Learning problems

"The availability of mobile technology does not actually guarantee that it will be used in an educational setting; similarly, the mere adoption of a new technology does not ensure its learning effectiveness." - Hwang and Chang (2011, p 1023-1031)

One of the main problems is the size of smartphones, although they are now bigger, they are still small to do activities and the apps have to be adapted to smartphones.

Another problem may be that, although with technological progress there are more apps, there are still not many educational applications. If we focus on those that do exist, there may be problems with not being able to install the apps.

According to Izarra (2010), some of the problems may be:

- Low autonomy and connectivity in some devices.
- Increasing screen size and operating system.
- Security of content or copyrights.
- Control of deleted items.
- Distraction when using it.
- Little interactivity in multimedia files.
- Some value little that they have learned in class.
- No restriction in learning.
- Little accessibility in countries that are still developing.

4. Video games

We can define video games, according to Oxford Language as “a game played by electronically manipulating images produced by a computer program on a monitor or other display.”

We can also take a look at the definition given by yourdictionary.com ““A type of game existing as and controlled by software, usually run by a video game console or a computer, and played on a video terminal or television screen. Controlled by a paddle, joystick, joypad, mouse, keyboard, or a combination of any of them.”

4.1 Characteristics of video games

There are many characteristics of video games, according to Gómez del Castillo (2007) these would be the characteristics that would be grouped into four different types:

1. Cognitive aspects:

- Problem solving and strategy planning.
- Knowledge of geography, mathematics, etc.
- Reading comprehension and vocabulary

- Logical and reasoning skills
- Inductive discovery
- Spatial perception and recognition
- Observation of details
- Memorization of facts

2. Skills and abilities:

- Curiosity and eagerness to try and investigate.
- Visual perception, hand-eye coordination and spatial perception.
- Motor skills, reflexes and quick responses.
- Investment of effort that is immediately recognized
- Involvement and motivation
- Instinct for self-improvement
- Self-control and self-evaluation

3. Socializing aspects:

- Increases self-esteem, as they provide a sense of mastery, control and compliance. Largely because there are personalized rewards.
- Interaction with friends, can be face-to-face or at a distance.

4.2 Types of videogames

All video games may not be suitable for educational use since there may be age limits or inappropriate content for them to be used in school.

According to Luca (2014), some of the video games that can help in language teaching can be:

- Fantasy and adventure games:

In this genre we find the majority of games that can be more accessible for high school due to their diversity and breadth of titles that can be found. They are usually fun, accessible, dynamic and easy to play. For example, "Super Mario" (Nintendo) or games based on movies.

- Interactive movies:

In this genre you learn a lot of vocabulary because there is a lot of dialogue constantly and the subject matter and story, they tell are usually very interesting. Sometimes, the player can be forced to make decisions that can change the course of the story. For example, on Netflix they have released a series called "Preguntados" where it is about general culture and viewers have to answer questions to finish the chapter.

- Simulation games:

Imitating real life is a good simulation game, and this one has advantages, because you have to acquire vocabulary of everyday things in life in order to get by in a constant environment of interaction between characters. For example, "The Sims" (Electronic Arts).

- (J)RPG, MMORPG AND MOBA:

JRPG (Role playing game), MMORPG (Massive Multiplayer Online Role-Playing Game) and MOBA (Multiplayer Online Battle Arena) are games with an extensive range of possibilities for learning a language. The constant interaction between the characters and the dialogues they offer, will allow us to enrich our vocabulary, as well as the pronunciation of each of the words articulated by the characters. As they are online, the interaction between players is safe and will require the use of a language other than ours for communication. For example: "League of legends" by Riot Games, "World of Warcraft" by Blizzard Entertainment or "Clash Royale" by Super Cell.

4.3 Advantages of the use of video games

According to Montero et al. (2011), video games used as learning tools are able to offer differentiating elements that allow us to change the dynamics of work and relationships that we get thanks to their use are very interesting from a pedagogical point of view.

According to Montero et al. (2011) and Morales (2009), these are some of the advantages that stand out:

- These are materials that students usually know very well. If a good selection of video games is made, we can adapt them to the curricular contents and emphasize the transmission of values that they contain.

- They improve our social interaction and fluency in understanding and writing a language, either with people around us or with people who do not share our language. Playing games is often considered a solitary activity. Playing video games allows us to be in continuous interaction, as most consoles have a multiplayer mode. Beyond that, there is also the possibility of online games, where we can put into practice our ability to

handle a language in this type of circumstances, uniting all types of players regardless of language.

- Improving our capabilities. Even those games that do not have an educational purpose require players to learn a lot. Some of the games are complex and require the development of many skills, including some associated with languages.
- They encourage teamwork. Like any other educational task, working with video games transmits values that gradually shape us as people, taking a position in the world and learning from it as new ideas arise. Working as a team in video games requires the cooperation of each of the players and they have to agree to achieve the objectives. Applied to language classes, this can be very helpful in improving relationships with peers.
- Learning through context. You will learn both grammar and vocabulary while playing a video game. You interact with virtual characters, traveling to virtual places and using virtual tools. Reading, listening and understanding each other in the language of the virtual world will be rewarded.
- Repetition. Most videogames always repeat the same words over and over again as the game is played. This is because the video game has key characters, actions that determine victory or failure, or because they want you to remember something important. As a result, students will be able to acquire new vocabulary.
- Fun for children.

4.4 Problems with videogames

According to Gómez del Castillo (2001), Díez (2004) and Etxeberría (2009) these may be some of the problems that arise in teaching with video games:

- Addiction. It is feared that video games take up more time than other more obligatory duties such as studies or leisure.
- Sociability. Video game users are considered unsociable people who find it difficult to relate to others in real life.
- Racism. It is rare for black, Arab or gypsy characters to appear, and when they do, they are usually the villains or are portrayed as dangerous characters.
- The underestimation of the weak. Elderly or handicapped characters do not usually appear either.
- Physical stereotypes. Men and women alike are characterized as young, slender, handsome and white. The female protagonists are usually represented with bodies of

not very credible proportions, trying to project the reflection of a perfect woman in terms of body and image.

- Violence. It is thought that video games that are loaded with a lot of violence and aggressiveness end up having a negative impact on children's behaviour. However, there are those who believe that the violence in video games is no greater than that depicted in movies, for example.

- Sexism. They reproduce roles from a sexism and traditional culture. Female characters rarely appear in video games, and when they do, they appear in a situation of submission or inferiority, or as characters who must be rescued. While male characters are presented as active, brave, strong and dominant.

5. Didactic unit: Raccontami tutto in passato!

5.1 Justification

Digital competence is one of the seven key competences that every learner should achieve by the end of their educational stage. In addition, the Royal Decree 1105/2014 states that information and communication technologies and audio-visual media, to obtain, select and present both orally and in writing information in the foreign language is essential. Furthermore, the Order of January, 15th, 2021 establishes the crucial role of digitisation in its proposed objectives.

The stated objectives that have been chosen from Royal Decree 1105/2014 are **b-e-g** and **i**:

- b) to develop work habits both individually and collectively for a successful completion of the tasks.

- e) to develop skill regarding the use of ICT to obtain new insights with a sense of critical thinking.

- g) to develop entrepreneur spirit and self-confidence, participation, critical thinking, personal initiative, the ability to learn to learn, to plan, to take and make decisions and to assume responsibilities.

- i) to understand and express themselves in one or more foreign languages in an adequate way.

5.2 Contextualization

This lesson plan has been devised for students of 4th year of Compulsory Secondary Education at Santa Engracia High School in Linares (Jaén). The classroom will consist of 20 students, 12 girls and 8 boys. There are one slow learner and one highly gifted student.

As established by the Common European Framework of References for Languages (CEFRL), their curricular level is B1.

Raccontami tutto in passato will be implemented in six different sessions of 55' minutes each and each session. This lesson plan will be exploited in the third term of the academic year 2021/2022.

5.3 Objectives

Raccontami tutto in passato aims at achieving the following objectives which have been devised in tune with what was established by the Royal Decree 1105/2014 and by the Order January, 15th, 2021:

Didactic objectives:

1. To understand and identify vocabulary of cinema, TV and music.
2. To understand oral film scenes and songs.
3. To write reviews about a film.
4. To use *Passato prossimo* and *Imperfetto* tenses to tell what happened in the past.
5. To take part in informal conversations relating to personal opinions respecting their partner's views.
6. To create a presentation using grammar and vocabulary learned in the didactic unit.

Stage objectives: (RD 1105/14)

B to develop work habits both individually and collectively for a successful completion of the tasks

G to develop entrepreneur spirit and self-confidence, participation, critical thinking, personal initiative, the ability to learn to learn, to plan, to take and make decisions and to assume responsibilities.

E) to develop skill regarding the use of ICT to obtain new insights with a sense of critical thinking.

I) to understand and express themselves in one or more foreign languages in an adequate way.

FL Objectives: (Order 15th Jan, 2021)

- 1)** To listen and understand specific information from oral texts in varied communicative situations.
- 3)** To read and understand diverse texts at a level appropriate to the student's abilities and interests.
- 5)** To write texts with different purposes on different topics using appropriate resources of cohesion and coherence.
- 8)** To develop the ability to work in a team, rejecting discrimination of people based on sex or other condition.
- 9)** To adequately use learning strategies and all the means at their disposal, including information and communication technologies and audio-visual media.
- 12)** To demonstrate a receptive attitude and self-confidence in the ability to learn and use the foreign language in a creative way, take the initiative and participate.

5.4 Key competences

CLC: Competence in Linguistic Communication

DC: Digital Competence

L2L: Learning to Learn

5.5 Contents

The contents of this lesson plan have been planned in tune with the contents established in the Order of January 15th, 2021, which sets the official curriculum in Andalusia:

Comprehension/production strategies:

- Listening and understanding oral texts related to scenes films covered in the unit.
- Understanding and producing clear speech about what happened in the recent past.
- Understanding guidelines for the correct completion of the activities.
- Identifying the communicative purpose of the text in digital and print form.
- Understanding texts related to TV shows and films.
- Writing texts using *Passato prossimo* and *Imperfetto* tenses and adjectives to describe a movie.

- Expressing the information clearly according to the patterns of each type of text.

Communicative functions:

- Recognising *Passato prossimo* and *Imperfetto* tenses with a song.
- Narrating what has happened to a person in a random situation using the previous grammar tenses.
- Describing TV shows and different adjectives through a game.

Linguistic-discursive structure:

- Vocabulary related to TV shows and adjectives to describe a film.
- Grammar: a) *Passato Prossimo* b) *Imperfetto*

Sociocultural and sociolinguistics aspects:

- Recognising the FL as a means of getting close to Italian culture through TV shows and songs.

5.6 Cross-curricular elements and interdisciplinarity

This lesson plan covers the following cross-curricular elements established in the Royal Decree 1105/2014:

- a) Reading comprehension
- b) Oral and written expresión
- c) Audio-visual communication
- d) Information and communication technologies, entrepreneurship

Interdisciplinarity:

- Computer Science
- History

5.7 Methodology

As for the methodology, this lesson plan focuses mainly on fostering the communicative competence of students. Therefore, *Raccontami tutto in passato!* follows a learner-based communicative approach in which students are involved in real communicative scenarios that help them to acquire natural strategies for handling real situations on a daily basis by student's interaction and meaningful language related to TV shows. Also, this methodology will enable working on the four skills in English: listening, writing, reading and speaking.

Moreover, autonomous and collaborative learning, stimulating individual improvement and their own learning, the development of all their potential, fostering their self-confidence and promoting habits of collaboration and teamwork will be intended.

5.8 Resources and materials

As this lesson plan focuses on TV and music, it goes without saying that it will need the use of electronic devices and platforms, as well as some traditional materials, some of which are:

- digital board,
- interactive worksheets,
- tablets,
- laptops,
- mobile phones,
- flashcards,
- whiteboards,
- blackboard,
- Kahoot
- Wordwall,
- books,
- Google Classroom
- Internet connection
- Youtube,
- Mentimeter,
- Song's Lyrics,
- Quizziz,
- Liveworksheet

5.9 Temporalisation

SESSIONE 1: 55 MINUTI

1. Ripasso del presente - 10'
2. Brainstorming - 5'
3. Nuovo lessico! - 10'
4. Giocare con Kahoot! - 5'
5. Scialla! - 15'
6. 5 film italiani - 10'

SESSIONE 2: 55 MINUTI

1. Patata bollente - 10'
2. Wow! Questo è il passato! - 20'
3. Hai capito più meno il passato? - 10'
4. Quiz! - 10'
5. Esercizi - 5'

SESSIONE 3: 55 MINUTI

1. Avete capito tutto? - 10'
2. Una volta ancora - 10'
3. Chi è Ana Mena? - 10'
4. Rispondiamo! - 10'
5. Davvero!? Dimmi di più! - 15'

SESSIONE 4: 55 MINUTI.

1. Lavoro parlato - 20'
2. La macchina del tempo - 10'
3. L'errore – 10'
4. Alla Lavagna – 10'
5. Esercizi - 5'

SESSIONE 5: 55 MINUTI

1. Come hai passato il fine di settimana? - 15'
2. Aggettivi per l'uso - 15'
3. Una recensione - 25'

SESSIONE 6: 55 MINUTI.

1. Wordwall 10'
2. La ragazza con il cuore di latta - 10'
3. Crossword 10'
4. Chi è chi? - 10'
5. Spiegare il lavoro finale 15'

SESSIONI 7 E 8: 55 MINUTI CIASCUNA:

- 1 Presentations - 55'

5.10 Sessions

Depending on the different tasks and their purpose, students will work in three different ways:

- Whole-class (WC)
- Individual work (IW)
- Pair work (PW)

SESSIONE 1

Attività 1: Ripasso del presente. WC/IW (Reading/Listening)

In this activity the teacher will review the grammar already explained to strengthen knowledge. The previous grammar consisted of the present simple, because without that verb tense, the past cannot be learned.

I MODI FINITI

Modo indicativo

L'indicativo è il modo della realtà, presenta un fatto come obiettivo e certo.
I tempi semplici dell'indicativo italiano sono il presente, l'imperfetto, il passato remoto e il futuro.
I tempi composti sono il passato prossimo, il trapassato prossimo, il trapassato remoto e il futuro composto.

Il presente

Il presente esprime azioni contemporanee al momento in cui si parla.

	lavorare	vendere	partire	finire *
io	lavoro	vendo	parto	fin-isc-o
tu	lavori	vendi	parti	fin-isc-i
lui/lei/Lei	lavora	vende	parte	fin-isc-e
noi	lavoriamo	vendiamo	partiamo	finiamo
voi	lavorate	vendete	partite	finite
loro	lavorano	vendono	partono	fin-isc-ono

* I verbi della 3ª coniugazione che presentano l'aggiunta dell'elemento -isc- sono: *agire, capire, dimagrire, finire, preferire, pulire, servire, sparire* ecc.

Verbi con il presente irregolare:

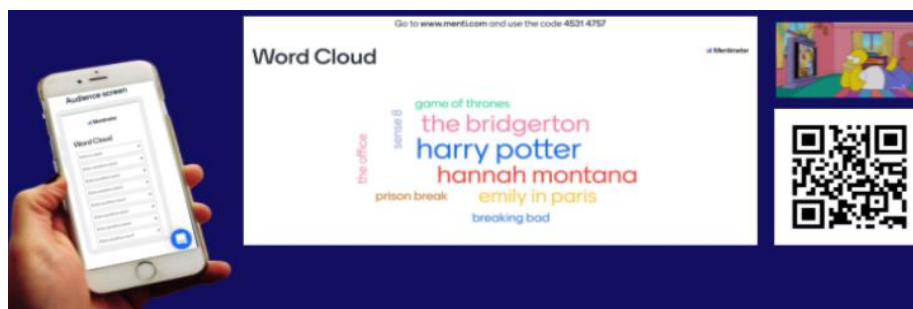
andare	vado, vai, va, andiamo, andate, vanno
avere	ho, hai, ha, abbiamo, avete, hanno

Activar \
Ve a Config

dare	do, dai, dà, diamo, date, danno
dire	dico, dici, dice, diciamo, dite, dicono
dovere	devo, devi, deve, dobbiamo, dovete, devono
essere	sono, sei, è, siamo, siete, sono
fare	faccio, fai, fa, facciamo, fate, fanno
potere	posso, puoi, può, possiamo, potete, possono
rimanere	rimango, rimani, rimane, rimaniamo, rimanete, rimangono
salire	salgo, sali, sale, saliamo, salite, salgono
sapere	so, sai, sa, sappiamo, sapete, sanno
scegliere	scelgo, scegli, sceglie, scegliamo, scegliete, scelgono
spegnere	spengo, spegni, spegne, spegniamo, spegnete, spengono
stare	sto, stai, sta, stiamo, state, stanno
tenere	tengo, tieni, tiene, teniamo, tenete, tengono
tradurre	traduco, traduci, traduce, traduciamo, traducete, traducono
togliere	tolgo, togli, toglie, togliamo, togliete, tolgono
uscire	esco, esci, esce, usciamo, uscite, escono
venire	vengo, vieni, viene, veniamo, venite, vengono
volere	voglio, vuoi, vuole, vogliamo, volete, vogliono

Attività 2: Raccogliere le idee (Brainstorming). IW/WC (Writing/Reading)

The teacher asks the student to take their phone and scan the QR code that appears on the interactive whiteboard. The students must answer the following question:



This will be an example of their brainstorming with the names of the TV shows they know.

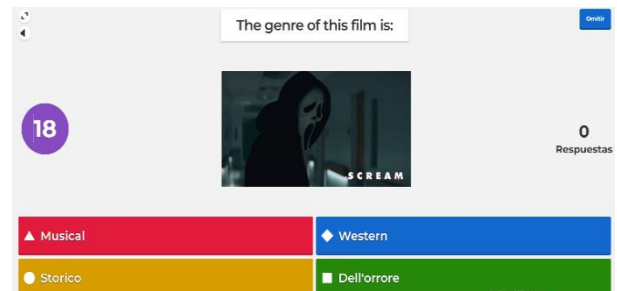
Attività 3: Nuovo lessico! IW/WC (Writing/Listening/Reading)

In this activity the teacher will teach the new vocabulary to his students, in this case it is about music, television and cinema.

Genere musicali (music genres)	Generi di film (film genres)	Programmi televisivi (tv programs)
Leggera - Easy Listening Classica - Classical Lirica - Lyrical Straniera - Foreign Folklorica - Folk Elettronica - Electronic Psichedelica - Psychedelic Il testo - lyrics La canzone - Song Il gruppo musicale - Music Group Il/la cantante - Singer Il cantautore /la cantautrice - Songwriter Il concerto - Concert Il disco - Record La cassetta - Tape	Comico- Comic Biografico - Biopic Commedia - Comedy Dell'orrore - Horror Drammatico - Drama Musicale - Musical Azione - Action Di guerra - War Avventura - Adventure Storico - Historical Fantastico- Fantasy Western Poliziesco - Detective Giallo - Thriller Fantascienza - Science Fiction	Telenovela Soap opera Gioco a premi - Game show Varietà - Variety show Quiz - Quiz show Telefilm - Tv series Telegiornale - Tv news Programma di attualità Documentario - Documentary Cartone animato - Cartoon Spettacolo - Showtime Programma sportivo - Sport program

Attività 4: Giocare con Kahoot! IW/WC (Reading)

Take your mobile phones and scan this QR code to play a Kahoot!



Attività 5: Scialla! (Stai sereno) PW/WC (Reading/Writing)

The teacher will give a reading to the students that deals with a movie and people's opinions about it. The students will have to read it and ask the teacher questions about it and finally complete an exercise connected with the reading.





This material has been taken from Costa et al. (2007).

Attività 6: 5 film italiani. PW/WC (Listening/Speaking)

The teacher will play a YouTube video of a girl talking about five Italian movies. The students have to watch and listen to the video. When they have watched the video, they will have to talk in pairs and say which movie they think they would like the most and why, using the vocabulary.



5 Italian films to watch (Italian audio)

70.024 visualizzazioni • hace 5 años

 Learn Italian with Lucrezia ✓

Italian language video lessons on Italian grammar, vocabulary, and conversation

SESSIONE 2

Attività 1: Ripassiamo il vocabolario! Patata bollente. WC (Speaking/Reading/Listening)

With this game the students revise the vocabulary studied in the last sessions.

GAME RULES

- The students have to make groups of 4.
- The teacher gives each group a 2' stopwatch and an envelope with some words of vocabulary of the unit.
- The switch on the stopwatch and the person who maintains the stopwatch must describe the word on the paper to the person who is in front of him/her. When he or she guesses the word, the stopwatch and the envelope pass to the person who is on the right.
- When the stopwatch rings, the person who is holding it loses.

Example of the vocabulary words:



Attività 2: Wow! Questo è il passato! WC/IW (Reading/Listening/Writing)

The teacher will explain the grammar to the students. The students will be able to ask questions about the grammar.

Sintesi grammaticale

Il participio passato
Il participio passato serve a formare i tempi composti.

INFINITO	PARTICIPIO PASSATO
cercare	cercato
vendere	venduto
uscire	uscito

Alcuni verbi hanno il participio passato irregolare:
essere → stato; sentire → sentito; vivere → vissuto; nascere → nato.
(il participio di essere è uguale al participio di stare.)

-ito	-tto	-nto	-so
accorgersi → accorto	correggere → corretto	aggiungere → aggiunto	accontentare → accontentato
aprire → aperto	cucinare → cotto	piangere → pianto	chiudere → chiuso
coprire → coperto	dire → detto	correre → corso	evadere → evaso
morire → morto	fare → fatto	decidere → deciso	fallire → fallito
offrire → offerto	leggere → letto	dividere → diviso	finire → finito
	rompere → rotto	offendere → offeso	gelare → gelato
	scrivere → scritto	perdere → perso	guarire → guarito
	tradurre → tradotto	prendere → preso	importare → importato
		ridere → riso	ringiovanire → ringiovanito
		scendere → sceso	ingrassare → ingrassato
		spendere → speso	
		uccidere → ucciso	

Per gli altri usi del participio passato vedi p. 125.

Avere o essere?
Il passato prossimo si forma con l'**ausiliare avere** se il verbo è **transitivo**, cioè può essere seguito dal complemento oggetto (chi? che cosa?).
Ieri ho incontrato Paola. / Ho perso le chiavi.

Il passato prossimo si forma con l'**ausiliare essere** con quasi tutti i verbi **intransitivi**, cioè i verbi che non sono seguiti dal complemento oggetto ma eventualmente solo da uno o più complementi indiretti (A chi? Dove? Quando? Perché? Come?).
È partito. / Sono nato nel 1978. / Ieri siamo andati in discoteca e ci siamo divertiti molto: siamo rimasti lì fino alle 3. / Il film non mi è piaciuto.

Alcune eccezioni: dormire, cenare, pranzare, gridare. Ho dormito bene.

In particolare si usa il verbo essere con:

- i verbi **pronominali** (divertirsi, vestirsi, salutarsi, annoiarsi, conoscersi):
Ieri sera mi sono divertito tantissimo.
- i verbi che indicano un **cambiamento**, una trasformazione (nascere, morire, crescere, diventare, ingrassare, dimagrire, invecchiare):
Giulio è nato nel 1980.
- i verbi che indicano **stato in luogo** (essere, stare, rimanere, restare):
Sono restato a casa tutto il giorno.
- i verbi **impersonali** (piovere, succedere, capitare, sembrare, durare, bastare, mancare, servire):
Il film è piaciuto a tutti.

I verbi di movimento (andare, venire, partire, tornare, entrare, uscire, scendere, salire):
Sono andati in posta.
Eccezioni: verbi che indicano attività fisiche e sportive come ballare, sciare, nuotare, passeggiare, camminare, nuotare, guidare ecc.

Alcuni verbi possono essere usati in modo transitivo con l'**ausiliare avere** (spesso quando il soggetto è animato):
Ari sera **ho finito** il lavoro alle otto.
Il medico **ha aumentato** la dose di antibiotici.
Il film è **finito** alle otto.
La febbre è **aumentata** di sera.

I più comuni sono:

affondare	dilagare	inorridire	saltare
avanzare	diminuire	invecchiare	sbarcare
aumentare	decidere	manicare	scendere
bucinare	evadere	maturare	scorrere
cambiare	fallire	migliorare	seguire
cominciare	finire	passare	suonare
continuare	gelare	peggiore	toccare
correre	guarire	ringiovanire	svoltare
crescere	importare	ringiovanire	trascorrere
derivare	ingrassare	salire	variare

Alcuni verbi possono essere usati sia con l'**ausiliare avere** sia con l'**ausiliare essere** senza variazioni nel significato:
È vissuto 3 anni a Roma.
Ha vissuto 3 anni a Roma.

appartenere	convivere	inciampare	procedere
atteggiare	culminare	indietreggiare	rabbrivire
brillare	decollare	naufragare	risuonare
campare	diluvare	nevicare	scivolare
coincidere	germogliare	piovere	somigliare
combaciare	gradinare	prevalere	vivere

Con i verbi modali si usa l'**ausiliare del verbo all'infinito**: Ha voluto mangiare. (Ha mangiato.) È dovuto uscire. (È uscito.)
Nel parlato si tende a costruire con avere anche i verbi con ausiliare essere. Ha voluto andare. (ma: È andato.)

Accordo con il participio passato

Con i verbi con ausiliare essere normalmente si ha l'accordo di genere e numero con il soggetto:
Carlo è arrivato.
Le bambine sono arrivate.
Carlo e Carla sono arrivati.

Con i verbi riflessivi (pronominali), che si coniugano con l'**ausiliare essere**, si ha in genere l'accordo con il soggetto:
Paola si è alzata.
Paola si è lavata le mani.
(ma: Paola si è lavate le mani.)

Con le forme passive il participio passato si accorda con il soggetto:
I biscotti sono stati mangiati da Carlo.

PASSATO PROSSIMO O IMPERFETTO?

Il passato prossimo e l'imperfetto si usano per parlare del passato: l'imperfetto ha un valore durativo ed è come una ripresa con la videocamera, in cui si vede l'azione in corso mentre il passato prossimo è un momento puntuale come lo scatto di una fotografia.

passato prossimo	imperfetto
raccontare eventi del passato: <i>Stamattina mi sono alzato alle 7. / Ho comprato un'auto nuova.</i>	descrivere situazioni, stati fisici e psicologici: <i>Ieri il tempo era brutto. / Alla festa mi sentivo un po' a disagio perché non conoscevo nessuno.</i>
raccontare fatti che avvengono in successione: <i>Quando Carlo ha finito l'università, è andato a vivere in Cina.</i>	esprimere azioni del passato che si stanno svolgendo in modo parallelo: <i>Mentre facevo colazione ascoltavo la radio.</i>
raccontare un fatto che si inserisce in una situazione descritta all'imperfetto o in un'azione che sta per iniziare: <i>Mentre strinavo ho visto un bel film. / Stavo per uscire quando mi ha chiamato Silvio.</i>	esprimere un'azione già incominciata in cui si inserisce un'azione puntuale al passato prossimo: <i>Mentre passeggiavo (situazione: quando?) ho incontrato Sandro (fatto: che cosa è successo?).</i>
raccontare fatti del passato delimitati nel tempo: <i>Sono rimasto in Francia dal 2002 al 2004. / Ti ho aspettato per mezz'ora. / Sabato notte abbiamo ballato fino alle tre.</i>	raccontare fatti passati che si ripetono con abitudine: <i>Da giovane, il sabato ballavamo fino alle tre.</i>

L'IMPERFETTO

	studiare	vivere	sentire
(io)	studiavo	vivevo	sentivo
(tu)	studiavi	vivevi	sentivi
(lei/la)	studiava	viveva	sentiva
(noi)	studiavamo	vivevamo	sentivamo
(voi)	studiavate	vivevate	sentivate
(loro)	studavano	vivevano	sentivano

Forme irregolari
ESSERE: ero, eri, era, eravamo, eravate, erano
VERE: bevevo, bevevi, beveva, bevevamo, bevevate, bevevano
DIRE: dicevo, dicevi, diceva, dicevamo, dicevate, dicevano
FARE: facevo, facevi, faceva, facevamo, facevate, facevano

Uso
L'imperfetto è un tempo del passato usato per:
- descrivere persone (stati fisici e psicologici), luoghi e condizioni generali, si usa tipicamente con verbi stativi, che non indicano un'azione ma uno stato, come essere, avere, sapere, sembrare: era triste, aveva sonno, faceva freddo.
- descrivere azioni in corso, azioni che durano, di cui non si vede l'inizio e la fine: C'era una bella atmosfera, molti ragazzi giovani che ballavano e ridevano.
- raccontare fatti passati che si ripetono con abitudine: Quand'ero piccolo andavo al mare in Calabria. / Di sera uscivo sempre con i miei amici.
- per fare richieste cortesi: Volevo un litro di latte.

This material has been taken from Costa et al. (2007).

Attività 3: Hai capito più meno il passato? PW/WC (Reading/Listening/Speaking/Writing)

The teacher will upload some sentences or texts to Google classroom. The students will have to answer them in their notebook. They will then be corrected out loud.

“Vivo in Italia da dieci anni, ma (*nascere*) ____ in Argentina. I miei nonni paterni (*venire*) ____ dalla Calabria, ma (*trasferirsi*) ____ in Argentina negli anni '30 appena sposati, e (*avere*) ____ Quattro figli maschi. Mio padre (*studiare*) ____ ingegneria a Buenos Aires, Dove (*conoscere*) ____ mia madre; i suoi Fratelli, invece, (*preferire*) ____ lavorare con il nonno, che (*avere*) ____ un grande mobilificio. Nel 1995 mio padre (*trovare*) ____ un buen lavoro in Italia e così (*partire*) ____ per l'Italia: io (*avere*) ____ molto difficile abituarsi a un nuevo paese (anche se fortunatamente (*sapere*) ____ già l'Italiano), ma adesso (*essere*) ____ molto contenti di vivere qui. Certo, l'Argentina e la nostra familia ci (*mancare*) ____ molto, ma fortunatamente ogni anno, a Natale o d'estate, (*andare*) ____ a trovare gli zii e i cugini che (*vivere*) ____ vicino a Cordoba”

“Ieri alla stazione di Roccasecca, vicino a Frosinone (*esserci*) ____ un terribile incidente ferroviario: il treno a Campobasso, che (*passare*) ____ dalla stazione a 120 km orario, (*tamponare*) ____ il treno Roma-Cassino che (*essere*) ____ fermo sul binario”

Attività 4: Quiz! IW/WC (Reading/Listening)

The teacher will give the link to his students to do a quiz about *passato prossimo* and *imperfetto* to end the class.

<https://quizizz.com/admin/quiz/62249db64580a3001e5e0f8a>

1/6/22, 16:24

PASSATO PROSSIMO E IMPERFETTO.

QUIZZ

NOMBRE : _____

CLASE : _____

FECHA : _____

PASSATO PROSSIMO E IMPERFETTO.
10 Preguntas

1. Com'è la seconda persona del verbo avere al passato prossimo?

☐ A abbiamo avuto ☐ B ho avuto

☐ C hai avuto

2. Com'è la terza persona del verbo essere al passato prossimo?

☐ A sono stato ☐ B è stato

☐ C siamo stati

3. Il verbo divertirsi con quale ausiliare è coniugato?

☐ A essere ☐ B avere

4. Il verbo arrivare con quale ausiliare è coniugato?

☐ A avere ☐ B essere

5. Quale forma è la corretta?

☐ A Paola si sono alzate ☐ B Paola si è alzata

☐ C Paola si sono alzati ☐ D Paola si è alzata

6. Quale forma è la corretta?

☐ A Il film non mi ha piaciuto ☐ B Il film mi è piaciuto

☐ C Il film mi sono piaciuta ☐ D Il film mi ha piaciuto

1/6/22, 16:24

PASSATO PROSSIMO E IMPERFETTO.

7. Com'è la seconda persona del imperfetto del verbo vivere?

☐ A viveva ☐ B vivevamo

☐ C vivevi ☐ D vivevo

8. Com'è il participio di nascere?

☐ A nasceva ☐ B nacque

☐ C nato

9. Che frase è scritta con l'imperfetto?

☐ A Maria chiamava sua amica ☐ B Maria è caduta

10. Con i verbi impersonali che verbo si usa?

☐ A Dovere ☐ B Avere

☐ C Essere

Attività 5: Esercizi. WC (Listening)

What they will be asked to do at home will be to read all the irregular verbs in Italian and make a list of the most important ones.

SESSIONE 3

Attività 1: Avete capito tutto? PW/WC (Reading/Writing/Listening)

In this exercise, students have to complete the table that is useful as a grammar review. Then, they have to form 5 sentences using these verbal tenses.

<i>Come si forma il passato prossimo?</i>	<i>Come si forma l'imperfetto?</i>
<i>Si forma...</i>	<i>Si forma...</i>

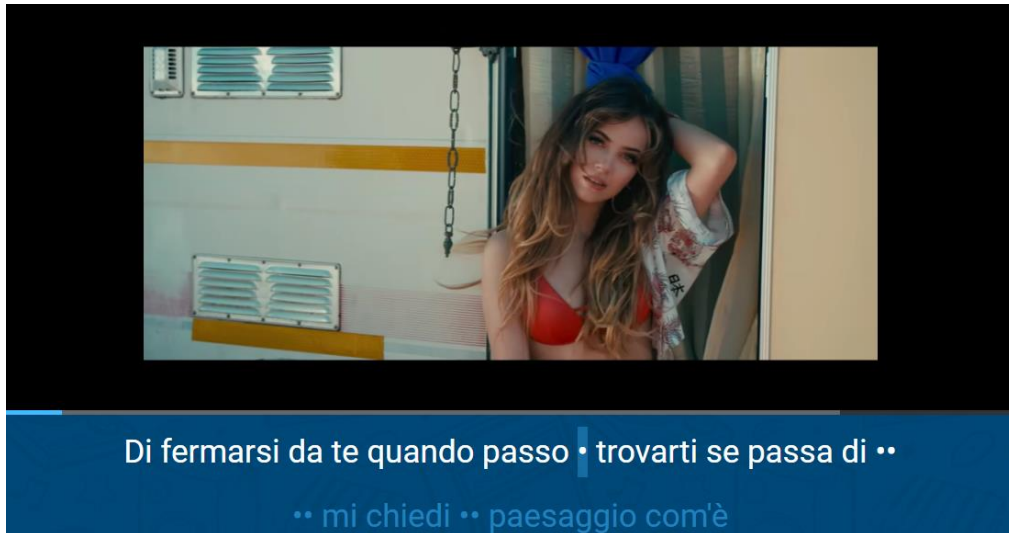
<i>Quando si usa il passato prossimo?</i>	<i>Quando si usa l'imperfetto?</i>
<i>Si usa...</i>	<i>Si usa...</i>

<i>Il passato prossimo: Avere o essere?</i>
<i>Il verbo avere si usa...</i>
<i>Il verbo essere si usa...</i>

<i>Alcune forme irregolari</i>
<i>Aprire →</i>
<i>Coprire →</i>
<i>Discutere →</i>
<i>Mettere →</i>
<i>Muovere →</i>
<i>Dire →</i>
<i>Fare →</i>
<i>Scrivere →</i>
<i>Tradurre →</i>
<i>Piangere →</i>
<i>Vincere →</i>
<i>Rivolgere →</i>
<i>Togliere →</i>
<i>Vedere →</i>
<i>Rimanere →</i>

Attività 2: Una volta ancora. IW/WC (Listening/Reading/Writing)

The teacher will share a link to the page Lyricstraining with the famous song by Ana Mena "Una volta ancora". In the song are many verbs in the past tense. The students will have to listen to the song and fill in the gaps. It will be listened to twice. Then, we will correct it out loud together. The students can also write any word they do not know and then ask what does it mean or whatever.

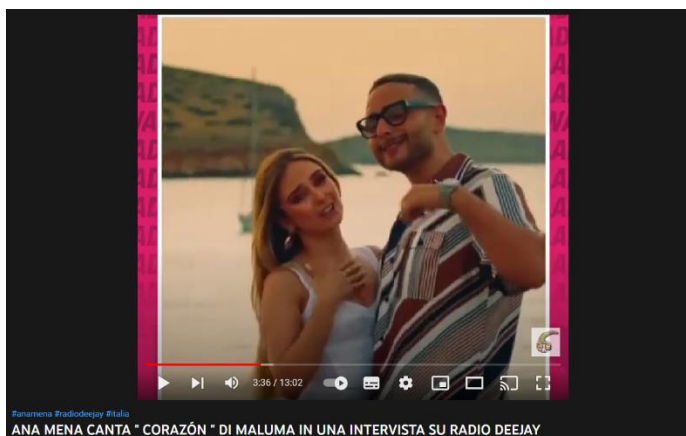


<https://es.lyricstraining.com/play/fred-de-palma-ana-mena/una-volta-ancora/HpBOeCacBp#ibw>

Attività 3 e 4: Chi è Ana Mena? La conoscete? Rispondiamo! PW/WC (Listening/Writing/Reading/Speaking)

In this exercise, students must watch the video of an interview with Ana Mena and write down their doubts.

After the video, they have to answer the questions that the teacher will ask about the interview.



<https://www.youtube.com/watch?v=vTgY-wnmQcc>

Here are the questions:

1. Chi è Ana mena?
2. È stata la sua prima intervista in italiano?
3. In che anno è stata uno dei cantanti più ascoltati?
4. Di cosa sta parlando Ana Mena?
5. Ana mena si sbaglia quando parla in italiano?
6. Usa parole spagnole? Se è così, fai degli esempi

Attività 5: Davvero!? Dimmi di più! IW/WC (Writing/Reading)

Students will have to write an essay of 200 words maximum. They will have to talk about an important event or a moment in their life that they love.

Attention: It is very important to use the past tense, so try to do it please. If you use it, you will get a good mark!

SESSIONE 4

Attività 1: Lavoro parlato. PW/WC (Listening/Speaking)

Work in pairs. The teacher shows four short videos on the interactive whiteboard. After watching one, one member of the pair has to tell his/her mate what has happened. Then, the students watch another video, and they change roles. The students must use *passato prossimo* and *imperfetto* tenses when speaking.



Here you have useful vocabulary that will help you when speaking with your partner.

For example: La nonna ha detto che sua figlia è cresciuta senza lei.

Victorious: guerra, battaglia, popolari, follower, occhiata

Hannah Montana: posto, horno, feste, vita mondana, camera

Wizards of Waverly: imbarazzo, infuriando, finestrino, ricchi, lupo mannaro

Descendants: nonna, giovane, isola, figlia, nuova generazione, distruggerci, incantesimi

Links:

https://www.youtube.com/watch?v=z9WE_Q6FvSE

https://www.youtube.com/watch?v=TQTOVQ_TaKE

<https://www.youtube.com/watch?v=0WDLueZtU00>

Attività 2: La macchina del tempo. PW/WC (Reading/Writing/Speaking)

In this activity, students will have to change the verb tenses that are in the present tense to *passato prossimo* and *imperfetto* to see if they have understood how to use the use of the auxiliary. Then, the students should correct the answers with a partner.

Scegliamo questa destinazione perché è vicina a Genova e non perdiamo tempo per il viaggio, anche se ci andiamo in macchina per essere più liberi. Visitiamo i paesini della costa e dell'entroterra; ci fermiamo anche qualche giorno al festival del cinema, perché mio marito è un appassionato. A me invece la cosa che piace di più di questa zona è la campagna, soprattutto i fiori e i profumi.

Faccio 18 ore di volo, ma ne vale la pena perché quest'anno ho un mese di vacanza. I primi dieci giorni li passo nel sud, al mare, anche se ho paura a fare il bagno perché ci sono gli squali (dicono che non sono pericolosi, ma io non mi fido). Poi prendo un volo nazionale e mi sposto verso est per andare da degli amici che vivono lì. Insieme facciamo un trekking a piedi nelle "montagne blu". Sarà fantastico!

Partono in aereo, anche se Anna è un po' preoccupata perché non le piace volare. Hanno bisogno di imparare la lingua, e frequentano un corso tutte le mattine, dalle 9 alle 13. Nel pomeriggio però sono libere, così possono visitare la città e soprattutto i musei d'arte che ad Anna piacciono molto. Silvia invece preferisce la vita all'aria aperta e così fa delle lunghe passeggiate nei parchi lungo il fiume. La sera escono spesso per vedere dei concerti o bere una birra nei pub.

This material has been taken from Costa et al. (2007).

Attività 3: L'errore. IW/WC (Reading/Writing)

The teacher will give eight sentences with some failure. The students will have to find them and correct them. Then the students must upload the answers to Google Classroom.

1. Dopo l'incidente, l'autostrada era chiusa per tutto il giorno.
2. Mentre ho mangiato, qualcuno mi ha rubato la borsa
3. Ho messo la collana in borsa, perché secondo me non è stata bene con il vestito che avevo
4. Quando sono stata in Egitto, conoscevo dei ragazzi tedeschi molto simpatici.
5. Due ore fa, c'era una rapina allá banca di via Roma.
6. Ieri a Milano c'era uno sciopero dei mezzi di trasporto, così aspettavano l'autobus per un'ora.
7. Quando è nato mio fratello, la mia famiglia ha abitato in Sicilia.
8. Ieri c'era un bel film allá tv, ma non potevo vederlo perché dovevo studiare.

Attività 4: Alla lavagna! IW/WC (Reading/Speaking/Writing/Listening)

The students will say 20 verbs, which will be written on the board. Afterwards, each student will choose two verbs, with which he/she has to form a sentence correctly. Then, they will say them out loud for their classmates to correct them. Also, they have to upload the sentences to Google Classroom.

Please try to always use the past tense because it is the most important part of the exercise!

20 verbs: essere, avere, fare, dire, potere, volere, sapere, stare, dovere, vedere, andare, venire, dare, parlare, trovare, sentire, lasciare, prendere, guardare, mettere.

Attività 5: Esercizi. IW/WC (Listening)

The teacher will explain the exercises, which will be to review the vocabulary of film, TV and music. Also, if in the previous exercise they did not have time to do it in class, they will have to finish it at home. Finally, they have to read on Google Classroom "Come scrivere una recensione".

SESSIONE 5

Attività 1: Come hai passato il fine di settimana? IW/WC (Listening/Reading/Writing)

The teacher will upload the link to the *LiveWorksheet* page to Google Classroom. Students will have to listen to the audios and answer the questions. They will be corrected exercise by exercise.

Here is the link: <https://es.liveworksheets.com/id2394859zk>

Come Hai Passato il Fine Settimana?

Ascolta una prima volta il dialogo. Di quali attività parlano i due ragazzi? 


Fare la spesa


Bere un caffè


Mangiare pizza


Andare al cinema


Giocare ai videogiochi


Ballare

Ascolta di nuovo il dialogo e scegli l'affermazione giusta.

Nel fine settimana Enzo e Lidia:

- ☒ hanno fatto le stesse cose
- ☒ hanno fatto cose diverse
- ☒ sono andati insieme al cinema

È stato un fine settimana tranquillo quello di:

- ☒ Enzo
- ☒ Lidia
- ☒ tutti e due

Abbina i personaggi con l'attività mettendo dei numerini nel riquadro 

1. Lidia e Gianna
2. Lidia e la sua collega
3. Enzo e gli amici
4. Enzo e Paola



- ☐ hanno ballato
- ☐ hanno bevuto un caffè
- ☐ hanno cenato
- ☐ hanno fatto le spese
- ☐ hanno guardato la TV
- ☐ hanno mangiato una pizza
- ☐ sono andati al cinema
- ☐ sono andati in discoteca

Guarda il dialogo e conferma le tue risposte

Enzo: Ciao Lidia, come va?

Lidia: Non c'è male, grazie. E tu?

Enzo: Abbastanza bene. Allora ... come **hai passato** il fine settimana?

Lidia: Mah, niente di speciale, le solite cose.

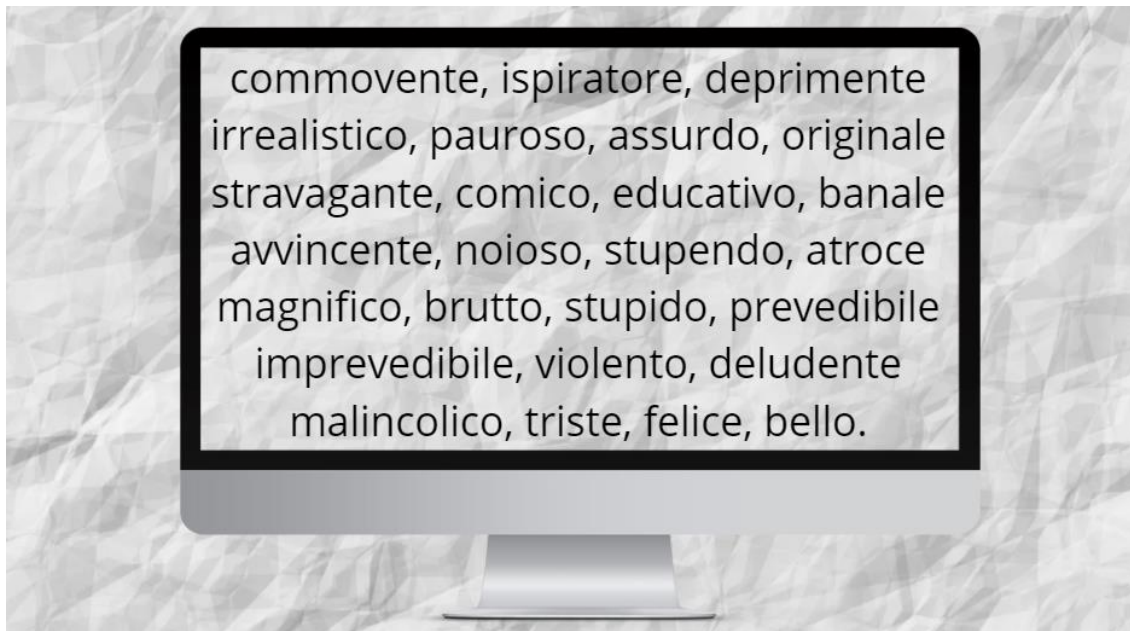
Enzo: E dai, racconta.

Lidia: Dunque ... sabato **sono andata** con Gianna in centro ... a fare spese. Poi **abbiamo bevuto** un caffè all'Antico Caffè Greco e verso le nove **siamo andate** a mangiare una pizza con degli amici.

Enzo: E ieri?

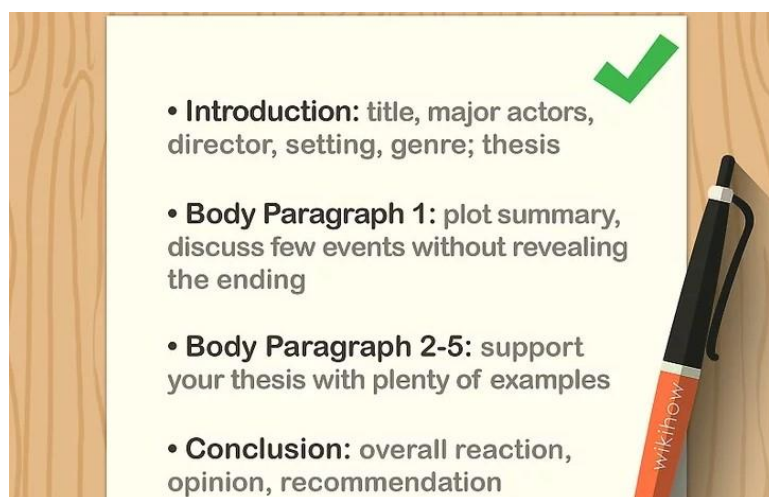
Attività 2: Aggettivi per l'uso. IW/WC (Listening/Writing/Reading)

The teacher will put adjectives on the board for them to use in a review of a movie, series or whatever. It will also be translated.



Attività 3: Una recensione. IW/WC (Writing/Reading)

In this last activity, students will have to write a review of the movie they like the most. For this, they will have a photocopy and a photo to help them follow the steps. This photocopy and the photo must already be read because it was uploaded to Google Classroom.



Parlare di film

INFORMAZIONI GENERALI

Titolo _____
Anno e Paese di produzione: _____ Regista _____
Cast principale (attori protagonisti) _____
Genere
☐ avventura ☐ commedia ☐ giallo ☐ animazione ☐ fantascienza ☐ drammatico
☐ comico ☐ fantasy ☐ storico ☐ altro: _____
Altro: _____

TRAMA (fai un riassunto del film. Ricordati: il riassunto del film deve essere chiaro anche per una persona che non ha visto il film). Puoi aiutarti con queste espressioni:

Il film racconta/parla/narra di _____ / All'inizio / Poi / Alla fine.

ANALISI E INTERPRETAZIONE

Il soggetto del film è:

☐ una storia realmente accaduta / ☐ una storia originale / ☐ un adattamento (da un romanzo/racconto...): _____ (scrivi il nome del romanzo/racconto).

La vicenda si svolge (quando?) _____

I luoghi principali sono / La vicenda è ambientata a (dove?) _____

PERSONAGGI (per ogni personaggio scrivi tutte le informazioni che puoi trovare nel film:

es. nome, età, aspetto fisico, aspetti psicologici, professione...)

Il protagonista è... / I protagonisti sono... / I personaggi secondari sono...

I personaggi positivi, secondo me, sono _____ perché _____

I personaggi negativi sono _____ perché _____

Gli attori recitano: ☐ in modo naturale ☐ con molta enfasi ☐ in modo meccanico

altro: _____

ESPRIMERE OPINIONI

Questo film è _____

(qui trovi alcuni aggettivi tra cui scegliere. Cerca nel dizionario il significato degli aggettivi che non conosci: *commovente, serio, noioso, stereotipato, divertente, banale, geniale, pesante, coinvolgente, superficiale, impegnato, monotono, emozionante, trascinante...*)

Il film mi è piaciuto / non mi è piaciuto perché _____. La parte che ho trovato più interessante è quella in cui _____ perché _____

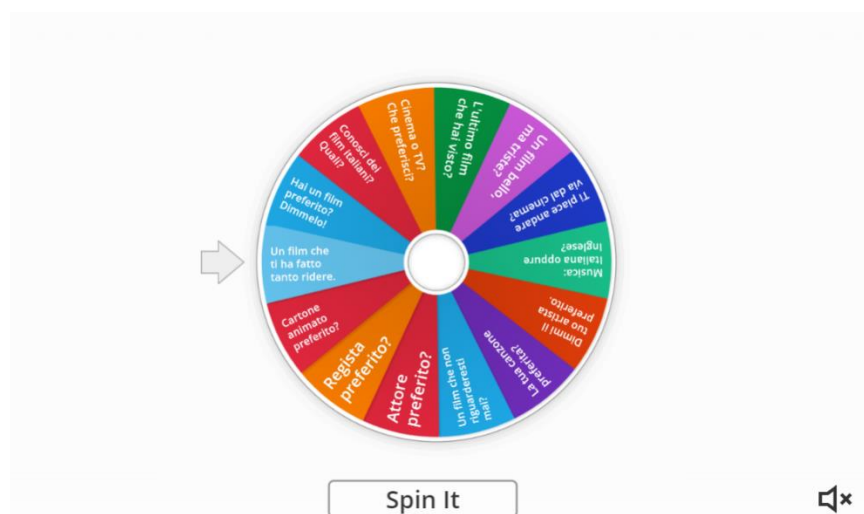
Per me questo film è adatto / non è adatto (a chi?) _____

Lo consiglierai soprattutto a _____

SESSIONE 6

Attività 1: *Wordwall*. IW/WC (Speaking/Reading/Listening)

To start the class, students will play *Wordwall*. Students will scan the QR and spin the roulette wheel. They will then have to answer the question they are asked out loud.



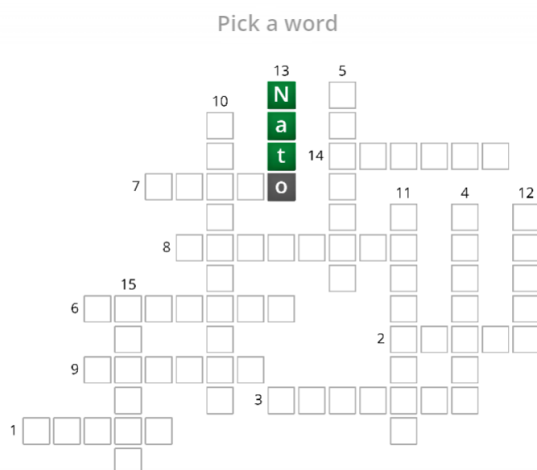
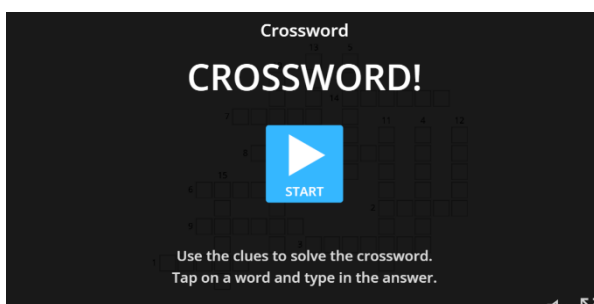
Attività 2: *La ragazza con il cuore di latta*. IW/WC (Listening/Writing)

The teacher will play the song "La ragazza con il cuore di latta" by Irama. The song is in the past tense, so there are many *passato prossimo* and *imperfetto*. The first time they listen to it, the students will be seated and when they hear a *passato prossimo* they will have to get up from the chair and when they hear an *imperfetto* they will have to clap their hands. The second time they hear it, the students will try to write the verbs they hear.



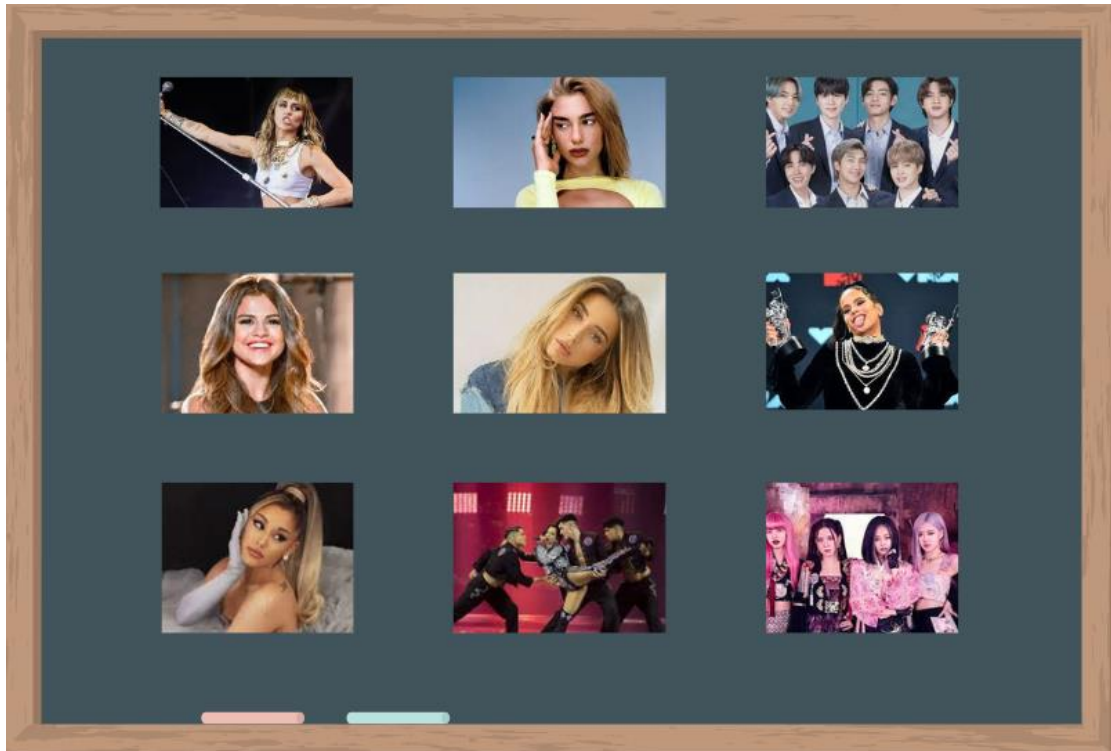
Attività 3: Crossword. IW/WC (Reading/Writing)

The teacher will put the QR on the board and the students will scan it. Once scanned, they will play a crossword game about past participles in Italian.



Attività 4: WC (Listening/Speaking)

The teacher will put 10 pictures of artists on the board. The teacher will think of three. When the teacher has chosen them, the students have to ask the teacher “yes- no questions”, and with the answers they must find out who they are. The student asks: “Ha fatto un film?”. The answer is “yes”. Another example: the teacher is thinking about Selena Gomez. The student asks: “Si è sposata?”. The answer is “no”.



Attività 5: Lavoro finale. WC/IW (Listening)

The professor will explain the final project in the last 15 minutes of class.

- It will consist of a 5-minute presentation.
- In the presentation you can talk about an event, a movie, a character or a historical artist in order to always speak in the past.
- It is recommended not to exceed the time limit.
- Be careful with grammatical mistakes.
- The presentation will be uploaded to Google Classroom under: Presentations.
- **The activity is worth 40% of the final mark.**

SESSIONE 7 E 8

IW/WC (Speaking/Listening/Writing/Reading).

As there are 20 students in class, two sessions are needed for oral presentations.

5.11 Attention to diversity:

This didactic unit will pay close attention to slow learners and fast learners. In our envisaged context there are two slow-learners who have attention deficits and have a hard time following the lessons and doing the exercises. More attention must be paid to these students and to make them focus and follow the class must be attempted.

Contrarily, there is a high ability student who is ahead of the rest. She finishes the exercises in 5 minutes while the others usually take 15 minutes, so she will also have an exercise to do when she finishes earlier.

On the one hand, the slow learner will be provided with reinforcement materials to work on those points he will probably have found more difficult, as well as vocabulary lists that help him follow the different activities of each session.

Some of the reinforcement materials are the following:

Ieri io ...

1 	2 	3 
4 	5 	6 
7 	8 	9 
10 	11 	12 

Ieri io ho mangiato coma

Ieri io ho fatto i compiti

Ieri io ho mangiato collazione

Ieri io ho guardato la TV

Ieri io sono ritornato a casa

Ieri io sono andato a letto

Ieri io ho mangiato pranzo

Ieri io sono andato a scuola

Ieri io mi sono lavato

Ieri io sono arrivato a scuola

Ieri io mi sono vestito

Ieri io mi sono alitato

Terminado!

1. Leggi i seguenti paragrafi e mettili in ordine per ricostruire la trama del film.

E	In effetti le conseguenze di quel gesto sono tragiche: Vincenzo caccia di casa Antonio poco prima di avere un infarto: l'intera famiglia si sente bersagliata dalle maldicenze e dai pettegolezzi del paese, mentre su Tommaso ricade tutta la responsabilità del pastificio. Tuttavia il ragazzo ha mentito anche sul suo percorso universitario: ha infatti dichiarato di essere iscritto a economia e commercio, mentre in realtà è prossimo alla laurea in lettere e il suo sogno è di diventare uno scrittore. In questo trova però un'inaspettata alleata in Alba Brunetti, figlia del socio di Vincenzo e brillante economista, con la quale Tommaso instaura un'ambigua amicizia. Mentre la famiglia reagisce all'improvviso cambiamento, Tommaso si sente sempre più inadeguato nelle sue nuove responsabilità, cosa che lo porta anche a trascurare il fidanzato Marco e a non poter tornare a Roma come avrebbe voluto.
A	I Cantone sono una famiglia numerosa e bizzarra, nota a Lecce come proprietaria di un grande pastificio industriale. Tommaso dovrà fronteggiare la soffocante madre Stefania, il severo e duro padre Vincenzo, la sorella Elena che aspira a una vita migliore rispetto a quella di casalinga, e il fratello maggiore Antonio, che il padre vorrebbe venisse affiancato da Tommaso nella gestione del pastificio. Del numeroso clan dei Cantone fanno parte anche l'eccentrica zia Luciana e la nonna, imprigionata nel ricordo di un amore perduto, ma con una sua dolente e comprensiva saggezza.
L	Una volta tornato a Lecce, Tommaso fa coming out con il fratello Antonio, che non rimane particolarmente turbato dalla rivelazione; tuttavia la sera in cui Tommaso vorrebbe rivelarsi alla sua intera famiglia è Antonio a prendere la parola per primo e a dichiararsi gay a sua volta: sentendo la responsabilità di portare avanti il nome della famiglia, l'uomo si era sempre nascosto, ma vedendo nel coming out del fratello la sua condanna definitiva aveva deciso di farlo per primo.
N	Dopo un tesissimo confronto con suo fratello, nel quale ciascuno dei due rinfaccia all'altro le sue colpe, la quotidianità dei Cantone viene sconvolta dall'arrivo di Marco assieme agli amici Davide, Andrea e Massimiliano: credendoli eterosessuali, i genitori di Tommaso li accolgono in casa propria, contro la volontà di Tommaso.
T	Ben presto la stravaganza dei tre amici fa insospettire la famiglia di Tommaso, confermando alcuni indizi sulla sua omosessualità; Marco intanto rinfaccia al proprio compagno di non essere in grado di affrontare i genitori, e il loro rapporto si fa molto teso. Solo poco prima della partenza i due fidanzati riescono a chiarirsi; una volta andati via Marco e gli amici, Tommaso trova finalmente il coraggio di affrontare i suoi

Worksheet 1:

https://es.liveworksheets.com/worksheets/it/Italiano_per_stranieri/Passato_prossimo/leri_io..._vv488743gf

Worksheet 2:

https://es.liveworksheets.com/worksheets/it/Italiano_per_stranieri/Lettura_e_compr ensione/Mine_vaganti_-_trama_ud3075754zm

On the other hand, the fast learner will be allowed to go to the library and take the book she likes the most and read it in class, as long as it is in Italian and is appropriate for their level. The student will write down on a piece of paper the words or expressions she does not know and then the teacher will help her to translate them.

5.12 Evaluation

This lesson plan will be evaluated on the basis of the Royal Decree 1105/2014. The evaluation criteria and assessable learning for this didactic unit will be the following:

Evaluation criteria:

- To identify and know how to use new vocabulary related to TV shows and for describing a film (2.6, 3.6, 4.6, CLC, DC)
- To understand written and oral texts related to TV shows (1.1, 3.1 + 3.2, CLC, DC)
- To be able to describe an action in the recent past using *Passato prossimo* and *Imperfetto* 2.1, 4.1. CLC)
- To write a review of a film (4.1. CLC, DC)
- To create brief oral interactions (2.1 + 2.3, CLC, L2L)

Assessable learning standards:

- Identifies and used in a correct way vocabulary related to shows and adjectives to describe a film.
- Understands written and oral texts related to TV shows.
- Is able to describe an action in the recent past using *Passato prossimo* and *Imperfetto*
- Writes a review of a film.
- Creates brief oral interactions.

In order to give a mark to each of these criteria the following instruments will be used:

- Daily observation

- Class work: listening, speaking, reading and writing
- Final project

MARKING CRITERIA:

CLASSWORK (EVERY LESSON PLAN'S EXERCISE)	20%
WRITTEN PRODUCTION	20%
PARTICIPATION AND HOMEWORK	20%
PRESENTATION	40%

6. Conclusion

As has been discussed throughout this work, new technologies are integrated in many habits of our life, having a special influence on education. In the teaching-learning process of foreign languages, in this case, Italian, it has been observed how with these exercises the student is more motivated and tries to learn more and better, since the content and the exercises are varied and this attracts more attention from the students. But it should not be said that technology is the only possible teaching resource. It is, though, a complementary support that can be very helpful to make traditional teaching more communicative.

Working with tablets, videos, songs, Wi-Fi and more resources allows students to reinforce their knowledge in a very stimulating way. Even the teacher can evaluate their work in a non-presential way, through works that are uploaded to Google Classroom.

According to Valencia and Casas Moreno (2017) teachers who have used these types of exercises, based on gamification or ICT, have motivated the student more and have aroused greater interest in them. It must be said that the digital divide is still very large today. In rural schools or those with less money, it is sometimes difficult to carry out this approach because of a lack of resources. This problem should be solved little by little so that all students, whether they are from a school with more or less technological infrastructure, can use ICT.

On a personal level, I have had the opportunity to be a trained in the high school "Instituto Secundaria ACEL", which enables me to affirm that the students worked more when they were doing exercises with ICT and in group or, failing that, in pairs. I was able to put into practice some exercises of this didactic unit, and almost all of them attracted the attention of the students and they had fun while doing them. Causing this reaction in them is what was intended.

With this didactic unit with exercises like a song, videos of series, Kahoot, etc, we were able to achieve the expected achieve, which were to learn vocabulary related to TV and music, to understand oral film scenes and songs, to write reviews about a film, to use *passato prossimo* and *imperfetto* to tell what happened in the past and to create a presentation using grammar and vocabulary.

The limitations of implementing a didactic unit like this would be to do so in a school lacking resource. Little by little, schools are going digital, but the process is very slow. Another limitation is the failures that can occur when using these resources. The Wi-Fi can fail and the speakers, the tablets or mobile phones can be out of battery. As far as teachers are concerned, there are some teachers who are interested in teaching with computers, using Google Classroom or *YouTube* for example, but there are others who flatly refuse and teach using traditional exercises and only following the exercises in the book. In my experience, in the high school where I studied, we had almost no resources, the Wi-Fi could only be used by the teachers and the computers did not read the CDs.

I really enjoyed doing this didactic unit and it has made me want to continue researching a little more about ICT and the different exercises that can be carried out with it, not only to teach a language, but also to teach any subject at school. I hope that this will inspire teachers to try to teach in this way but always keeping in mind that ICT is a complement to teaching and not a unique teaching model.

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