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**USING GOOGLE TOOLS TO FOSTER INTEGRATION
OF ICT IN EFL TEACHING: A PROPOSAL FOR
INTERVENTION.**

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INTRODUCTION

There has been much interest in the last decades in information and communication technology (ICT) and its relevance to education. Research has been growing at a rapid rate on how ICT could be adapted in order to improve the quality of education. Especially, in the area of modern languages, much interest has been put in how to integrate ICT in EFL teaching.

Especial emphasis must be put on the word “integrate”, for integration of ICT is not just using ICT in the EFL class. The use of computers and other ICT in the class, as long as it is taken as some kind of pastime or simply as a novelty to increase students’ motivation is not integration of ICT in EFL. In other words, asking students to write an essay on the computer instead of on a piece of paper, or telling students to look up words in an online dictionary instead of in a normal dictionary, is not an example of ICT integration. As Domínguez Miguela and Fernández Santiago (2006, p.22) point out, an activity that is intended to bring together ICT and EFL teaching must be fully integrated in the syllabus design in terms of objectives, content and evaluation. As to how to integrate ICT in EFL teaching, Domínguez Miguela and Fernández Santiago (2006, p.53) suggest the following.

Las tareas que se desarrollan en el ordenador no pueden considerarse un complemento o añadido al currículo, sino que debe ser parte integrante de éste. Es preciso organizar o elaborar tareas y unidades teniendo en cuenta la temporalización y una secuenciación concretas que respondan a los objetivos que nos hemos propuesto. Por ello, es imprescindible fijar claramente los objetivos y contenidos de cada tarea y cómo están relacionados con los objetivos generales. Nuestras programaciones, proyectos curriculares o proyectos docentes han de verse transformados inevitablemente por la integración de estos nuevos instrumentos que introducen a su vez nuevos contextos y situaciones educativas. [...] De este modo se facilita la integración en el currículo y se destierra la idea del uso del ordenador como un pasatiempo.

Furthermore, most researchers in the field agree that the integration of ICT in EFL teaching must be accompanied by a change in the traditional way of teaching EFL. That is to say, that little improvement is going to be achieved in the quality of EFL teaching if ICT is introduced in the classroom but traditional methodology is kept. One of the

most popular approaches that have recently been applied to EFL teaching is the task-based approach. Authors like Ellis (2003) have studied in detail how the task-based approach can be implemented in EFL teaching.

Thus, considering how popular both ICT and task-based approach in EFL teaching are among researchers, it was expected to be easy to find any type of technique or method that would combine the two of them. Surprisingly, this was not the case, and studies on this field are rather scarce. What is closest to the idea of an activity that combines both integration of ICT and task-based approach in EFL teaching is the concept of webquest.

According to the creator of webquests, Berni Dodge (as cited in Domínguez Miguela and Fernández Santiago 2006, p.91), a webquest is “inquiry-oriented activity in which some or all the information that learners interact with comes from resources on the Internet.” However, webquests do not strictly follow the task-based approach, and although the organisation of webquests seems similar to that of a task, extremely important parts of tasks are missing in a webquest, as for instance, the performance or the language focus. Moreover, as the definition above says, webquests are carried out by means of ICT. However, to do so, webquests usually rely on software specifically designed for webquests, as Domínguez Miguela and Fernández Santiago (2006, p.94) show when stating that “aquellos profesores o profesoras que estén iniciándose en el diseño de Webquests y no tengan amplios conocimientos de creación de páginas web pueden utilizar el generador creado por Francisco Muñoz para realizar Webquests.” Webquests are, therefore, a rather difficult way of integrating ICT in EFL teaching.

Thus, this paper attempts to bring together both integration of ICT and integration of the task-based approach in EFL teaching through the use of Google tools, since these are ICT tools that are available to any teacher at zero cost and which require little computer-related knowledge. This integration will be presented in the form of a teaching intervention proposal of six sessions for students of 1st year of Bachillerato.

In order to do so, this paper will first offer a brief section on the state of the art. Secondly, the issue will be tackled from a theoretical point of view, in which both ICT tools and the task-based approach will be examined. Thirdly, legal consideration will be taken into account. In the fourth place, a teaching intervention proposal will be presented, in which both integration of ICT through Google tools and integration of the

task-based approach are combined. Conclusions will bring this paper to an end. Finally, in the Appendices section, the proposal explained in detail can be found.

It is not the purpose of this paper to compare its proposal with webquests or any other material that works for the integration of ICT in EFL teaching, but rather to offer a new possibility to achieve such integration with limited resources. This paper attempts to exemplify how proper integration of ICT in EFL teaching can be accomplished by means of a task-based approach and through the use of available ICT tools such as Google tools.

STATE OF THE ART

In recent years, the study of education has focused on the integration of ICT (Information and communication technology) in EFL teaching. This phenomenon has been due to two factors. Firstly, the growing importance of ICT in everyday life. Secondly, the need to adapt teaching materials so as to cater for the needs new students present.

Achieving integration of ICT in EFL teaching is of great relevance for future education because ICT has opened a new world of possibilities to get in contact with different cultures and languages. Technology has shortened distances and has reduced obstacles, allowing people to be easily exposed to a foreign language just by clicking a mouse. Therefore, if students are going to come across foreign languages at some point of their lives, education, and EFL teaching must prepare them to do so.

This issue has not been neglected by researches and many of them have tried to contribute to the integration of ICT in EFL teaching. Some of them have adopted a more theoretical point of view, whereas others have been much more practical and have gone to the details of how exactly that integration is to be achieved. However, we would like to highlight Domínguez Miguela and Fernández Santiago's work when writing a *Guía para la Integración de las TIC en el Aula de Idiomas* (2006). This is a brief, concise and explicit guide directed to EFL teachers devoted to the integration of ICT in

EFL teaching. In it, teachers will find a friendly but comprehensive recipe of the several options available to integrate ICT in EFL teaching. Alternatives are given and explained to an extent that will help those teachers looking for some guidance, but it will not get into a minute account of all the options. This guide represents the best support any EFL teacher could get to take the first step into ICT integration in EFL.

Simultaneously to the advance in ICT integration in EFL teaching, many voices have suggested that such integration would never be fully accomplished if it is not accompanied by a change in methodology that helps integrating ICT properly in EFL teaching. Some of the latest methodological approaches, the task-based approach, have been known for quite a while and have been deeply studied by now. An example of this is Ellis' publication *Task-based Language Learning and Teaching* (2003), in which a thorough analysis of the task-based approach is carried out and all aspects of this methodology are examined in detail. None is left aside that has something to do with this approach and the way it can improve the quality of EFL teaching. This is a work that will get the reader a comprehensive understanding of the task-based approach and all its possibilities, benefits and drawbacks.

Nonetheless, although so much skilled research has been done in the last years on both ICT and task-based approach integration in EFL teaching, there is little literature on how the integration of these two elements can be achieved at the same time. Some suggestions, such as webquests, have been made and have been put into practice with outstanding results. Unfortunately, resources necessary to carry out activities like webquests are not available for many EFL teachers. For this reason, this paper will try to suggest a way of integrating both ICT and the task-based approach in EFL teaching in an accessible and manageable way through the use of Google tools.

1. THEORETICAL FRAMEWORK

This section will offer in the first place a brief review of the most important theoretical approaches in EFL teaching. Secondly, the methodology used in this paper's proposal, namely, the task-based approach, will be explicitly approached. Thirdly, a brief review of the use of ICT in the EFL class will come. Finally, several of the Google tools that will be required to put the proposal into practice will be described in detail.

1.1. APPROACHES TO EFL TEACHING

The necessity of learning other languages apart from the mother tongue, and therefore, the need to know how to teach those languages, is almost as old as human beings existence. The need to learn, and therefore, to teach English is not such an old issue. However, many have been the approaches and methodologies that have been applied to EFL teaching in the last decades. Below, a brief review of the main approaches can be found.

1.1.1. GRAMMAR TRANSLATION APPROACH

The grammar-translation method is the oldest known for teaching foreign languages. Originally, it was applied to teach Greek and Latin. However, as it had been so popular for so long, it was thought it could be adapted to modern languages, and therefore to EFL teaching.

The method consists of two elements, as its name suggests. Firstly students are provided with extensive grammatical knowledge about the language. This knowledge, often known as metalanguage, i.e. language to talk about the rules governing language, is usually of notable complexity and its understanding requires much effort and a great deal of time from the student. Secondly, once the grammatical knowledge is explained, students are supposed to apply grammar to a set of sentences or short texts in L2 in order to help them understand the meaning of those sentences so that, ultimately, students are able to translate them into their L1.

In this method, lessons are always given in the students' mother tongue. Out of the classic basic skills (reading listening, speaking and writing), only reading is developed. Yet, texts and sentences are not treated as meaningful pieces of communication, but only as puzzles of syntactical rules available for students to solve. There is no real intention to communicate or get a message through, and that is why, in addition to the four basic skills, pronunciation is neglected as well. Vocabulary is learned, although it is usually in form of vocabulary lists or in isolated sentences or short texts. Since vocabulary is usually not related to context, students tend to struggle to learn a lot of vocabulary, and are frequently unaware of the different nuances in meaning between certain words.

Still, despite the numerous disadvantages that this method is currently known to have, many students are still taught English by teachers following the grammar-translation approach.

1.1.2. DIRECT APPROACH

The direct approach arose as an approach opposed to the grammar-translation method. It was thought that a language could be taught without using any L1 in the process and translation was considered to be a rather useless tool in EFL teaching. What is more, grammar is no longer explicitly explained in this approach, but it is taught inductively. In other words, students must detect and infer the grammatical rules from the input they are given. To do so, students are exposed to as much real input as possible. For this reason, lessons usually begin with a story or an anecdote which is orally told to the students, since this approach emphasises oral communication over written communication. The story is just a starting point to get students involved in conversation, which frequently requires the teacher to ask questions to the students about the story. All communication must be done in L2 and L1 is forbidden. When clarification about meaning is required, other means of communication apart from language can be used, such as mimics, or pictures. Students are expected to infer the grammatical rules from these meaningful exchanges of information between teacher and students, and they are also expected to begin applying grammar to their production little by little after a decent level of mastery has been achieved. Meaningful communication is more important than grammatical correctness. The culture of the L2 is considered as

an important element of the learning process, and it is brought into the lessons as frequently as possible, so that students can learn both the language and the culture at the same time.

1.1.3. AUDIO-LINGUAL METHOD

The audio-lingual method presents certain similarities with the direct one, although it stands as a new method on its own. This method assumes that any language can be learnt as the mother tongue is, that is to say, like a habit made out of continuous repetition. This is what nowadays is known as “drilling”.

Like the direct approach, the audio-lingual method stresses out the importance of oral language over written language. For this reason, the lesson revolves around a conversational situation, most frequently in the form of a dialogue, that is introduced to students. This dialogue is presented by the teacher in a written form, and performed by the teacher so as to show students the correct pronunciation and intonation of the sentences. Communication must always be meaningful in the audio-lingual method. That is why the teacher needs to explain any piece of vocabulary or give any necessary grammatical hint to the students if there is a problem that hinders communication. This type of grammar and vocabulary explanation can be done in L1, for the teacher is allowed to make use of the mother tongue during the lessons if need be, whereas the students must make use only of L2. Once the dialogue is fully understood and it has been performed by the teacher in a correct way, it is the students’ turn to practice repeating the dialogue. During this repeating/drilling time, the teacher must be alert to correct any mistakes, especially the ones related to pronunciation, so as to avoid other students acquiring their classmates’ mistakes. Just as mistakes must be corrected at once, so too correct performances must be praised immediately in order to motivate students.

In the audio-lingual method the material has to be carefully selected and the content must be appropriately sequenced. That is to say, the dialogues the students are to repeat and learn must contain only grammatical structures that can be easily explained or the students can infer themselves. Drills must be arranged in order so that easier drills are

always dealt with before complex ones. A positive aspect of this method is that vocabulary is mainly taught in context.

However, drilling exercises are just the first phases of the audio-lingual method. Ideally, drilling should be followed by a phase characterised by single slot substitution by the student. Finally, the third stage should be the one in which the students are able to give free responses on their own. Nevertheless, not many of the students who tried to learn English following the audio-lingual method were able to reach the second and third phases, and therefore, the drilling stage was kept as the most significant element of the audio-lingual method.

1.1.4. TOTAL PHYSICAL RESPONSE METHOD

Commonly known as TPR, the total physical response method is based on the idea that language can be learnt more quickly if it is accompanied by kinaesthetic action. In order to be effective, both language and kinaesthetic action must be meaningful and must be related. Furthermore, introducing movement into the learning process tends to have a motivational effect on students.

TPR emphasises understanding and producing oral messages before developing other skills such as reading or writing. This method consists in a series of orders that the teacher gives to the students. At the beginning, it is the teacher him/herself who performs the action in the order given. Later on, both teacher and students perform together the action given by the teacher. Afterwards, students, individually, are given an order by the teacher that they must perform on their own. Next, there is an exchange of orders between the teacher and the students. Finally, students are encouraged to create new orders of their own.

In fact, TPR method establishes that the first stage in the learning process is explicitly focused on understanding oral communication (listening). In this period, students are not forced to produce any language at all until they feel comfortable to do so.

One of the most important disadvantages of this method is that it is easily applicable to certain grammatical content, such as the imperative, and certain areas of vocabulary,

such as prepositions. However, it seems very difficult to apply to other elements of the language.

1.1.5. COMMUNITY LANGUAGE LEARNING

The community language learning methodology is an approach that is focused on the figure of the teacher. According to this methodology, the teacher should be able to guide their students as a counsellor guides their clients. The cornerstone of this methodology is the relationship between student and teacher. The teacher must be able to control this relationship and channel it towards the student's aim.

The teacher must begin by telling the students that s/he is aware of their difficulties in expressing themselves in the L2. The teacher then, will let the students know that s/he will help them in terms of language whenever it is necessary. From this point onwards, this methodology presents five stages.

In the first stage, the student will completely depend on the teacher. The student, using his/her L2, will tell the teacher the information s/he wants to convey to the rest of the students, for example a story or an anecdote, or just a simple idea or opinion. The teacher will tell the student how that information can be said in English, and then the student will tell his/her classmates in English. During the last speech, the teacher is available to help the student in terms of vocabulary or pronunciation.

In the second stage, the process is pretty similar to the one in the previous stage. However, this time, the student will let the teacher know the information to be conveyed, but the student will immediately proceed to tell his/her classmates without having the information translated by the teacher before. As in the first stage the teacher is available to help the student if need be, but only if the student asks for help.

In the third stage, the student begins straight ahead by telling the class what s/he wants to say in L2, that is to say, no information is given by the student to the teacher in advance. As in previous stages, the teacher is only available if any student asks for it. If, on the contrary, communication is flowing, the teacher will not intervene.

In the fourth stage, the student produces oral speeches voluntarily and with no restraint. The teacher intervenes to correct grammatical mistakes, complex structures or

pronunciation inadequacies. The student is supposed to be confident enough to deal with corrections.

In the last stage, the student speaks freely and decides the degree of complexity to be given to his/her speech. The teacher intervenes not only to correct mistakes, but also to improve the student's speech by adding specific vocabulary, more complex grammatical structures, proverbs, idioms, etc.

When this process is followed with all students in the classroom, learning does not only take place when a student is speaking, but it also takes place when a student is aware of his/her classmates' mistakes and correct answers. Nonetheless, this method's main drawback is the fact that it depends on all the students having a pretty similar level of L2, so that they all can understand one another and improve their skills at the same pace. This situation might seem slightly difficult to achieve in an ordinary class.

The different methods and approaches that have been presented above are not intended to form a comprehensive list of all the methodologies in EFL teaching that have been applied and studied in the last decades. The previously mentioned approaches have been selected, and therefore, have been briefly explained, simply because of their relevance and their importance in making the communicative approach the mainstream of EFL teaching nowadays. Thus, since the teaching intervention proposal presented in this paper can easily be framed within the communicative approach, it seemed reasonable to focus this brief introduction on the approaches which have had most influence in the communicative approach.

1.2.COMMUNICATIVE LANGUAGE TEACHING: THE TASK-BASED APPROACH

Communicative language teaching, or CLT, could be considered as the next step in the historic evolution of the approaches in EFL teaching. This does not mean that only this approach is currently being applied, for very old approaches, such as the grammar-translation approach, are still in use. But CLT looks like a logical development of EFL methodologies because it presents some of the previous approaches' characteristics. And, as some other methodologies, CLT makes communication its cornerstone.

However, unlike previous approaches in EFL teaching, CLT has become a broad concept. CLT is a methodology applied to foreign language teaching and learning, but CLT itself comprises several methods and approaches that can significantly differ from one another and yet all of them are encompassed under the concept of communicative language teaching. Thus, let us move onto the concept of CLT.

Communicative language learning, according to Ellis (2003, p.27), “aims to develop the ability of learners to use language in real communication”. This is a pretty concise and explicit argument, except for the concept of communication. Ellis, therefore, in order to get a better understanding of the concept of communication, turns to Brown and Yule’s clarification of communication in which it is stated that communication has two main purposes (p. 27). The first one is the interactional function, that is to say, when language is used to establish and keep contact with other people. The second one is the transactional function, which refers to the use of communication in order to exchange information. Therefore, Ellis claims that the purpose of CLT is making learners able to use a foreign language in order to keep adequate contact with other speakers as well as to be able to exchange information with them.

Thus, as Ellis points out, the aim of CLT is not very different from the aim of other methodologies such as the audio-lingua method, which also insisted upon the idea of improving learners’ ability to communicate. Nevertheless, CLT and the audio-lingual method present very different points of view in the way language is conceived. While the audio-lingual method focused on the learner’s ability to use the L2 correctly, CLT emphasises the learner’s ability to use the L2 meaningfully.

This paper and the proposal that comes with it follow CLT ideas, but these are rather broad conceptions. For this reason, among the approaches that can be found to be related to CLT, this paper will fix its attention exclusively to the application of the task-based approach.

Once the methodology has been chosen, the first and most crucial question to be answered in relation to the task-based approach is the concept of “task”. As Ellis notices, there is little agreement among researches as well as among teachers on the definition of task. Many definitions have been given; some more specific, some more general. Among the ones cited by Ellis (2003), it seems reasonable to stress the following ones. Nunan defines a task as:

a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (cited in Ellis 2003, p.4)

For Prabhu a task is “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process.” (cited in Ellis 2003, p.4)

Long, however, defines a task as:

a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination, and helping someone across a road. In other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between. ‘Tasks’ are the things people will tell you they do if you ask them and they are not applied linguists. (cited in Ellis 2003, p.4)

For his part, Lee gives a more precise definition.

A task is “(1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavour that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of workplans.” (cited in Ellis 2003, p.4)

As can be observed from the above definitions, there is not clear agreement. However, many definitions present common features. Ellis (2003, p.9), after analysing several elements of tasks such as scope, perspective, authenticity, language skills, cognitive processes, and outcome, states six criteria that can be found in any task.

- “A task is a workplan”. That is to say, that it is an activity specially designed in order to be done by students.
- “A task involves a primary focus on meaning”. It is essential in order to achieve real communication that the purpose of using the language is meaning and not just showing off language. For this reason, information gaps are commonly used in tasks.

- “A task involves real-world processes of language use.” Tasks must be similar to real situations that can be found in everyday life.
- “A task can involve any of the four language skills.” Only one of the four classic basic skills could be enough to make a task, although combinations of several skills are very common.
- “A task engages cognitive processes.” Depending on the cognitive processes that are required by the task (for example selecting, classifying, evaluating ...) the language the learner will need to use to carry out the task will be restricted. Yet, the learner, despite limitations, will be free to choose how to use the language.
- “A task has a clearly defined communicative outcome.” It is important to notice that the outcome is the goal of the task, and it should always be a non-linguistic outcome.

Once the concept of task is clearer, and it has been pointed out before that tasks can be applied to CLT, it is important to notice that there are two different ways by means of which we can do so. Depending on how tasks are applied it is possible to distinguish, according to Ellis (2003, p.30), between two types of teaching, namely task-supported language teaching and task-based language teaching.

Task-supported language teaching is based on the idea that communicative competence can be divided into different elements and those elements can be taught one by one so that little by little the learner does finally learn the L2. These elements in which communicative competence can be divided are linguistic content, which can be grammatical, for instance different tenses; or can be notional/functional, as in, for example, concepts such as obligation or possibility; or functions such as apologizing or suggesting. Whichever way the content is divided and presented, the basic principle of task-supported language teaching is that the content can be learnt step by step. Therefore, this type of task-based approach clearly separates content (i.e. what needs to be taught) and methodology (the way content is taught).

Typically, task-supported language learning presents a methodological procedure of present-practice-produced (PPP), in which content is firstly explained and exemplified. Afterwards, students practice with it by means of controlled exercises. Finally, students are given the opportunity to use that content freely in their production. This procedure is frequently found in traditional methods and approaches. Despite being criticized, this

procedure is still quite popular among teachers, for it offers them a great deal of control over their students' learning process.

Task-based language teaching, on the contrary, is based on the idea that content and methodology cannot be fully separated. In fact, task-based language teaching, unlike task-supported language learning, is not content-driven, since there is not a set of items, concepts, notions or functions to be taught. Although there is a methodology defining the way students should learn.

Nonetheless, despite not having any explicit content to be taught, tasks need to be done, and thus, the teacher must make decisions regarding what those tasks are going to be about, and the sequencing of the several tasks. Moreover, these decisions can be made by the teacher alone, or they can be negotiated with the students so as to get them more involved in their own learning process and as a means to improve motivation.

However, the way tasks are applied to CLT in the proposal this paper presents does not match any of the aforementioned procedures. This paper suggests a different way of applying tasks to EFL teaching very similar to the one Allen applies in a proposal for a syllabus with a variable focus (as cited in Ellis 2003, p.30). As Allen suggests, this paper's proposal is intended to present two different strands. One of them will follow the traditional teaching methodology based on the process of PPP. This strand will take most of the course.

On the other hand, the second strand, which is completely unrelated to the first one, will follow the task-based language teaching. This way, the proposal presented in this paper will stand for the task-based language learning strand and will be incorporated into the normal development of the course at the end of each term. For instance, this paper's proposal shows one task to be carried out at the end of the first term.

In other words, what this paper suggests is the first step teachers can take in order to integrate both ICT and the task-based approach in their current methodology, whichever it is. This integration of ICT and a new methodology would be done only to a little extent and regardless of the teacher's usual methodology. This way, at least for an academic year, two different methodologies would be applied in the same class in a parallel way.

The ultimate aim of applying this “two strand method” combining traditional methodology and the task-based approach separately is to integrate the task-based approach without causing much disturbance in the traditional way the students are used to learning. It is intended to be an approximation of both students and teachers to the task-based approach without being forced to undergo profound changes in the methodology and the way the lessons are organised.

Specific information regarding methodology of the teaching intervention proposal can be found in section 3.2.6. Methodology.

1.3. ICT TOOLS AND THEIR USE IN EFL CLASS: A BRIEF REVIEW

When looking back on the evolution of education in the last one hundred years, it is noticeable the close relationship that seems to be between education and technology. These two elements seem to be almost inseparable. And this is what Domínguez Miguela and Fernández Santiago (2006, p.53) point out.

Cuando solo había textos clásicos se enseñaba idiomas traduciendo los grandes del griego o del latín. Cuando tuvimos periódicos, se leía prensa extranjera para aprender. Cuando los medios de transporte acortaron y abarataron las distancias, viajamos. Cuando se pudieron grabar textos orales, pusimos cintas de cassette o películas en versión original.

The integration of ICT in education is not a new idea in the world of education. Already with the creation of the first computers, those huge machines that were as big as a wardrobe, there have been studies which tried to make the most of the computational power of those machines to help people in their learning process. These first attempts were, nonetheless, quite expensive as well as pretty inefficient. Only big institutions, such as governments and a few important universities around the world had the resources to experiment with this technology. Yet, despite the arduous effort and the vast amounts of money invested, none of these initial projects succeeded. Computer technology was still too recent.

However, since the breakthrough in computer technology that took place in the 80s with the creation of the first personal computers and their affordable prices, many more institutions and universities were given the opportunity to research in the area of how

technology could be used to improve education. In order to be more specific, it is important to mention that since the very beginning, one of the areas in education in which technology tried to be integrated was foreign languages learning. Thus, most research was focused on the integration of computer technology into the languages learning process. This specific area of research was thought to deserve a name on its own, but unfortunately, little agreement on this matter was reached and this is why nowadays, this discipline is known as CBT (Computer Based Training), CAT (Computer Assisted Training), CAI (Computer Assisted Instruction), CML (Computer Managed Learning) or CMI (Computer Managed Instruction) or some other variants. However, with the passing of time, the term CAL (Computer Assisted Learning) seems to have gained some popularity over the rest of the terms. Yet, in this paper, the term CALL (Computer Assisted Language Learning) is preferred, for it includes the word *language* in it, which is fairly important.

Warschauer (2016) identifies three stages in the evolution of CALL. The first stage, also called the *Behavioristic CALL*, took place between the 60s and the 70s. In this stage, the behaviourist theories of learning were predominant and this is why most of the work from this stage is focused on drilling exercises, which seemed to be perfect to be delivered by a computer. It was thought at that time that repeated exposure to a certain material was necessary to learn, and so, the computer was ideal to carry out the tedious task of delivering the material to the student over and over again. In addition, the fact of having a computer delivering the material to the student made it possible for them to proceed with their learning process at their own speed. However, behaviourist theories proved not to be really efficient when put into practice and the appearance of the personal computer gave birth to a second stage in the evolution of CALL.

The second stage, known as *Communicative CALL*, took place between the 70s and the 80s and was intended to be more realistic than the previous one. This way, this stage of CALL evolution was focused on teaching grammar in an implicit way. It tried to make students create their own original language, instead of using pre manufactured patterns, and in general was more concerned about using the language than about having a proper knowledge of it. During this stage, it was made clear that the role of technology, and more specifically the role of computers in language teaching, could differ a lot depending on the use computers were given. Thus, the previous stage was thought to have used the computer “as a tutor” (Warschauer, 2016), since the computer’s role

consisted in providing the student with questions and marking the student's answers as right or wrong. In this second stage, computers were thought to have to be used in two different ways. Firstly, computers might be used "as stimulus" (Warschauer, 2016), that is to say the computer would encourage students to engage in a discussion, whether oral or written. Secondly, computers might be used "as tool" (Warschauer, 2016). This means the computer does not provide the student with any material related to language, but it allows the student to use the language. The best example of this type is a word processor. It must be said that the differences between these three uses of the computer, namely as tutor, as stimulus, and as tool, are not always clear and the three categories can be combined sometimes.

Despite this second stage being quite an improvement in comparison with the first one, educators kept looking for new ways to apply computers to the language learning process so as to make it more integrative.

The third stage, named *Integrative CALL*, for its main purpose is integrating the use of technology in language learning, is characterised by two elements. The first of those elements is the multimedia. Multimedia technology applied to the learning of language allows uniting all those separated skills that the communicative CALL was unable to put together. Multimedia content for learning languages easily brings together the basic skills that any student of languages need to master (listening, speaking, reading and writing), and makes the learning process more realistic for the student. However, multimedia technology on its own fails to integrate CALL in the process of learning a language, since it lacks a basic aspect of communication: real interaction. Unfortunately, current technology is not intelligent enough to truly interact with students in the same way as another human being would. Here it is where the second characteristic element of this stage becomes essential: the Internet. The Internet, nowadays, makes it possible to have real interaction between people who are separated by thousands of miles. This interaction, apart from being authentic, can be either written or oral, and it can be either synchronous or asynchronous. The range of possibilities is wide. It is now possible to have asynchronous written communication forms, as for example, emails or online forums. It is also possible to have synchronous written communication in smartphones with apps such as Whatsapp. Moreover, this same app allows having also asynchronous oral communication, for instance when using voice

messages. And finally, other pieces of software such as Skype, together with Internet connection, allow people and students to have synchronous oral communication.

As can be observed from the above mentioned, current technology supports many types of communication, which will hopefully cater for most of our students' needs. In addition, this communication is realistic, authentic and genuine, for it comes from students' themselves and is meant to achieve a specific aim which is not purely linguistic. Furthermore, this communication is multimedia, and so it strengthens all basic skills of the language learning process. And finally, on top of that, the great vastness of linked contents that the Internet offers makes it possible for the students to get a feeling of determination and control over what they are supposed to learn, for somehow students need to choose their path among all the information the Internet places at their disposal.

Domínguez Miguela and Fernández Santiago (2006, p.53) highlight the necessity of putting all the potential that technology offers to good use:

El Nuevo medio que ahora nos ocupa es interactivo, rápido, barato, universal y multilingüe. Éstas son demasiadas ventajas para un aula de idiomas como para estar ignorando que las aplicaciones del uso de la red a la enseñanza de lenguas son y serán cada vez de manera más relevante, la herramienta estrella de la enseñanza de idiomas.

This paper cannot but agree with Domínguez Miguela and Fernández Santiago, and this is why in the following pages a teaching intervention proposal is presented in which some of all the possibilities that technology offers to language learning are integrated in the EFL class.

1.4.GOOGLE TOOLS

The aim of this paper is the integration of ICT in EFL teaching. In order to achieve that integration in the best possible way, the use of several pieces of software created by Google will be the core of this proposal. There are several reasons that justify the organisation of this proposal around Google software.

The first, and probably the most important reason, is that all the software that is used in this proposal is offered by Google at no cost whatsoever. Furthermore, all the software is very easy to access, since it is available online to be downloaded.

The second reason is Google's software popularity among Internet users. It is thought that a large number of students are already familiarized with most of the software that is used in this proposal. Students are provided with comprehensive guides on the use of every piece of software that is necessary to carry out this proposal. Nonetheless, certain degree of familiarity with some Google applications is taken for granted, for the timing of the proposal does not comprises enough time to learn how to manage each of the applications to be used. It does include a limited amount of time in which students can learn how to use some of Google's applications, but certainly not all of them. Furthermore, students cannot only turn to the online guides provided to learn how to use the software. Students will also be able to seek help from the teacher, since s/he has to know how to use all the software in advance.

A third reason to select Google's software to design this teaching intervention proposal is because of Google's applications' simplicity and ease to be used, apart from all the help students can get from both the online guides and their teacher. The majority of Google's applications are either very intuitive or very similar to the most widespread pieces of software with similar characteristics. For example, Google Docs, which is Google's word processor, is extremely similar to Microsoft's word processor, the well-known Microsoft Word. This is another characteristic that makes Google's tools so easy to use.

A fourth reason to choose Google's software is the fact that it is really easy to get installed in a personal computer. What is more, most Google's applications are not pieces of software on their own, which would mean having to install and uninstall the software at the beginning and at the end of the period covered by the proposal. However, this process is much simpler, since most Google's applications are integrated in Google's browser (Chrome) and most of the software is accessible by means of a single account, Gmail account. Moreover, some of the pieces of the selected software work on the cloud, which means it is not even necessary to install any software in the computer.

The following is a detailed list of all applications and pieces of software that are necessary to carry out this paper's proposal successfully.

Google Chrome

Chrome is Google's Internet web browser. It is a programme that needs to be installed on the computer. The most interesting feature of Google Chrome is that, apart from being an Internet browser, and therefore, allowing the user to surf the net in search for information, Chrome allows installing "extensions". These are smaller programmes or applications associated to Chrome and which can be used directly from the browser, instead of having to run new programmes on the computer. Chrome's main function, apart from being a browser, is becoming a gathering point for all Google tools, for it brings together access to the Internet, applications and additional software, and direct access to online Google tools. Chrome browser is the starting point of this paper's proposal.

Google Chrome can be downloaded from here:
<https://www.google.com/chrome/browser/desktop/index.html>

Gmail

Gmail is very well known for being Google's email service. This is a web-based email service, which means the programme runs on the Internet and it is not necessary to install any software on the computer. It is accessible from any Internet browser, but it is especially easy to access from Google Chrome. Gmail is free of advertising and offers a sufficient amount of online storage. The fact that Gmail is a web-based email service makes it really handy for students because it means personal email can be accessed from any computer with Internet connection, say the student's personal computer, a computer at school, or a friend's computer. Nonetheless, Gmail best feature is that its access credentials, that is to say email address and password, are the access credentials for every Google software or online service. In other words, with Gmail's address and password, all Google tools can be used, which together with Google Chrome and

Internet connection, grants access to all the necessary tools to carry out this paper's proposal.

Gmail can be accessed here: <https://mail.google.com/>

Google Classroom

Google Classroom is an online platform where teachers and students meet. It also allows teachers to manage a great deal of the class paperwork, homework, evaluation and assessment. Classes and groups can be created, information can be posted, assignments distributed, etc. It is instant and it can be accessed from any device with Internet connection. Google classroom allows the teacher to keep students organised. Their work is automatically classified as they hand it in by uploading it to Google Classroom. The teacher then can mark students' work online and send feedback instantly so that students do not need to wait until the next class. Teachers can monitor their students' work by receiving information of those students who have not seen an assignment yet, those who have seen it, and those who have handed it in. Moreover, Google Classroom keeps teachers and students in contact by means of group forums and private chat conversation. Last but not least, it is important that Google Classroom is exclusively available for teachers and their students, so privacy is guaranteed. All in all, Google Classroom is a free online platform similar to other web platforms, such as Moodle or Blackboard, that are being used at universities.

Google Classroom can be found here: <https://classroom.google.com/>

Google Documents

Google Documents is Google's office suite. In other words, it is office productivity software that comprises applications devoted to the creation of information, such as documents, spreadsheets, presentation, digital paintings or graphs. Google Documents comprises four applications that can be used online via Google Chrome and therefore, installation on computer is not required. It contains a word processor (Google Docs), a spreadsheet (Google Sheets), a presentation program (Google Slides), and a digital paintings program (Google Drawings). All four share a common interface, which is

simple, tidy and intuitive. In addition, Google Documents can be linked to Google Drive (see below) in order to keep both an online and an offline copy of every document. Furthermore, the most interesting aspect of Google Documents is that it allows several users to work online at the same time on the same document, which is very useful when students need to work in groups, because changes are applied to the document instantly, so that every member of the group can see what their workmates are working on. Google Documents is an essential piece of software for the proposal presented in this paper.

Google Documents can be used here: <https://www.google.es/intl/es/docs/about/>

Google Drive

Drive is Google's cloud storage service. This means Drive is a service that allows users to storage files and information on the Internet, so that they are always available from any device connected to the Internet. Google Drive offers 15GB storage to users, which is more than enough to share any type of file. Drive is both an online application and a desktop piece of software that requires being installed in computers. This feature of Drive allows the software to keep copies of the files both online and offline, so that information is always available and at the same time a copy is always kept safe in case something goes wrong. Drive is also directly linked to Google Documents, so as to make it easier for users to create and edit documents using Google Docs, Sheets, Slides and Drawings and save those files easily with just a couple of clicks both online and in the computer. An interesting characteristic of Drive is that more than one user can have access to a file, as long as the user grants permission, which makes Drive a perfect tool to share files and to work in group projects.

Google Drive is accessible here: https://www.google.com/intl/es_es/drive/

YouTube

YouTube is by far Google's most popular service. It is a free video hosting website where users can upload their own videos. YouTube has become an immense source of visual and audio material. YouTube can be used for many different purposes ranging

from advertising to online learning. As regards EFL teaching, YouTube is a huge source of listening material for EFL students. Thousands of videos can be found in which native and non-native English speakers express their opinions on various topics.

YouTube web site: <https://www.youtube.com/?hl=es&gl=ES>

Google Maps

Maps is a web mapping service with worldwide range. Maps is a combination of street maps, satellite images, 360° panoramic views of streets, real-time traffic information and a route planning service similar to a Sat Nav, which allows users to plan routes to and from specific places and which can be set for pedestrians, bicycle and car users as well as public transport. In addition, Maps contains useful information on touristic places, both public and private services, business and many other interesting spots.

Google Maps service is available at: <https://maps.google.es/>

Google+

Google+ is Google's social network. Despite being very similar to other social networks like Facebook or Instagram, Google+ acceptance by Internet users have varied as much as Google's own orientation of the service. Currently, Google+ is slightly business orientated and has recently become a good place for advertising and comparing user reviews.

Google+ can be accessed here: <https://plus.google.com/>

Google Calendar

It is a time-management web application that can be accessed from any device with Internet connection and which allows users to share a calendar with other users, so that different people can add, edit and delete events that are visible for the rest of the users. It is a simple way of sharing lots of information.

Google Calendar is available here: <https://www.google.com/calendar>

Google Blogger

Blogger is a blog-publishing service that allows Google users to publish information freely online without the need to host and maintain a website. Blogger also includes several tools and templates that help users personalise their online space and create a blog without needing to have any knowledge in web programming. Its custom design tools are as easy and intuitive as any other Google application.

Google Blogger web page: <https://www.blogger.com/>

2. LEGAL FRAMEWORK

This section will firstly deal with the laws that regulate general upper-secondary education in Spain. Secondly, the legal conditions that preside over Google tools and that every user must accept.

2.1. LOMCE: NATIONAL AND REGIONAL CURRICULA

Spanish education system is regulated by the *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* (LOMCE). The law that more specifically regulates general upper-secondary education (Bachillerato) in Spain is the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, by which the basic curriculum for Secondary Education and Bachillerato is established. This decree sets a number of guidelines that must be followed by all autonomous communities.

Nonetheless, each region has the right to enhance the national curriculum in order to be applied in the region. For this reason, education in Spain is regulated by two sets of laws, namely the national and the regional curricula. In the case of Castilla y León, the regional curriculum currently regulating education is *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*.

2.2. LEGAL CONDITIONS ON GOOGLE TOOLS

Even though Google is not one of the most aggressive companies in the way they use their users' data, Google still is a private company and some of their users' data are used for advertising. However, it is noteworthy, that most of the tools that are used in this paper's proposal belong to a Google's project called "Google for Education", which counts on especial legal conditions.

Google for Education is basically a set of Google tools that can be used together to be applied to primary and secondary education worldwide in order to enhance learning and lowering the workloads of both teachers and students so as to let them all focus on what

really is important. Google for Education is made up of the following tools: Gmail, Calendar, Classroom, Contacts, Drive, Docs, Forms, Groups, Sheets, Sites, Slides, Talk/Hangouts and Vault. This paper's proposal does not suggest working with all the tools that form Google for Education, but working with a fair number of them as well as using some other Google tools which do not belong to the Google for Education group.

What is really significant about Google for Education tools is that different legal conditions are applied to them from the ones that are usually applied to all Google products. Google is aware that the final users of the tools that form Google for Education are mainly students of primary and secondary education, and therefore they are under 18. For this reason, Google does not own any school or student data, and rejects any intellectual property rights. Furthermore, if any school decides to stop using Google for Education, Google allows the school to take their data with them easily.

Moreover, Google agrees not to share any school or personal data coming from Google Apps for Education to third parties, as well as not to share any information with them as long as it is not required by the users or by law.

One of the essential characteristics of Google for Education is its absence of ads. None of the apps belonging to Google for Education will show any kind of advertising to users. What is more, all Apps for Education are set up not to collect any information from users to be used for advertising purposes and/or creation of ads profiles.

In addition, Google offers maximum data security and privacy against any attempt to compromise school or student data. Apps for Education run the best security Google provides for its other services, with the guarantee that the biggest Internet related software provider in the world can offer.

Another of the best advantages that Google for Education offers is Google's reliability. Apps for Education provide 99.978% availability. Its services will nearly always be operative so as not to let users down when in need.

Furthermore, in order to complement Google's own Terms and Conditions, Google has adhered to the Student Privacy Pledge, a document written by two organisations in the USA, namely the Future of Privacy Forum (FPF) and The Software & Information Industry Association (SIIA). This pledge claims that signers commit to:

- Not collect, maintain, use or share student personal information beyond that needed for authorized educational/school purposes, or as authorized by the parent/student.
- Not sell student personal information.
- Not use or disclose student information collected through an educational/school service (whether personal information or otherwise) for behavioural targeting of advertisements to students.
- Not build a personal profile of a student other than for supporting authorized educational/school purposes or as authorized by the parent/student.
- Not make material changes to school service provider consumer privacy policies without first providing prominent notice to the account holder(s) (i.e., the educational institution/agency, or the parent/student when the information is collected directly from the student with student/parent consent) and allowing them choices before data is used in any manner inconsistent with terms they were initially provided; and not make material changes to other policies or practices governing the use of student personal information that are inconsistent with contractual requirements.
- Not knowingly retain student personal information beyond the time period required to support the authorized educational/school purposes, or as authorized by the parent/student.
- Collect, use, share, and retain student personal information only for purposes for which we were authorized by the educational institution/agency, teacher or the parent/student.
- Disclose clearly in contracts or privacy policies, including in a manner easy for parents to understand, what types of student personal information we collect, if any, and the purposes for which the information we maintain is used or shared with third parties.
- Support access to and correction of student personally identifiable information by the student or their authorized parent, either by assisting the educational institution in meeting its requirements or directly when the information is collected directly from the student with student/parent consent.
- Maintain a comprehensive security program that is reasonably designed to protect the security, privacy, confidentiality, and integrity of student personal

information against risks – such as unauthorized access or use, or unintended or inappropriate disclosure – through the use of administrative, technological, and physical safeguards appropriate to the sensitivity of the information.

- Require that our vendors with whom student personal information is shared in order to deliver the educational service, if any, are obligated to implement these same commitments for the given student personal information.
- Allow a successor entity to maintain the student personal information, in the case of our merger or acquisition by another entity, provided the successor entity is subject to these same commitments for the previously collected student personal information.

Lastly, it is important to point out, that the previously mentioned legal conditions are applicable in the EU as well, and therefore, this paper's proposal can be carried out smoothly.

3. TEACHING INTERVENTION PROPOSAL

This section is intended to provide the reader with the necessary information in order to gain a better understanding of the teaching intervention proposal that is presented in this paper. This information, despite being additional information, might be very significant to understand the way the teaching intervention proposal is designed.

3.1.CONTEXT

This section deals with the context in which the centre is immersed, paying special attention to the resources available, as well as the specific features of those students who attend it.

3.1.1. CENTRE'S CHARACTERISTICS

The teaching intervention proposal that is presented in this paper is especially designed to be put into practice in a secondary school similar to the IES Santo Tomás de Aquino, which is located in a small village, Íscar, in the province of Valladolid, within Castilla y León region.

This secondary school is situated in the centre of a pretty little village, Íscar, which counts about seven thousand inhabitants. However, not only people from this village attend this centre, but it also caters for some of the villages nearby, which due to their small sizes, cannot afford a secondary school. Students from these smaller villages are offered a bus service every day specially set for them. The IES Santo Tomás de Aquino is located in a rural area; Valladolid is the nearest city, and it is located at a distance of about 50 km.

Despite being a small village in terms of size and number of inhabitants, Íscar acts as a gathering point of services for the smaller villages that surround it. The main industry in the village is carpentry, with most of the factories devoted to the manufacture of doors. Until 2008, due to the great increase in the construction industry, Íscar's industry flourished as well. Unemployment was very low. This fact was one of the most

important factors that made Íscar increase its population because of the arrival of immigrants from many different countries. Currently, people from twenty five different countries live in this village, which is a 14% of its population. However, the strong reduction in the construction industry affected Íscar's economy considerably. Unemployment rates are currently double what they used to be, and job opportunities for young people are scarce.

Regarding the families of the students attending this centre, studies carried out by the secondary school showed that in most cases parents only have primary studies, a thirty per cent of them have secondary studies; and only in a five per cent of the families there is at least one parent with superior studies.

The centre occupies two buildings, which are separated. This causes that some of the services that are offered in the centre are duplicated. For a thirty two per cent of the teaching staff it is their first year in this secondary school. However, the relationship between the teachers and the rest of the staff of the centre is pretty good and the teaching staff is very committed.

3.1.2. RESOURCES

In terms of technology, which is the crucial aspect for this paper, the centre counts on four ICT rooms, each of them equipped with about twenty computers. In addition, three smartboards are available, of which two are located in the ICT rooms. There are also multiple projectors available. And last but not least, the centre has a powerful Internet connection, available via WiFi for students, teachers and administrative staff.

It is important to notice that the teaching intervention proposal that is presented in this paper has been designed taking into account the resources available in the centre. For this reason, despite the fact that the proposal requires continuous use of computers, Internet connection, and ICT rooms, it has to be remarked that the resources available are sufficient to put it into practice even if it were carried out in several levels at the same time, without disturbing other activities that might require the use of the same material.

3.1.3. STUDENTS' FEATURES

This teaching intervention proposal is specifically designed for students of the first year of Bachillerato. These students already possess decent skills in mastering the English language, although lessons are not easy for the teacher to conduct due to the low motivation that these students present. In addition, stress levels in these students are not significantly high, at least in comparison with those from the second year of Bachillerato, who are notably more stressed due to the university entrance examination that they will have to take at the end of the academic year. Students from the first year of Bachillerato are a good sample of the type of student that predominates in this centre.

Students attending Santo Tomás de Aquino come in most cases from a rural environment similar to the one in which the IES is located. Most of them have lived all their lives in Íscar or in the villages nearby. The atmosphere in the centre is positive and relaxed. Most students have known each other for many years. Problems are scarce, students' behaviour is outstanding, and cases of bullying are very rare. Moreover, the students' relationship with the teaching staff and the administrative staff of the centre is excellent.

Finally, a high percentage of students in every classroom are locals, although most groups present at least several students with different nationalities as well as some gipsy ones.

3.2. PROPOSAL

The following sections provide detailed information about the teaching intervention proposal and the context in which it is thought to be put into practice.

3.2.1. JUSTIFICATION

This paper has been written in order to bring together two of the most popular issues that are currently being introduced in education and, more specifically, EFL teaching,

namely the integration of ICT and the application of new methodologies such as the task-based approach.

The necessity for ICT integrated education is clearer and clearer every day. The world around us is already immersed in the use of technology, and even to a greater extent if we look at the world from the point of view of a secondary education student. Our current lifestyle is based on technology and therefore, it seems that education should also get influenced by it. But it is not the point of this paper to claim for the necessity of integrating all kinds of technology in all kinds of education. This paper only tries to stress out the necessity of applying Information and Communication Technology to EFL teaching. ICT is especially important for a subject in which a foreign language is taught and learnt because communication is the cornerstone of any language, since languages are meant to communicate. Until recently, communication with people that spoke other languages was difficult and usually quite expensive, for it involved travelling abroad in most cases. However, technology has recently made communication between people with different mother tongues much easier than before. For this reason, students now need to be able to communicate in foreign languages as well as they need to master the technology necessary to establish that communication. The latest argument could be applied to the study of any language, but if the role of the English language as a *lingua franca* is considered, then the necessity of integrating ICT into the study of English becomes noticeable. For this reason, it is essential that ICT is integrated in the study of EFL.

In addition, the integration of ICT in education has been underlined by many authors as a factor that would make students' motivation rise. Considering how difficult teachers find to motivate students, the use of ICT seems like a reasonable option to make students feel interested, since it is not extremely demanding in terms of the effort required when the significant increase in motivation that it supposes is considered.

The second issue that this paper intends to bring together is the application of new methodological approaches, such as the task-based approach. It is of great importance for this paper to point out the necessity of integrating ICT in EFL teaching together with the integration of a new methodology. It is to be considered that ICT integration in EFL teaching might end up being rather inefficient if it is not accompanied by a methodology that strengthens the use of that technology in a different way. In other

words, it seems difficult that the quality of EFL teaching is going to improve by the integration of ICT if the way teachers teach English is exactly the same as before. Technology will not make a difference by itself. As it is usually said among teachers, both a blackboard and an interactive board are just boards, but the use we make of them is what makes a difference. This is why integration of ICT must be followed by the integration of new methodologies such as the task-based approach.

Thus, the teaching intervention proposed in this paper is intended to show how to bring together the integration of ICT and the task-based approach, into EFL teaching.

3.2.2. OBJECTIVES

The final aim of this proposal is improving the quality of the teaching-learning process by the integration of ICT in the lessons of the English language. In order to accomplish this improvement, the following three objectives must be achieved.

Firstly, integrating ICT in English lessons in a way in which the price of technology is not an obstacle for students, for the necessary equipment will be provided by the centre and the software required will be offered by Google at no cost whatsoever.

Secondly, integrating ICT in English lessons via the task-based approach, which will help students focus on the realisation of tasks with no linguistic aims, while they are required to use the English language to accomplish those tasks.

Thirdly, increasing students' motivation and interest in the English subject by applying the use of ICT to reach useful and meaningful aims for students.

3.2.3. CONTENTS, LEARNING STANDARDS AND EVALUATION CRITERIA

The following contents, learning standards and evaluation criteria will be taken into account in this proposal.

Content	Evaluation Criteria Students should be able to...	Learning Standards Students will...
<p>Understanding strategies:</p> <ul style="list-style-type: none"> -Use of previous information on the type of task and topic. -Identification of the type of text and adaptation of understanding. -Different types of understanding (general meaning, essential information, key points, relevant details, implications). 	<p>Identify main ideas, relevant information, and general implication of text of certain length, well-organised, and with complex linguistic structures, in a variety of standard language, and articulated at medium or normal speed, dealing with specific or abstract topics, in personal, public, academic, or professional context, as long as acoustic conditions are good.</p>	<p>1. Understand technical instructions given face to face or by other means, related to doing activities and to personal safety rules (e.g. while doing sports), in public (e.g. a guided tour to a museum, or on the use of machines, electronic devices or software).</p>
<p>Production strategies:</p> <p>Planning</p> <ul style="list-style-type: none"> - Understanding the message clearly, by telling apart the main ideas and the basic structure. - Adapting text, content and channel to the audience by applying adequate register and discourse structure appropriately. <p>Carrying out</p> <ul style="list-style-type: none"> - Expressing messages clearly and coherently, by making it properly structured and adapted to the models and formulas of each type of text 	<p>Build coherent and well-structured texts about topics of personal interest, everyday issues or other less common topics, in a formal register by using most common cohesion devices appropriately, and by showing reasonable control of expressions, structures and frequently used general and specific vocabulary.</p>	<p>1. Make well-structure presentations of a certain length on academic issues (e.g. about the design of a device, about a work of art), clearly enough to be followed with ease most of the time, and whose main ideas are clearly explained with reasonable accuracy, and being able to answer clearly and at a normal speed questions made by the audience.</p>
<ul style="list-style-type: none"> - Exchange of information, indications, opinions, beliefs and viewpoints, advises, warnings, and notices. - Expressions of interest, approval, liking, praising, admiration, satisfaction, hope, trust, surprise, and their opposites. 	<p>Tell apart the main communicative functions of the text and its obvious implications; perceive different communicative intentions, and identify different communicative purposes related to different formats, patterns and discursive styles.</p>	<p>5. Understand general meaning, main ideas and relevant details in news and journalistic articles which are of a certain length and well-structured, and in which a specific point of view is adopted on issues of current affairs or personal interest.</p>
<ul style="list-style-type: none"> - Expression of will, intention, decision, promise, command, permission, prohibition, exemption, and objection. - Expression of suggestion, wish, conditions, and hypothesis. 	<p>Adapt production of written text to required communicative functions, by selecting the most appropriate language for the communicative purpose, and the discursive patterns of presentation and organisation of information, such as insisting or bringing up the topic again.</p>	<p>5. Write, in an appropriate format, brief reports in which information is given on academic or occupational topics or other less frequent topics (e.g. problems when travelling), by describing situations, people, objects and places in detail; by narrating events in a coherent sequence; by explaining reasons; and by giving brief opinions and justified suggestions on the matter and future actions.</p>

3.2.4. COMPETENCIES

The national curriculum for Bachillerato, presented in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, establishes seven key competences to be considered when preparing the syllabus. The competences are as follows:

- Linguistic competence.
- Mathematical competence and basic competences in science and technology.
- Digital competence.
- Learning to learn.
- Social and civic competences.
- Entrepreneurship.
- Cultural awareness.

In addition, the decree states that:

Para una adquisición eficaz de las competencias y su integración efectiva en el currículo, deberán diseñarse actividades de aprendizaje integradas que permitan al alumnado avanzar hacia los resultados de aprendizaje de más de una competencia al mismo tiempo.

As regards to this paper's proposal, it is important to notice that it fulfils the previously mentioned requirement that the national curriculum states, since this proposal clearly promotes two of the competences established by both the national and the regional curricula. Firstly, this paper's proposal contributes to promote digital competence, for the integration of ICT involves the use of numerous digital resources. Secondly, the proposal fosters the linguistic competence, as the whole proposal follows communicative language learning in the form of the task-based approach, which is in fact focused on EFL learning through meaningful communication.

3.2.5. TRANSVERSALITY

Both the national and the regional curriculum mention the integration of ICT as a transversal element, which means it is responsibility of all teachers to include ICT (as well as other transversal elements) in their subjects' syllabus. This paper's proposal does not include ICT as a transversal element in the syllabus, but it makes ICT one of the cornerstones upon which the proposal is built.

With regards to this matter, the regional curriculum for Castilla y León simply refers to the national curriculum, since the regional one fully accepts what is said in the national one and does not need to add any further information. As for the national curriculum, in its first article devoted to transversal elements, it establishes ICT as one of those main transversal elements that will need to be included in every subject taught in the centre. This way, the national curriculum ascertains the importance that should be given to the issue of ICT integration.

The national curriculum for the Bachillerato educational stage states:

En Educación Secundaria Obligatoria, sin perjuicio de su tratamiento específico en algunas de las materias de cada etapa, la comprensión lectora, la expresión oral y escrita, la comunicación audiovisual, las Tecnologías de la Información y la Comunicación, el emprendimiento y la educación cívica y constitucional se trabajarán en todas las materias.

3.2.6. METHODOLOGY

Although section 1.2. of this paper has already established the basis of the task-based approach to which this proposal adheres, this section is meant to be a more in-depth examination of the proposal that is presented below and how it follows the procedures of the task-based approach.

According to Ellis (2003, p.243), teachers carrying out lessons by following the task-based approach, apart from choosing tasks and sequencing them appropriately, must also decide on the methodological procedures to put those tasks into practice. There are, according to Ellis, two types of procedures to consider:

Firstly, there are those procedures that specify how the activities mentioned in the syllabus can be converted into actual lessons. Secondly, there are procedures relating to how the teacher and learners are to participate in the lessons. These two types of procedures will be considered under the heading of lesson design and participatory structure.

Lesson design

Designing a lesson involves thinking carefully about the task, its components and its parts. Any task can have several components and it can be divided into several parts, but the component that can never be missed out is the core of the task. Nonetheless, although in theory, a task for task-based learning could only be made up of one activity (the main task), this is not the most frequent case. Most tasks consist of some components previous to the task, and some components that are posterior to the task. For this reason, many authors consider that a task is usually made of three parts, namely the pre-task, the task, and the post-task.

However, as Ellis (2003, p.243), points out, there seems to be different models and little agreement as for the names of those three parts of a task, although when those models are looked into detail and compared to one another, the differences between them seem to be petty when compared to those points in which all models agree.

For Ellis, a task is usually formed of three parts, pre-task, task, and post-task. And each of these parts can in turn be divided into smaller parts. Other authors, like Richard Frost, rather like talking of six parts (pre-task, task, planning, report, analysis, and practice). And some other authors, such as Willis prefer talking of three parts (like Ellis) which include the smaller divisions Frost defend. Despite the confusion that terminology could cause, in the following lines it is going to be explained how this paper's proposal fits the necessary parts of a proper task.

The task that is presented in this paper's proposal is divided into the six parts (pre-task, task, planning, report, analysis, and practice) defended by Frost, although it will fit perfectly Ellis' categories. The six sessions that comprises this paper's proposal correspond with these parts as follows:

- Session 1: Pre-task
- Session 2: Task
- Session 3: Planning
- Session 4: Planning
- Session 5: Report/analysis
- Session 6: Practice/Final presentation

All sessions are carried out exclusively in L2.

As Ellis claims, the first of the phases, namely pre-task, “concerns the various activities that teachers and students can undertake before they start the task” and “the purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition” (2003, p.243). This preparation can be done in four different ways:

- (1) supporting learners in performing a task similar to the task they will perform in the during-task phase of the lesson;
- (2) asking students to observe a model of how to perform the task;
- (3) engaging learners in non-task activities designed to prepare them to perform the task; and
- (4) strategic planning of the main task performance.

In this proposal, the first session, which corresponds to the pre-task phase, is meant to engage students in a series of non-task activities that are meant to prepare them to perform the task adequately. These non-task activities cater for the four basic skills of language (reading, listening, speaking and writing) and are intended to grant students the vocabulary necessary to perform the task later on. In Ellis’ words “recommended activities for addressing the linguistic demands of a task often focuses on vocabulary rather than grammar perhaps because vocabulary is seen as more helpful for the successful performance of the task than grammar.” (2003, p.247)

Ellis states that “the second phase, the ‘during-task’ phase, centres around the task itself and affords various instructional options.” (2003, p.243) These two options are called “task performance options” and “process options”. According to Ellis, the former deals with issues that can be planned by the teacher in advance.

The first of those issues is whether students are going to undertake the task under pressure because of having a limited amount of time, or whether they will work regardless of the time. For this paper’s proposal, this issue is defined by the fact that

students are given three sessions, namely sessions 2, 3, and 4, to understand and do the task.

The second issue is whether students are going to be allowed to keep the material from the pre-task phases when dealing with the task. This paper's proposal will allow students to consult the material from the pre-task phase, since it was the aim of that phase to help them deal with the vocabulary they will need in the task phase. Furthermore, Ellis (2003, p.250) points out that some studies prove that "borrowing" terms from previous material contributes to improve acquisition.

The third issue consists in introducing a new element in the task so as to change slightly the task and foster students to work under the new circumstances the new element has introduced. This issue is not integrated in this paper's proposal because, as Ellis claims, there is no evidence this surprising element does improve students' performance of the task.

"Process options", on the other hand cannot be prepared by the teacher beforehand, because with this term, Ellis refers to the way the teacher will conduct the task in the classroom, his/her discourse, the way s/he will motivate students, the way questions are going to be faced and all those elements and situations that will take place during the realisation of task. Most of these will depend on the teacher's experience and his/her attitude and behaviour.

The third phase, the post-task phase, according to Ellis (2003, p.243) "involves procedures for following up on the task performance". This phase offers several options which are intended to fulfil the following pedagogic goals: "(1) to provide an opportunity for a repeat performance of the task; (2) to encourage reflection on how the task was performed; and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task." (2003, p.258).

Bearing these three principles in mind, it can be stated that session 6 of this paper's proposal is intended to give students the opportunity to repeat the performance of the task, for session 6 is a repetition of session's 5 performance.

Similarly, it can be claimed that session 5 is intended to encourage attention to form and to particularly tricky formal aspects.

As for the second goal, encouraging reflection on how the task was performed, both session 5 and 6 encourage students' reflection. In the case of session 5, it encourages reflection as to immediately improve the task performance before the repetition of it. In the case of session 6, the reflection it encourages is a final consideration on how effective the task has proved to be for students.

Participatory structure

This procedure refers to the way in which both the students and the teacher are going to be organised in the different stages of the task. This distribution is very significant for its performance.

It is sometimes taken for granted that tasks are carried out by students working in pairs or small groups. However, it is possible to find examples of tasks, mainly those related to reading skills, that are meant to be performed by students working individually. Similarly, some tasks are designed so as to be performed by the whole class working together.

This paper's proposal suggests that most part of the task, the during-task phase and the post-task phase, is carried out with a participatory structure of small groups (groups of five people). The reason for this distribution is that this task intends to make the most of cooperative learning.

However, although cooperative learning is generally accepted in education to have more benefits than drawbacks, it is important to highlight, as Ellis (2003, p.269) does, that:

Social interaction between students does not by itself guarantee either a successful outcome for the task or the conditions that promote language learning. It is not enough to simply put students into groups to complete a task. What counts is the quality of the interaction, and whether this enables students to engage effectively with the task and to support each other's language learning. A key to using group/pair work in task-based language pedagogy, then, lies in ensuring that students are able to work together effectively.

In order to ensure that cooperative learning works appropriately, Ellis suggests nine aspects to be especially considered.

- Students' orientation to the task. Students need to take the task seriously and think of it as something they really need to do to achieve a goal, instead of regarding the task as a pastime or as something fun.
- Individual accountability. Each student needs to be responsible for their part of the work. This will be especially important to stress when the final presentation comes, for each student will be presenting the part they have done.
- Group composition. Heterogeneous groups tend to be better than homogeneous groups. For more detailed information on group making, please see section 3.2.10. Classroom management.
- Distribution of information. When doing information-gap activities it is important to give less advanced students those roles in which exchange of information is needed, so as to make them produce more output as well as to receive more input.
- Physical arrangement of students. Students working in groups need to be arranged in a way that facilitates cooperative working. For more detailed information on students' arrangement, please see section 3.2.10. Classroom management.
- Collaborative skills. In order to work in groups correctly, students need to be taught how to express concepts such as agreement, disagreement, doubt, suggestion, etc.
- Group permanence and cohesion. Groups of students need to be kept at least for some time, so as to let students sort out the problems that working in groups involve.
- Teacher's role. The teacher must be clear on what his/her role in the task is going to be. It will usually be an observing and monitoring role, as in this paper's proposal, although other roles might be possible as well.

Because this paper's task is thought to be carried out by students working in groups, most of the information stated below is addressed to collaborative learning. However, in this paper's task, there are also some activities, especially in the pre-task phase in which students need to work as a whole class. For these occasions, it is significant to point out the importance of teacher talk. Ellis (2003, p.272) defines it as "the talk that is adapted to the students' L2 proficiency to ensure that the input is comprehensible. It involves modifications at all levels of language – phonological, lexical, grammatical, and

discoursal.” As Ellis highlights, this process of adaptation that the teacher does, is a process of which the teacher is usually unaware, because it is made in an unconscious level of thinking. Some teachers are really skilled at adapting their talk to their students’ level, whereas other teachers really struggle. In this paper’s proposal, the teacher should be especially careful with regards to teacher talk in sessions 1 and 2, since these are the sessions where the pre-task activities are done and the explanation of the task is given.

3.2.7. TIMING AND DESCRIPTION

The teaching intervention proposal presented in this paper is intended to integrate ICT and the task based approach, in an attempt to innovate the traditional methodological line most teachers in the centre follow. However, this teaching intervention proposal is designed in order to reach integration without causing much disruption.

For this reason, the proposal that this paper offers is a workshop that forms part of a group of three, which are meant to be carried out during the academic year. Each of them is supposed to be held at the end of each of the three terms in which the academic year is divided in the centre. The workshop that is presented in this teaching intervention is meant to be held at the end of the first term, which usually begins by the end of September and ends right before Christmas holidays, that is to say by the end of December.

“Workshop 1”, will take six sessions of the subject of English language. Each session lasts 60 minutes. If it is taken into consideration that the first year of Bachillerato has three sessions per week of English language, this means this teaching intervention proposal will take the last two weeks of the term. The six sessions will be organised as follows.

- Session 1 (60 minutes): Pre-task activities involving the four basic skills (reading, listening, speaking, and writing) on the topic of restaurants. These activities will provide the students with useful input (vocabulary, set expressions, collocations) and will make students produce some output, both oral and written.
- Session 2 (60 minutes): The task will be presented. The aim and the requirements of the task will be made clear. Students will be introduced to some

of the software which they will be using and which will be common for all workshops. First of all, students will create a Google account. This will give students access to the following Google applications, namely Gmail, Google Classroom, Google Drive and Google Docs. After being shortly introduced to these apps, students will start working in groups and planning their task.

- Session 3 (60 minutes): Planning. This session will be devoted to the creation of all materials the students will need to make the presentation. Clear instructions will have been already given for each of the materials. Still, the teacher will provide students with help and advice when necessary.
- Session 4 (60 minutes): Planning. Same purpose as session 3.
- Session 5 (60 minutes): Report and language focus. Students will be asked to carry out their presentation as a rehearsal before the final presentation. Students will have to present all their material as in the final presentation. By the end of each presentation, the rest of the groups will be asked to share their opinion about their colleagues' presentation and to suggest at least one aspect that could be improved. In the case that fellow students miss something out or are not able to point out all the weaknesses of each presentation, it will be the teacher the one in charge of pointing out all the changes necessary to improve the group's presentation. At the same time, the teacher will take notes of all the mistakes the students make throughout the presentations in relation to grammar, vocabulary, pronunciation, structure, or any other mistakes related to form. By the end of all the presentations, the teacher will provide the whole class with some exercises in which the students will have the opportunity to correct some of the mistakes made by themselves throughout the presentations.

Session 6 (60 minutes): Final presentation and evaluation. Students will present their improved projects to the rest of the class in a final rehearsal. All products will be evaluated by both the teacher and the rest of the students. By the end of each presentation, each group will have to ask a question to the group presenting the project. By the end of all presentations, every student will vote for the group s/he considers that should win (voting for one's group is not allowed). After counting the votes, the winning team is announced.

3.2.8. MATERIALS

The main piece of equipment that is required to put this teaching intervention proposal into practice is fully operational computers, that is to say, computers with screen, keyboard and mouse. Computers will also need to have an operating system equivalent or superior to Windows XP. The number of computers available will not be inferior to half the number of students. In other words, there must be at least one computer for every two students.

Internet connection, either Wifi or Ethernet, will be essential. At least one projector or one smartboard will also be needed.

Furthermore, the following pieces of software must be downloaded and installed in every computer: Google Chrome, Google Classroom, Google Docs, Google Drawings, Google Calendar, Google Sheets, Google Slides and Google Drive.

Finally, if possible, the teacher will be provided with a laptop so as to gain mobility and be able to show students individually or when working in groups how to manage some of the numerous pieces of software to be used in during the project.

3.2.9. EVALUATION AND ASSESSMENT

The teaching intervention proposal that is presented in this paper is meant to be integrated in a classroom where traditional methodology is still being used, so as to start a change in the methodology in a way which is not abrupt or disruptive. For this reason, the evaluation of the entire academic year will be a formative evaluation, as it is frequently the case in those classes in which a more traditional methodology is used.

However, together with the introduction of a new methodology in the form of the workshops as the one that is presented in this teaching intervention proposal, a new type of evaluation is introduced as well, namely, summative evaluation. It is thought that the combination of these two types of evaluation will make the evaluation system fairer from the students' point of view, for one type may compensate the drawbacks of the other type and vice versa. In addition, this combination will not be a drastic change for the teacher, for his/her evaluation system will still be kept at a great extent. For the

reasons just stated above, it is suggested that the combination of both types of evaluation, namely formative and summative, is made as described below.

The workshops carried out at the end of each of the three terms of the academic year will have a different evaluation system from the normal course. The course will follow a formative type of evaluation, in which exams will be the main evaluation instrument. On the contrary, the evaluation of the workshops will be summative. Nonetheless, both evaluations will be combined so as to get the biggest amount of information about the students' progress. This way, formative evaluation, with its own evaluation instruments, will represent fifty per cent of the final mark, while the summative evaluation of the workshops will stand for another fifty per cent.

Regarding only summative evaluation, since it is the part concerning the evaluation of the teaching intervention proposal of this paper, the main instrument to be used by the teacher in order to carry out this type of evaluation will be an evaluation grid.

In this grid, students will be evaluated on three categories. Firstly, for the category of language, students will be evaluated according to the degree of linguistic accuracy they show both in the final product and during the course of the workshop. Also, they will be evaluated on their use of previous knowledge in the workshop. This previous knowledge includes both the materials worked in the first session of the workshop and students' knowledge of the language studied during the term.

Secondly, in the category related to ICT, students will be evaluated on the proper use they have made of the ICT tools required to fulfil the task, in other words, the way students have used ICT tools to tackle the problems presented by the task. In addition, students will also be evaluated on the quality of the final product, since the aim of the task is to create a final product which is appealing for the audience. This way, students are evaluated on both the way they use ICT tools and the way they exploit those ICT tools to create the best possible product.

Thirdly, students will be evaluated on two aspects directly related to the task. Students' presentation will be evaluated according to the degree of persuasion their presentation shows, and they will also be evaluated on the attitude and initiative they have shown throughout the whole workshop.

The teacher will evaluate each element of the grid according to the following scale:
 Poor – Insufficient – Good – Very good - Outstanding

A sample of the evaluation grid is showed below:

Student	Language		ICT		Task	
	Linguistic accuracy of the final product	Application of previous knowledge to the task	Use of ICT tools	Quality of the materials developed by means of ICT tools	Compelling aspect of the presentation	Attitude and initiative towards the task
#1	Insufficient	Good	Good	Outstanding	Very good	Poor
#2	Poor	Insufficient	Good	Insufficient	Poor	Very good
#3	Good	Insufficient	Outstanding	Poor	Outstanding	Good
#4	Poor	Outstanding	Good	Very good	Outstanding	Very good
#5	Very good	Outstanding	Very good	Outstanding	Poor	Good
...						

The assessment of the subject is meant to be a reflection of the evaluation. This is why the assessment, as well as the evaluation, will be divided in two halves. Assessment of the formative evaluation will be done by means of exams, at least one per term, and will account for fifty per cent of the final mark. Assessment of the summative evaluation will be slightly more complex.

Each workshop will account for fifty per cent of the mark of that term. This fifty per cent will be made up of four elements as follows.

- Twenty per cent of the mark given for the presentation according to the following items of the evaluation grid: linguistic accuracy of the final product, application of previous knowledge to the task, quality of the materials developed by means of ICT tools, and compelling aspect of the presentation.
- Twenty per cent of the mark given for the rest of the elements in the evaluation grid, namely, use of ICT tools and attitude and initiative towards the task.

- Five per cent of the mark given by the teacher when assessing the compulsory question each group must make at the end of each presentation.
- Five per cent of the mark given by students when assessing their classmates' presentation. This assessment carried out by students themselves will be done by means of a grid similar to the one the teacher has to evaluate, although it will only include the following criteria: linguistic accuracy of the final product, application of previous knowledge to the task, quality of the materials developed by means of ICT tools, and compelling aspect of the presentation. Students, individually, will assess these elements in their classmates' presentations and will give a mark from zero to ten. This assessment will be done by means of handouts given by the teacher to the students which will show a grid with the elements to be assessed.

The aggregate of the previous four percentages will form the fifty per cent of the final mark of each student.

3.2.10. CLASSROOM MANAGEMENT

Classroom management is described in the teaching intervention proposal specifically for each of the activities that are carried out throughout the sessions. Overall, students will work either as a single group involving everyone in the classroom, or as smaller groups, usually of five members.

Since the class has thirty students, six groups, of five people each, will be made by the teacher in order to carry out the workshop. The creation of the groups by the teacher will be done according to the teacher's knowledge of the students. S/he will avoid making groups in which there are two or more students who are known to have had any kind of problem between them previously. The same procedure will be followed regarding talented students. They will be spread into different groups so as not to make a group which is far better than the rest. Finally, they teacher will try to complete the groups so as to make them balanced in terms of number of boys and girls in each group. It is necessary to point out that this distribution described above is just an ideal distribution. Nonetheless, the number and the features of the students might force the teacher to make a slightly different distribution of the groups.

All lessons of the workshop will be held in the ICT room, where fully operational computers are available. In this classroom, when working as a whole class, students will occupy the computers available individually or in pairs, depending on the exact number of working computers available and the exact number of students attending the class that day. When working as a smaller group (five people each), students will occupy between two or three computers, depending again on the number of computers available. If two computers are being used by a group, they must be together, whereas, if three computers are being used by a group, these ones must not be in line, but they must be located in a way that allows students to talk to the other members of the group, for example in the shape of a triangle, in which each computer will be placed in the apex of the triangle.

Groups of students will be placed as far away from each other as possible, so that students feel they have their own working area free of other people who do not belong to their group, and feel they are part of a small closed group.

For most of the time, students will work in small groups. This arrangement, together with the criteria followed by the creation of the groups by the teacher, is intended to foster collaboration of student within the groups. It is thought that a reduced working environment made up of students with different characteristics will allow students to demonstrate their best abilities in different situations, while allowing them to step aside in those tasks in which they would feel less comfortable, and possibly letting another member of the group take the lead.

3.2.11. ATTENTION TO DIVERSITY

Most teachers would agree that nowadays it is extremely difficult to find a fully homogenous class. It is not only difficult because of the recent increase in migration between countries in the European Union, which, in most cases, leads to come across several nationalities in one single classroom. But what makes finding a homogenous class really difficult is students' level, since it seems virtually impossible to find a class of about thirty students in which all of them present the same level. Students are very different from one another; they have different learning styles, different knowledge,

different experience, different interests, different skills, different attitudes, different features, different backgrounds, and so on and so forth.

For this reason, it is a duty of teachers to design lessons that can cater for the different needs of the students. As far as this paper is concerned, and taking into account the teaching intervention proposal that is presented in it, the following types of students are expected to be found in the classroom, and therefore, the proposal would need to demonstrate certain degree of flexibility in order to be adapted to the specific needs of the following groups of students.

Foreign students may have different levels of mastery of the Spanish language, ranging from not being able to understand or communicate, up to near native level. In any case, the whole teaching intervention proposal presented in this paper is intended to be carried out in English, and without any presence of the students' mother tongue. It would be extremely rare, in the context of the centre that is presented in this paper, to find students whose mother tongue is English. Therefore, any student dealing with the workshop that is presented here would be dealing with a task that needs to be carried out in a foreign language.

Intellectually gifted students, either foreign or local students, might be found in the centre. For this type of students, the teaching intervention proposal recommends that these students are separated from one another in the process involving the creation of the groups by the teacher, so as to avoid more than one of these students working together in the same group. For it would imply ending up with a group of students that would probably have an outstanding performance, which may diminish the other students' work. Nonetheless, although intellectually gifted students should not be together in the same group, they will be placed in other groups (as described in the section 4.6. Classroom management) and they will be encouraged to take the lead of their groups. These students will be given an additional responsibility by the teacher by which they will act as supervisors of their group's work. In other words, intellectually gifted students will have to do their own part of the work as any other member of the group, but they will also have to supervise and help any other member of the group in doing their own work so as to achieve a better final product as a group. Nonetheless, the teacher must emphasise that the role of supervisor does not imply the intellectually gifted student doing all the work, but only helping other members of the group do their

own work. The teacher will need to check regularly that these students are not overtaking other students' responsibilities.

Students with special education needs should be evaluated firstly by the psychologist of the centre, who would make a decision taking into account the teachers' and the tutor's opinion. If need be, a professional team would be requested to make a more comprehensive evaluation of the students with special education needs. Once the needs of the students have been identified, this paper's proposal would have to be adapted to these students and their specific characteristics.

Students with ADHD (attention deficit hyperactivity disorder) will probably find the workshop presented in this paper as rather appealing, since it will make a change from the way they are used to working on a daily basis. Furthermore, having been presented with a clearly defined and precise schedule of the workshop from the very beginning may make students' own organisation and planning easier, especially for this type of students. In addition, having to make a presentation in front of the class twice, might give these students the opportunity to stand up, move around and draw some attention for a little while. Finally, despite most activities involved in the workshop need to be done in front of the computer, and this would imply a reasonable amount of time for these students to be sitting down, the use of the many different pieces of software that is required could ease the task for this sort of students who need to get involved in shorter and more dynamic activities.

CONCLUSIONS

The aim of this paper was to suggest a way in which both ICT and the task-based approach could be brought together and integrated in EFL teaching with limited resources.

It was found that this integration is possible both at a theoretical and practical levels. This might be due to the flexibility that the task-based approach shows in terms of content, and the many possibilities that ICT integration offers for task-based language learning and teaching.

It is important to emphasise that this study was intended to offer new proposals for ICT and task-based learning and teaching without taking into consideration other suggestions that have been done previously, such as webquests, which might work as well as this proposal when put into practice. It was definitely not this paper's intention to raise any kind of comparison between different ways in which integration can be achieved.

This paper supports the claim that improvements in EFL teaching and learning must be done through ICT integration and changes in methodology, as for instance integration of the task-based approach in EFL teaching. Thus, EFL teaching might become more efficient and students of EFL might reach a competent proficiency of the English language.

It must be acknowledged that this study was exploratory and therefore, future research will be needed to prove its applicability, and to compare its efficiency with webquests and other strategies that claim for integration of ICT in EFL teaching.

APPENDICES

I. WORKSHOP 1

Description.

The following workshop will be carried out in 6 sessions, i.e. two weeks. In this type of workshops, students will be given a task the fulfilment of which will involve the use of several ICT tools. All necessary tools to accomplish the task belong to Google, and are available online at no cost whatsoever.

Nonetheless, the use of the secondary school computer room/lab will be necessary for all of the six sessions and at least there will have to be one computer available for every two students. Computers will need to have Internet access, and all the necessary software should have been installed beforehand, so that students do not need to install any software, but only run it.

For this workshop, students will be grouped by the teacher in six teams of five people each. Each group will have at least two computers available to work, more if possible, so that they can work in pairs or small groups of three people in one computer.

For this workshop, students will be presented with a situation in which a popular restaurant of their city has recently been making a loss. The owners of the restaurant have asked for some ideas to restore the restaurant's popularity, and will choose the best of the renewing plans among the ones presented by the six groups of students. Therefore, students will have to make a brief but concise presentation of their ideas in the best possible way, so that they are chosen as the best one by the owners.

This first workshop will be carried out in 6 sessions in the following way:

Session 1: Pre-task activities involving the four basic skills (reading, listening, speaking, writing) on the topic of restaurants.

These activities will provide the students with useful input (vocabulary, set expressions, collocations) and will make students produce some output, both oral and written.

Session 2: The task will be presented.

The aim and the requirements of the task will be made clear. Students will be introduced to some of the software which they will be using and which will be common for all workshops. First of all, students will create a Google account. This will give students access to the following Google applications, namely Gmail, Google Classroom, Google Drive and Google Docs. After being shortly introduced to these apps, students will start working in groups and planning their task.

Session 3: Planning.

This session will be devoted to the creation of all materials the students will need to make the presentation. Clear instructions will have been already given for each of the materials. Still, the teacher will provide students with help and advice when necessary.

Session 4: Planning.

Same purpose as session 3.

Session 5: Report and language focus.

Students will be asked to carry out their presentation as a rehearsal before the final presentation. Students will have to present all their material as in the final presentation. By the end of each presentation, the rest of the groups will be asked to share their opinion about their colleagues' presentation and to suggest at least one aspect that could be improved. In the case that fellow students miss something out or are not able to point out all the weaknesses of each presentation, it will be the teacher the one in charge of pointing out all the changes necessary to improve the group's presentation. At the same time, the teacher will take notes of all the mistakes the students make throughout the presentations in relation to grammar, vocabulary, pronunciation, structure, or any other mistake related to form. By the end of all presentations, the teacher will provide the whole class with some exercises in which the students will have the opportunity to correct some of the mistakes made by themselves throughout the presentations.

Session 6: Final presentation and evaluation.

Students will present their improved projects to the rest of the class in a final rehearsal. All products will be evaluated by both the teacher and the rest of the students. By the end of each presentation, each group will have to ask a question to the group presenting the project. By the end of all presentations, every student will vote for the group s/he

considers that should win (voting for one's group is not allowed). After counting the votes, the winning team is announced.

	Content	Evaluation Criteria Students should be able to...	Learning Standards Students will...
1st Bach. 1st term	Understanding strategies: -Use of previous information on the type of task and topic. -Identification of the type of text and adaptation of understanding. -Different types of understanding (general meaning, essential information, key points, relevant details, implications).	Identify main ideas, relevant information, and general implication of text of certain length, well-organised, and with complex linguistic structures, in a variety of standard language, and articulated at medium or normal speed, dealing with specific or abstract topics, in personal, public, academic, or professional context, as long as acoustic conditions are good.	1. Understand technical instructions given face to face or by other means, related to doing activities and to personal safety rules (e.g. while doing sports), in public (e.g. a guided tour to a museum, or on the use of machines, electronic devices or software).
	Production strategies: Planning - Understanding the message clearly, by telling apart the main ideas and the basic structure. - Adapting text, content and channel to the audience by applying adequate register and discourse structure appropriately. Carrying out - Expressing messages clearly and coherently, by making it properly structured and adapted to the models and formulas of each type of text	Build coherent and well-structured texts about topics of personal interest, everyday issues or other less common topics, in a formal register by using most common cohesion devices appropriately, and by showing reasonable control of expressions, structures and frequently used general and specific vocabulary.	1. Make well-structure presentations of a certain length on academic issues (e.g. about the design of a device, about a work of art), clearly enough to be followed with ease most of the time, and whose main ideas are clearly explained with reasonable accuracy, and being able to answer clearly and at a normal speed questions made by the audience.
Time 6 sessions (60 minutes each)	- Exchange of information, indications, opinions, beliefs and viewpoints, advises, warnings, and notices. - Expressions of interest, approval, liking, praising, admiration, satisfaction, hope, trust, surprise, and their opposites.	Tell apart the main communicative functions of the text and its obvious implications; perceive different communicative intentions, and identify different communicative purposes related to different formats, patterns and discursive styles.	5. Understand general meaning, main ideas and relevant details in news and journalistic articles which are of a certain length and well-structured, and in which a specific point of view is adopted on issues of current affairs or personal interest.
	- Expression of will, intention, decision, promise, command, permission, prohibition, exemption, and objection. - Expression of suggestion, wish, conditions, and hypothesis.	Adapt production of written text to required communicative functions, by selecting the most appropriate language for the communicative purpose, and the discursive patterns of presentation and organisation of information, such as insisting or bringing up the topic again.	5. Write, in an appropriate format, brief reports in which information is given on academic or occupational topics or other less frequent topics (e.g. problems when travelling), by describing situations, people, objects and places in detail; by narrating events in a coherent sequence; by explaining reasons; and by giving brief opinions and justified suggestions on the matter and future actions.

Objectives of the stage	Activities
<p><i>f) To express oneself fluently and correctly in one or more foreign languages.</i></p> <p><i>g) Using ICT (Information and Communication technology) effectively and in a responsible way.</i></p> <p><i>k) To develop the entrepreneurial spirit and confidence on oneself, participation, critical sense, personal initiative and the capacity to learn to learn, plan, decision making and assuming responsibilities.</i></p>	<p>SESSION 1 Activity 1: Brief introduction to the workshop. Activity 2: What about that restaurant? Activity 3: I worked in a restaurant. Activity 4: I once ate a restaurant... Activity 5: Now it is my turn.</p> <p>SESSION 2 Activity 1: Explanation of the task. Activity 2: Groups. Activity 3: Setting up a Google account. Activity 4: Using Google Docs. Activity 5: Getting down to work.</p> <p>SESSION 3 Activity 1: Working on it.</p> <p>SESSION 4 Activity 1: Working on it.</p> <p>SESSION 5 Activity 1: Rehearsal. Activity 2: Focusing on language.</p> <p>SESSION 6 Activity 1: Final presentations. Activity 2: Voting. Activity 3: Comments on the workshop.</p>
<p>Key Competences</p>	<ul style="list-style-type: none"> • Linguistic competence • Digital competence
<p>Attention to diversity</p>	<ul style="list-style-type: none"> • Foreign students • Intellectually gifted students • Students with special education needs • Students with ADHD

SESSION 1 – PRE-TASK ACTIVITIES

Workshop 1 A restaurant	Content	Evaluation criteria Students should be able to...	Learning standards Students will...
Session: 1	<p>Alternative sources of vocabulary related to the task.</p> <p>Accessible sources of input related to the topic of the task</p> <p>Procedure to turn input into oral output of L2.</p> <p>Semi-formal writing to express personal opinion. Restaurant review.</p>	<p>Use online tools different from dictionaries in order to learn new vocabulary</p> <p>Listen to a piece of a natural conversation between native speakers and be able to understand the main ideas over secondary information</p> <p>Recycle expressions and vocabulary so as to produce output that can at least be communicative</p> <p>Express opinion, like and dislike, as well as support their ideas with reasons.</p>	<p>Learn new vocabulary by using Google Images as an online visual dictionary.</p> <p>Use YouTube as a source of input in the L2</p> <p>Make use of the input to which they were exposed before in order to hold a brief conversation on the topic.</p> <p>Write a brief restaurant review of a length between 150 to 250 words in which their personal opinion is conveyed.</p>
Time: 60' 5' 15' 10' 5' 20'	Activities Activity 1: Brief introduction to the workshop. Activity 2: What about that restaurant? Activity 3: I worked in a restaurant. Activity 4: I once ate a restaurant... Activity 5: Now it is my turn.		

ACTIVITY 1: BRIEF INTRODUCTION TO THE WORKSHOP

Title: Brief introduction to the workshop.

Typology: Pre-task activity.

Time: 5 min.

Classroom management: Students sit at the computers in pairs. Everyone faces the board.

Explanation: Students are given a brief introduction to the workshop (see above), in which they get only a rough idea of the project and bear in mind the purpose of it when doing the rest of the activities of the session.

Resources: The introduction written above is displayed on the screen so that everyone can follow the explanation by having both visual and audio sources of information available.

ACTIVITY 2: WHAT ABOUT THAT RESTAURANT?

Title: What about that restaurant?

Typology: Pre-task activity (reading).

Time: 15 min.

Classroom management: Students occupy the computers in pairs. Everyone faces the board.

Explanation: Students are provided with the link to the text that can be found under the “Resources” section below. Students are told to read the review of the restaurant called “Chamas Brazilian Steakhouse”. Once read, students must do exercises 1, 2 and 3 that can be found under the “Resources” section below.

Resources:

LINK: <https://law.duke.edu/communityinfo/restaurants/recommendations/>

TEXT: “Chamas Brazilian Steakhouse”.

Chamas Brazilian Steakhouse is fun, different, and apparently (I am told) authentically Brazilian [sic.]. For \$30, there's a buffet of salads, cheeses, vegetables, etc. to start, and then--when you're ready for the meat--you flip a round tag green-side-up and servers start coming to your table with spits of roasted meats. There are many different cuts of beef prepared in various ways, lamb, pork, poultry, and fish. The servers, in what I imagine are traditional costumes, cut the pieces you wish, and you then use tongs to pull the slices from the spit onto your plate. You can eat all you want as the servers periodically keep coming round and offering more. (When you're sated, just flip the tag red-side-up, and the servers won't bother you; unless, of course, you subsequently flip the tag green-side-up again, in which case they'll start coming back with more.)

The combination of quantity and festive atmosphere more than offsets the inconsistent food quality, though some of the meats are quite good. When we went with friends the top-round and lamb were very good, the skirt steak and chicken also good. The fish was dreadful, but hey--it's really a meat place! And once you find things you like, you can pile your plate high. They also provide complimentary fried bananas (excellent) and mashed potatoes.

Dessert, in the highly unlikely event you have room, is an extra charge, and the selections look nice. Alternatively, for no extra charge, you can go back to the buffet and have cheeses and bread.

Chamas is located in Brightleaf Square, in the restored-warehouse space formerly occupied by Brightleaf 905 (and before that, by Fowlers). The phone is 682-1309. It's definitely worth trying at least once.

Prof. Steven Schwarcz

Exercise 1: Find synonyms in the text for the following words:

- Filled
- Compensate
- Horrible
- Improbable

Exercise 2: Using Google Images, look up the following words:

- Tag
- spits of roasted meats
- tongs
- mashed potatoes

Exercise 3: Answer the following questions, and say where in the text the information can be found.

- What is the author's opinion on the restaurant? Did he like it?
- Where is the restaurant located?
- Does the author recommend this restaurant?
- What is the price of a meal?
- Does the author talk only about the restaurant's food? What else does he talk about?

ACTIVITY 3: I WORKED IN A RESTAURANT

Title: I worked in a restaurant.

Typology: Pre-task activity (Listening).

Time: 10 min.

Classroom management: Students occupy the computers in pairs. Everyone faces the board.

Explanation: Students are going to hear a conversation between a man and a woman talking about their experiences working in restaurants. The recording will be played twice, and students must answer the question in exercise 4.

Resources: Video on Youtube (play from 1:30 to 4:15):

https://www.youtube.com/watch?v=PwG2iYqt_pE&list=PL4a62WXEX5u8RstUOGbMWYAvIWbxtZQc

Exercise 4: Answer the following questions:

- At what kind of restaurant did the man work?

- What was it that he did not like about that job?
- How long did he manage to hold down the job?
- What was the woman's first job?
- Why was this job a hard job to do?
- The woman was promoted at some point. What was her new job at the restaurant?

ACTIVITY 4: I ONCE ATE AT A RESTAURANT...

Title: I once ate at a restaurant...

Typology: Pre-task activity (Speaking).

Time: 5 min.

Classroom management: Students work in pairs.

Explanation: Students are given a set of questions that can be found in the “Resources” section below and are asked to talk about them with their partner as much as possible.

Resources: Set of questions:

- When was the last time you went to a restaurant?
- Where was the restaurant located?
- What type of restaurant was it?
- What did you order?
- Did you like the food? Why?
- How was the restaurant decorated?
- How much did it cost?
- Would you recommend me to go there?

ACTIVITY 5: NOW IT IS MY TURN

Title: Now it is my turn.

Typology: Pre-task activity (Writing).

Time: 25 min.

Classroom management: Students work in pairs.

Explanation: Students are told to write a small review about the restaurant their partner has told them about. Students will write their reviews by using any document editing software available on the computer (e.g.: Microsoft Word, Open Office Word, Wordpad, etc.). They will store the document in the computer in order to use it in the next session.

Resources: Students can use the first activity of this session (reading activity) as an example of how to write a review of a restaurant.

SESSION 2 – TASK

Workshop 1 A restaurant	Content	Evaluation criteria Students should be able to...	Learning standards Students will...
Session: 2	<p>Explanation and reasons for the task.</p> <p>Creation of groups of work.</p> <p>Creation of a Google account.</p> <p>Procedure to share contents when using Google tools.</p> <p>Organisation of work.</p>	<p>Get a decent idea of the purpose of the task and the steps to follow to accomplish the aim.</p> <p>Gather in groups and choose an area to work.</p> <p>Create their own Google account by following the teacher's instructions.</p> <p>Learn the standard procedure to share Google Docs and other files with their groups and with the teacher.</p> <p>Get a detailed knowledge of all the material they will have to produce.</p>	<p>Be given a detailed account on how the task is going to be carried out.</p> <p>Settle down their own work area for their groups.</p> <p>Open a Google account with the features established by the teacher.</p> <p>Share a Google Doc activity with their teacher by giving the teacher permission to edit a Google Doc and by adding the file to a Google Drive folder.</p> <p>Be given detailed instructions to make the material they need to create and the tools they can use to do so.</p>
Time: 60' 5' 5' 15' 10' 25'	Activities Activity 1: Explanation of the task. Activity 2: Groups. Activity 3: Setting up a Google account. Activity 4: Using Google Docs. Activity 5: Getting down to work.		

ACTIVITY 1: EXPLANATION OF THE TASK

Title: Explanation of the task.

Typology: Task activity.

Time: 5 min.

Classroom management: Students occupy the computers in pairs. Everyone faces the board.

Explanation: Students will be given the details of the task.

Students will be later divided into groups of 5 people. The groups or teams will compete against each other. The situation is the following:

A popular restaurant of the city, the “Grandma’s Kitchen”, has recently been making a loss. Their food is still as good as it was when the restaurant was popular a couple of years ago, but people seem to have got tired of the same food, the same decoration, and the same old things that made this restaurant popular.

The owners of the restaurant have asked for some ideas to restore the restaurant’s popularity. They think that in order to improve it, they need to get some presence online, and that is why they are thinking about creating a blog for the restaurant and also including the restaurant in a social network, such as Google+. In addition, they believe the restaurant does not get many new clients because it is difficult to find. That is why they think a small map showing different routes to get to the restaurant will be a good idea to include in their blog. Moreover, the owners are thinking about designing a new arrangement of the tables in the restaurant, so as to make it more comfortable for both clients and waiters. They also think a new menu could be prepared, and a list of prices for all the products served at the restaurant should be made to help waiters calculate the bill. Finally, they have also thought about improving the booking system, which is currently a bit messy.

The owners of the “Grandma’s Kitchen” have asked the students of this class for help. Therefore, each of the groups must design a plan of action following the owners’ guidelines to help this restaurant become popular again. Each group will make a presentation with their suggestions for improvement and the best presentation will be showed to the owners of the restaurant.

Resources: Internet connection and Google Chrome browser will be necessary in order to show students what an online blog is.

ACTIVITY 2: MAKING GROUPS

Title: Making groups.

Typology: Task activity.

Time: 5 min.

Classroom management: Students occupy the computers in pairs at the beginning of the activity, then join their groups where corresponding.

Explanation: Students will now be arranged in groups of five people. The teacher will decide the members of each group and will assign a working area for each group. The working area will have between two and four computers available, depending on the number of computers working. This way, students are expected to work as part of a team, instead of simply getting the work divided and working individually. All the computers belonging to a working area should be close together. The groups and their areas will be as far apart from each other as possible, depending on the size of the classroom.

ACTIVITY 3: SETTING UP A GOOGLE ACCOUNT

Title: Setting up a Google account.

Typology: Task activity.

Time: 15 min.

Classroom management: Students sit in their working area and work with the computers available in their area.

Explanation: All the necessary apps or pieces of software that the students will need to use for this workshop are developed by Google. For this reason, they will need to create a Google account to manage all those apps. The teacher will do it first, creating a Gmail account in front of the whole class, so that students can see how to carry it out. After that, every student

will create an account of themselves, even if they already have one. The students' account will have the following format: name+surname+surname+student number@gmail.com

With this account, and the credentials necessary to access it, the students will have access to all the tools they are going to need to do this workshop.

Students will proceed with the creation of their accounts. Once they have created the accounts, the teacher will ask them to send him/her a greeting email just to check that all the accounts are active and work properly. This way, the teacher will have all the students' email addresses.

Resources: Internet connection, Google Chrome, Google account and Gmail.

ACTIVITY 4: USING GOOGLE DOCS

Title: Using Google Docs.

Typology: Task activity.

Time: 10 min.

Classroom management: Students sit in their working area and work with the computers available in their area.

Explanation: Students will be asked now to access Google Docs, Google's own word processor. They will be able to do so by using the Google account they have created before. Once in Google Docs, they will be able to see how similar it looks to other word processors they may have seen before, such as Microsoft Word. The teacher will now ask their students to recover the writing exercise they had done in the previous session (the review about a restaurant) and paste it into Google Docs. Students will be told then to give the documents the following name: Restaurant review + name and surnames. Students will also have to share the document with the teacher using the teacher's Gmail account and will have to give him/her the permission to edit the document, so that the teacher can make commentaries and mark mistakes in each document. Finally, students will save the document in their own Google Drive folder.

Resources: Internet connection, Google Chrome, Google account, Gmail and Google Docs.

ACTIVITY 5: GETTING DOWN TO WORK

Title: Getting down to work.

Typology: Task activity.

Time: 25 min.

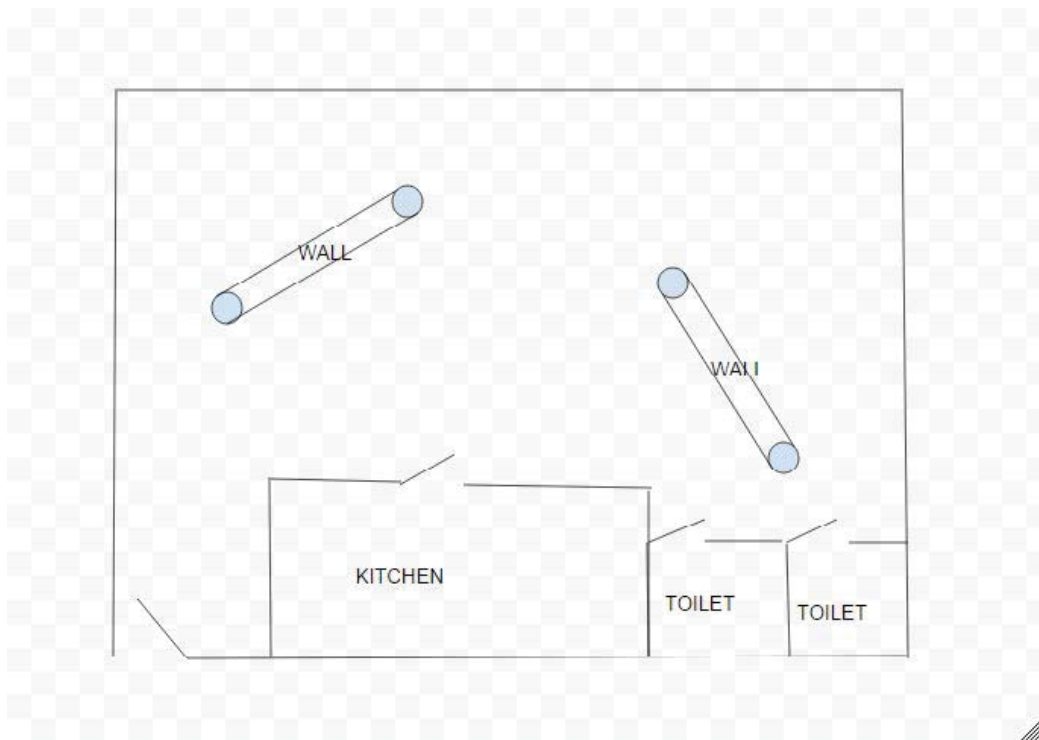
Classroom management: Students sit in their working area and work with the computers available there.

Explanation: Students will be explained the specific material they need to design for this workshop.

- Create a Google account for their restaurant.
- Create a restaurant's profile on Google+ and add some information.
- Create a blog for the restaurant using Google app Blogger and add some information.
- Link the Google+ profile and the blog.
- Create three itineraries using Google Maps in which the way to get to restaurant is showed. Use the city centre, the bus station and the train station as starting points. One of the itineraries should be done for pedestrians, another one for public transport, and a third one for private vehicles. Include the links to these itineraries on a new entry of the blog.
- Given the map of the restaurant, rearrange the tables in the best possible way. To do this, students should draw a new map using Google Drawings.
- Using Google Sheets, create a list of all products available in the restaurant (dishes, desserts, drinks, bread, etc.) to be given to the waiters so that they can calculate the bills in an easier and more comfortable way.
- Using Google Docs, design a new menu which is simple and easy to read for the client while looking appealing.
- Use Google Calendar to take note of bookings. Students will have to take notes of all bookings for next weekend, both lunch and dinner. They will have to share it with the teacher's Google account.

- Make a presentation using Google Slides in order to be displayed while they are defending their proposal as the best one over their classmates' proposals. Presentation must be 5 minutes long per group.

Resources: Internet connection, Google Chrome, Google account, Gmail , Google Docs, Blogger, Google Maps, Google Drawings, Google Calendar, Google Sheets, Google Slides, restaurant map (see below).



SESSIONS 3 AND 4 – PLANNING

Workshop 1 A restaurant	Content	Evaluation criteria Students should be able to...	Learning standards Students will...
Sessions: 3 & 4	<p>Carrying out the task</p> <p>Group activity</p>	<p>Produce all the material requested by the task.</p> <p>Work in groups and cooperate.</p>	<p>Create the several materials the task requested by using the Google tools recommended for each material, and by making use of the explanatory resources available on the use of those tools.</p> <p>Decide on the organisation of their groups and will cooperate to achieve the best product.</p>
<p>Time: 60'</p> <p>60'</p>	<p>Activities</p> <p>Activity 1: Working on it.</p>		

ACTIVITY 1: WORKING ON IT

Title: Working on it.

Typology: Planning activity.

Time: 60 min.

Classroom management: Students sit in their working area and work with the computers available (there).

Explanation: At the beginning of session 3, students will be told that in sessions 3 and 4 they will have to prepare all the material required by the task. At the beginning of session 4, students should be reminded of that session being the last one to prepare all the material.

They will work within their groups and groups will work independently. The teacher will be available to sort out any problem and to explain occasionally how to do specific things with certain pieces of software.

Most of the software developed by Google is either very intuitive or pretty similar to other software the students may already know. Besides, students can use the teacher's help at any moment. Nonetheless, students must be told to refer first to the following links when they lack the knowledge to work with one programme, before asking the teacher. Each task has at least one link in which students can find an explanation on how to do what they are asked to.

General help for all Google products: <https://productforums.google.com/forum/#!/home>

- Create a Google account <https://accounts.google.com/signup?lp=1&hl=en-GB>
- Create a restaurant's profile on Google+ and add some information.
<http://blog.hubspot.com/blog/tabid/6307/bid/28624/How-to-Create-a-Google-Business-Page-in-5-Simple-Steps.aspx>
<https://business.google.com/create?ppsrc=bupg8>
- Create a blog for the restaurant using Google app Blogger and add some information
<https://support.google.com/blogger/answer/1623800?hl=en>
- Link the Google+ profile and the blog.
<https://support.google.com/blogger/answer/1752748?hl=en>
- Create three itineraries using Google Maps in which the way to get to restaurant is showed. Use the city centre, the bus station and the train station as starting points. One of the itineraries should be done for pedestrians, another one for public transport, and a third one for private vehicles. Include the links to these itineraries on a new entry of the blog. https://support.google.com/maps/answer/144361?hl=en&ref_topic=3292869
- Given the map of the restaurant, rearrange the tables in the best possible way. To do this, students should draw a new map using Google Drawings.
<https://productforums.google.com/forum/#!/forum/docs>
<http://www.aulaclie.es/googledocs/>
<http://www.ite.educacion.es/formacion/materiales/142/cd/m6/ofimatica.swf>

- Using Google Sheets, create a list of all products available in the restaurant (dishes, desserts, drinks, bread, etc.) to be given to the waiters so that they can calculate the bills in an easier and more comfortable way.
<https://productforums.google.com/forum/#!forum/docs>
<http://www.aulaalic.es/googledocs/>
<http://www.ite.educacion.es/formacion/materiales/142/cd/m6/ofimatica.swf>
- Using Google Docs, design a new menu which is simple and easy to read for the client while looking appealing.
<https://productforums.google.com/forum/#!forum/docs>
<http://www.aulaalic.es/googledocs/>
<http://www.ite.educacion.es/formacion/materiales/142/cd/m6/ofimatica.swf>
- Use Google Calendar to take note of bookings. Students will have to take notes of all bookings for the next weekend, both lunch and dinner. They will have to share it with the teacher's Google account.
<https://support.google.com/calendar/#topic=3417969>
- Make a presentation using Google Slides in order to be displayed while they are defending their proposal as the best one over their classmates' proposals. Presentation must be 5 minutes long per group.
<https://productforums.google.com/forum/#!forum/docs>
<http://www.aulaalic.es/googledocs/>
<http://www.ite.educacion.es/formacion/materiales/142/cd/m6/ofimatica.swf>

Resources: Internet connection, Google Chrome, Google account, Gmail , Google Docs, Blogger, Google Maps, Google Drawings, Google Calendar, Google Sheets, Google Slides, restaurant map (see session 2).

SESSION 5 – REPORT AND LANGUAGE FOCUS

Workshop 1 A restaurant	Content	Evaluation criteria Students should be able to...	Learning standards Students will...
Session: 5	Presentation of material. Peer evaluation. Language focus.	Give a public presentation on the material they have previously created. Evaluate their classmates' materials and presentations based on the task's requirements. Realise the mistakes they made by following the teacher's exercises and explanations.	Present their materials to the rest of the class and will defend their idea as the best option. Pay attention to all the presentations and grant a mark for each of them taking into account the requirements of the task. Do the exercises suggested by the teacher so as to be aware of the mistakes they have done.
Time: 60' 40' 20'	Activities Activity 1: Rehearsal. Activity 2: Focusing on language.		

ACTIVITY 1:

Title: REHEARSAL

Typology: Report activity.

Time: 40 min.

Classroom management: Students sit in pairs and occupy the seats they had at the beginning of the workshop (i.e. students do not sit with their groups). Everyone is facing the board.

Explanation: In a previously established order set by the teacher, the groups will defend their proposals in front of the teacher and the rest of the students. Their presentation cannot be longer than 5 minutes. In it, students will have to show their blog and their Google+ profile. The blog will have to contain links to the maps indicating how to get to the restaurant, a link to the map showing the arrangement of tables, a link to the list of prices, and a link to the menu. In addition, students will have to show their calendar with all the bookings organised for the next weekend. The rearranging of the tables will have to be explained and justified. The Slide presentation must be a very brief summary of the main points commented during the presentation.

Students must pay attention to the rest of the presentations, since each student individually will have to evaluate their classmates' presentation with a mark from one to five at the end of all presentations.

After marks having been awarded by students, the teacher will give some advice to each group on how to improve their presentation. The teacher will take note of mistakes related to language, but he/she will not mention these yet.

Resources: Internet connection, Google Chrome, Google account, Gmail, Google Docs, Google Maps, Google Drawings, Google Calendar, Google Sheets, Google Slides, projector or smart board.

ACTIVITY 2: FOCUSING ON LANGUAGE

Title: Focusing on language.

Typology: Language focus.

Time: 20 min.

Classroom management: Students sit in pairs and occupy the seats they had at the beginning of the workshop (i.e. students do not sit with their groups). Everyone is facing the board.

Explanation: During the presentations, the teacher has taken notes of the mistakes made by the students. Among all the incorrect sentences and utterances noted down during the previous activity, the teacher will select a few of them that share the same type of mistakes

(about 15 examples would be alright), and will propose three different exercises to their students.

In the first exercise, students will be given the original sentence that was produced and which is incorrect, so they have to find the mistake and justify their answer. Brief explanations or revisions or some grammatical concepts might be advisable at some point of this exercise.

In the second one, students will be given the original sentence without the word that was incorrect, so they have to complete the sentence in a correct way.

Finally, in the third exercise, students will be given both correct and incorrect sentences, so they will have to tell apart the correct and the incorrect sentences and they will have to spot the mistake in those sentences they consider as incorrect.

By the end of the session, the teacher will remind their students that the following will be the last one, and therefore, students will do their final presentations taking into account and correcting the mistakes done in this session. The final presentations will also be evaluated.

Resources: Internet connection, Google Chrome, Google account, Gmail, Google Docs, Google Maps, Google Drawings, Google Calendar, Google Sheets, Google Slides, projector or smart board.

SESSION 6 – FINAL PRESENTATIONS

Workshop 1 A restaurant	Content	Evaluation criteria Students should be able to...	Learning standards Students will...
Session: 6	<p>Final performance.</p> <p>Final peer evaluation.</p> <p>Reflexion</p>	<p>Give a public presentation, taking into account and solving the mistakes pointed out before, on the material they have previously created.</p> <p>Evaluate their classmates' materials and presentations based on the task's requirements and the mistakes pointed out in the previous session.</p> <p>Think about the positive and negative aspects of the task.</p>	<p>Present their newly corrected materials to the rest of the class and defend their idea as the best option while avoiding presentation mistakes noticed in the first presentation.</p> <p>Pay attention to all the presentations and grant a mark for each of them taking into account the requirements of the task and the sorting out of mistakes noticed in the previous session.</p> <p>Give reasons for the positive and negative aspects they spotted and suggest alternatives to improve the task.</p>
<p>Time: 60'</p> <p>50'</p> <p>5'</p> <p>5'</p>	<p>Activities</p> <p>Activity 1: Final presentations.</p> <p>Activity 2: Voting.</p> <p>Activity 3: Comments on the workshop.</p>		

ACTIVITY 1: FINAL PRESENTATIONS

Title: Final presentations.

Typology: Report activity.

Time: 50 min.

Classroom management: Students sit in pairs and occupy the seats they had at the beginning of the workshop (i.e. students do not sit with their groups). Everyone is facing the board.

Explanation: This activity will be organised the same way as the first activity of session 5. In a previously established order set by the teacher, the groups will defend their proposals in front of the teacher and the rest of the students. Their presentation cannot be longer than 5 minutes. In it, students will have to show their blog and their Google+ profile. The blog will have to contain links to the maps indicating how to get to the restaurant, a link to the map showing the arrangement of tables, a link to the list of prices, and a link to the menu. In addition, students will have to show their calendar with all the bookings organised for the next weekend. The rearranging of the tables will have to be explained and justified. The Slide presentation must be a very brief summary of the main points commented during the presentation.

Students must pay attention to the rest of the presentations, since each student individually will have to evaluate their classmates' presentation with a mark from one to five at the end of all presentations.

Despite the similarity between this activity and activity 1 in session 5, ten extra minutes are assigned to this activity so as to allow students to give each presentation a mark at the end of it, and so as to allow the teacher to make appropriate notes on their students' performance. In addition, by the end of all presentations, the teacher will make students notice those mistakes that had been pointed out in the previous session and which some groups may not have corrected.

Resources: Internet connection, Google Chrome, Google account, Gmail, Google Docs, Google Maps, Google Drawings, Google Calendar, Google Sheets, Google Slides, projector or smart board.

ACTIVITY 2: VOTING

Title: Voting.

Typology: Evaluation.

Time: 5 min.

Classroom management: Students sit in pairs and occupy the seats they had at the beginning of the workshop (i.e. students do not sit with their groups). Everyone is facing the board.

Explanation: Students will now, individually, state the scores they have assigned to each of the presentations. The teacher will write down the scores and will calculate the final results. The teacher, then, will announce the group who wins the competition, but will avoid giving the students the complete ranking in order to avoid any potential tension or disagreement among their students.

The teacher will also express his/her agreement or disagreement with the students' decision and will give reasons to support his/her opinion. It is very important that the teacher, at this point, reminds their students that the score that each group has received from their classmates might coincide with the final mark given by the teacher. This means that the winning group, according to the students, might not have the highest mark, in the teacher's opinion.

Resources: None.

ACTIVITY 3: COMMENTS ON THE WORKSHOP

Title: Comments on the workshop.

Typology: Evaluation.

Time: 5 min.

Classroom management: Students sit in pairs and occupy the seats they had at the beginning of the workshop (i.e. students do not sit with their groups). Everyone is facing the board.

Explanation: For the last activity of the workshop the teacher will make a reflexion on those aspects he/she liked and did not like in relation to the students' way of dealing with the task, the students' behaviour during the last 6 sessions, the students' attitude or any other comment the teacher feels appropriate in order to improve future workshops.

Resources: None.

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