

INGLÉS/ENGLISH

Nerea SALVADOR DÍAZ

A PROPOSAL ON TEACHING
ENGLISH GRAMMAR USING THE
INTERACTIVE WHITEBOARD
(IWB)

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Facultad de Ciencias Humanas y Sociales
Giza eta Gizarte Zientzien Fakultatea

Grado en Maestro de Educación Primaria
/
Lehen Hezkuntzako Irakasleen Gradua

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Gradu Bukaerako Lana

Trabajo Fin de Grado

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GIZA ETA GIZARTE ZIENTZIEN FAKULTATEA
FACULTAD DE CIENCIAS HUMANAS Y SOCIALES

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2007ko urriaren 29ko 1393/2007 Errege Dekretua, 2010eko 861/2010 Errege Dekretuak aldatuak, Gradu ikasketa ofizialei buruzko bere III. kapituluan hau ezartzen du: “ikasketa horien bukaeran, ikasleek Gradu Amaierako Lan bat egin eta defendatu behar dute [...] Gradu Amaierako Lanak 6 eta 30 kreditu artean edukiko ditu, ikasketa planaren amaieran egin behar da, eta tituluarekin lotutako gaitasunak eskuratu eta ebaluatu behar ditu”.

Nafarroako Unibertsitate Publikoaren Lehen Hezkuntzako Irakaslearen Graduak, ANECAk egiaztatutako tituluaren txostenaren arabera, 12 ECTSko edukia dauka. Abenduaren 27ko ECI/3857/2007 Aginduak, Lehen Hezkuntzako irakasle lanetan aritzeko gaitzen duten unibertsitateko titulu ofizialak egiazatzeko baldintzak ezartzen dituenak arautzen du titulu hau; era subsidiarioan, Unibertsitatearen Gobernu Kontseiluak, 2013ko martxoaren 12ko bileran onetsitako Gradu Amaierako Lanen arautegia aplikatzen da.

ECI/3857/2007 Aginduaren arabera, Lehen Hezkuntzako Irakaslearen ikasketa-plan guztiak hiru modulutan egituratzen dira: lehena, oinarrizko prestakuntzaz arduratzen da, eduki sozio-psiko-pedagokikoak garatzeko; bigarrena, didaktikoa eta dizplinakoa da, eta diciplinen didaktika biltzen du; azkenik, Practicum daukagu, zeinean graduko ikasleek eskola praktiketan lortu behar dituzten gaitasunak deskribatzen baitira. Azken modulu honetan dago Gradu Amaierako Lana, irakaskuntza guztien bidez lortutako gaitasun guztiak islatu behar dituena. Azkenik, ECI/3857/2007 Aginduak ez duenez zehazten gradua lortzeko beharrezkoak diren 240 ECTSak nola banatu behar diren, unibertsitateek ahalmena daukate kreditu kopuru bat zehazteko, aukerako irakasgaiak ezarriz, gehienetan.

Beraz, ECI/3857/2007 Agindua betez, beharrezkoa da ikasleak, Gradu Amaierako Lanean, erakus dezan gaitasunak dituela hiru moduluetan, hots, oinarrizko prestakuntzan, didaktikan eta diciplinan, eta Practicumean, horiek eskatzen baitira Haur Hezkuntzako Irakasle aritzeko gaitzen duten unibertsitateko titulu ofizial guzietan.

Lan horretan, *oinarrizko prestakuntzako* moduluak bidea eman digu proposamen didaktiko bat aurkezteko irakaskuntza-ikaskuntza prozesua errazteko helburuarekin Arbel Digital Interaktiboaz baliatuz. Gainera, lanaren zehar ikerketa gaiarekin lotuta dauden alderdiak aztertzen dira, konkretuki, *Theoretical part* atalean.

Didaktika eta diziplinako modulu lanaren zehar garatzen da Ingeleraren irakaskuntza-ikaskuntza prozesua errazteko helburuarekin proposamen didaktiko bat proposatzeko unibertsitatean ikasitakoa erabiliz, batik bat, ingelerako eta ingeleraren didaktikaren irakasgaietan. Orain arte ikasitakoa kontutan hartuz, ikuskera teknologiko eta metodologiko berri bat proposatzen dut ADlen laguntzarekin Ingelera Atzerriko Hizkuntza ikasgelan .

Halaber, *Practicum* modulu diseinatutako proposamen didaktikoan gauzatu da. Ariketak diseinatzeko orduan kontutan hartu izan ditut eskola desberdinatan bizi izan ditudan esperientziak ariketak erraztasunez garatu ahal izateko. Era horretan, proposamen didaktiko berritzalea diseinatu dut.

Beste alde batetik, ECI/3857/2007 Aginduak ezartzen du, Gradua amaitzerako, ikasleek gaztelaniazko C1 maila eskuratuta behar dutela. Horregatik, hizkuntza gaitasun hori erakusteko, hizkuntza horretan idatziko dira aurrekariak, laburpena, sarrera eta ondorioak.

Azkenik, CI/3857/2007 Aginduak ezartzen duen arabera, Graduaren bukaeran hizkuntza koofizial bat ezagutzen duten ikasle elebidunek C1 maila ere izan behar dute erkidegoaren beste hizkuntzan, alegia, gure kasuan, euskaran. Hori dela eta, euskaraz hizkuntza gaitasuna erakusteko, hitzaurrea, laburpena eta lanaren azken ondorioak gure hizkuntzan idatziko dira.

Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos

universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* me ha permitido diseñar una propuesta didáctica con el objetivo de mejorar el proceso de enseñanza-aprendizaje utilizando la pizarra digital interactiva. Además, a lo largo del trabajo, concretamente en el marco teórico, se analizan aspectos relacionados con el objeto de estudio.

El módulo *didáctico y disciplinar* se desarrolla a lo largo de todo el trabajo ya que he partido de lo aprendido durante los cuatro años de universidad, especialmente, en las asignaturas de inglés y didácticas de inglés para hacer una propuesta didáctica que ayude a mejorar el proceso de enseñanza-aprendizaje en el aula de EFL. Teniendo en cuenta lo aprendido hasta ahora, he integrado estos conocimientos para aportar una nueva visión tecnológica y metodológica utilizando la PDI en el aula de inglés con el fin de facilitar y enriquecer el aprendizaje de esta lengua.

Asimismo, el módulo *practicum* se concreta en la propuesta didáctica que he diseñado. A la hora de crear las actividades he tenido en cuenta las experiencias previas que he tenido en diferentes centros educativos para crear actividades que se puedan llevar a la práctica con facilidad. Así, he diseñado una propuesta didáctica innovadora.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados *preámbulo, introducción* y conclusiones así como el preceptivo *resumen* que aparece en el siguiente apartado.

Además, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes bilingües en una lengua cooficial deben haber adquirido también el nivel C1 en la otra lengua de la comunidad; en la nuestra, la lengua vasca. Por ello, para demostrar esta competencia lingüística, se redactan este preámbulo, introducción, resumen y las conclusiones finales del trabajo.

Laburpena

Teknologiaren etengabeko garapena dela eta hezkuntzan berrikuntza berriak aurkeztu dira. Gaur egun, hainbat gailu teknologiko erabil ditzakegu Ingelesa Atzerriko Hizkuntza errazteko edo ikasleen beharrei erantzuteko eta horietako bat arbel digital interaktiboa (ADI) da. Irakaslearen araberakoa izango da teknika berriak bere lanean aplikatzea edo arbela eta klarionaren erabilera oinarritzea.

Bistan dago Informazio eta komunikazioaren teknologiak (IKT) ikasleen eguneroko bizitzan daudela eta hori ikasgeletan islatu beharko litzateke. Proiektu honetan arbela digitalei buruzko ikerketa eta gai garrantzitsuak: abantailak, desabantailak, funtziok, erabilera eraginkorra edo motibazioa aztertzen dira. Halaber, gramatikaren irakaskuntzak berebiziko garrantzia dauka nire proposamen didaktikoa oinarrizko gramatika egiturak Lehen Hezkuntzan irakasteko diseinatu baitut.

Hitz gakoak: Informazioaren eta Komunikazioaren Teknologiak (IKT); Arbel Digital Interaktiboa (ADI); Ingelesa Atzerriko Hizkuntza bezala; gramatika; Lehen Hezkuntza.

Resumen

Debido al constante desarrollo de la tecnología se han introducido nuevas innovaciones en educación. Hoy en día, existen varios dispositivos tecnológicos que pueden emplearse para facilitar la Enseñanza del Inglés como Lengua Extranjera y satisfacer las necesidades del alumnado. Una de las más importantes es la Pizarra Interactiva (PDI). Depende del profesorado elegir entre aplicar técnicas modernas en su trabajo, como podría ser el uso de la PDI, o basarse en el uso de la pizarra y tiza. Es obvio que las TIC están presentes en la vida cotidiana de los estudiantes del presente y esto debe reflejarse en las aulas. En este proyecto se analizan las investigaciones relacionadas con PDIs y temas relevantes como ventajas y desventajas, funciones, factores de uso efectivo o motivación. También concedo especial importancia a la enseñanza de la gramática, ya que mi propuesta didáctica está diseñada para enseñar las estructuras gramaticales básicas en Educación Primaria.

Palabras clave: TIC; PDI; Enseñanza del Inglés como Lengua Extranjera; gramática; Educación Primaria.

Abstract

Due to the development of technology, new innovations have been introduced in education. Nowadays, there are several technological devices that can be used to facilitate Teaching English as a Foreign Language (TEFL) and fulfil the learners' needs and one of them is the Interactive Whiteboard (IWB). It depends on the wish of the teacher about choosing between applying current modern techniques in his/her work such as the use of the IWB could be or depending on the use of traditional tools such as blackboard and chalk. It is obvious that ICT are present in the everyday life of nowadays' students and this should be reflected in classrooms.

In this project I analyse the research related to IWB and relevant issues such as IWB's advantages & disadvantages, functions, factors of effective use and motivation. I also attach special importance to teaching grammar as my didactic proposal is designed in order to teach basic grammatical structures.

Keywords: ICT; IWB; Teaching English as a Foreign Language (TEFL); grammar; Primary Education.

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INTRODUCTION

Technology, in constant evolution, has the power to transform the way people learn and it has become more accessible to teachers and students in the last few years. For the purpose of meeting the expectations of today's *digital natives*, who are quite competent, and in a way, dependent to computers and other online instruments teachers have to "be able to keep up with the technological knowledge of their students". (Richards, 2014)

Nowadays, we will probably find Interactive Whiteboards (IWBs) instead of the traditional blackboards and pupils may be using laptops or tablets at schools. In fact, this project focuses on the use of Information and Communication Technologies ICTs, specifically on teaching grammar through IWBs in Teaching English as a Foreign Language TEFL. The IWB has been proved to be an exciting and fun technology to integrate in the classroom.

This project is divided into four main sections:

- The first section denominated *Background and objectives* justifies the reason why this project is developed and associates itself with the contents of the Primary Teaching Training Degree and with the Primary syllabus.
- Subsequently, scientific knowledge and research about the object of study is introduced in the *Theoretical part*. Before designing teaching materials, it has to be taken into account the information provided in this part of the project.
- In the *Practical part*, it is described the didactic proposal that I have designed.
- The *Conclusions* illustrate the contributions of the project, the limitations and difficulties found during its elaboration and the learning acquired in this project.
- In the section of *References*, I indicate all books, articles or documents used along this Project.
- Finally, *Appendices* are the materials that I have created for my didactic proposal.

INTRODUCCIÓN

La tecnología, en constante evolución, tiene el poder de transformar las formas de aprendizaje y se está deviniendo cada vez más accesible para los profesores y alumnos en los últimos años. Con el fin de responder a las expectativas de los *nativos digitales* de hoy en día, quienes están bastante capacitados y dependen de los ordenadores y otros instrumentos online los profesores “tienen que ser capaces de alcanzar el conocimiento tecnológico de sus alumnos”. (Richards, 2014)

Actualmente, es muy posible encontrar Pizarras Digitales en vez de pizarras tradicionales y ver a los niños utilizando ordenadores portátiles o tablets en las escuelas. De hecho, este proyecto se centra en el uso de las Tecnologías de la Información y la Comunicación (TICs), concretamente en la enseñanza de gramática mediante las Pizarras Digitales Interactivas (PDI) en Inglés como Lengua Extranjera (ELE) PDI en ELE. Las PDI han demostrado ser un excitante y divertido herramienta tecnológica para integrarse en el aula.

El proyecto está dividido en las siguientes secciones:

- La primera sección denominada *Antecedentes y objetivos (Background and objectives)* justifica la razón de este proyecto y se asocia con los contenidos del Grado de Maestro en Educación Primaria y el currículum de Primaria
- Posteriormente, en la *Parte teórica (Theoretical part)*, se presentan los conocimientos científicos e investigaciones sobre el objeto de estudio. He tenido que tener en cuenta la información proporcionada en esta parte del trabajo para poder diseñar mi propuesta didáctica.
- En la *Parte práctica (Practical part)* se describe la propuesta didáctica que he diseñado.
- Las *Conclusiones (Conclusions)* ilustran las aportaciones del Trabajo de Fin de Grado (TFG) y las limitaciones que he encontrado a lo largo de su realización.
- En las *Referencias bibliográficas (References)*, se indican todos los libros, artículos o documentos citados a lo largo de todo el trabajo.
- Y por último, los *Anexos (Appendices)* son los materiales creados y necesarios para poder llevar a cabo la propuesta didáctica.

1. BACKGROUND AND OBJECTIVES

The main aim of this project is to examine the use of Interactive Whiteboards in English Teaching as a Foreign Language and develop a didactic proposal of teaching grammar in order to foster its use. I have chosen this topic because mass development of information and communication technologies and especially Interactive Whiteboards permit teachers to improve English language teaching. Teachers dispose of a brilliant tool to make their teaching more motivational, enjoyable and effective.

Regarding my personal experience, I have never experienced methodological changes when learning English as a Foreign Language. I have always learned English through traditional methodologies sitting passively at my desk and working with books or worksheets. The learning was based on repetition and memorization and never interacting with New Technologies. During these four years in the Primary Education Degree I have been taught that there are other more innovative, effective and meaningful methodologies. Now, I realise that I have always been learning the grammatical and structural construction of the language but not being able to communicate. Hence, the justification of this project is highly related to my experience and my desire to incorporate new pedagogic strategies and New Technologies in the classroom.

1.1. Contextualization of the contents of the Degree in Primary Education

In this section I want to relate my project to the contents that I have learned during my period as a student of the Primary Education Degree. If we observe closely the competences that we have developed due to the formation received over the degree, we will notice that many of them are related to this subject of study.

I will refer to basic competences established by ANECA, general competences established by the ECI Order, transversal competences (common competences for all the students of the Public University of Navarre) and specific competences (competences acquired just by the students of the Primary Education Degree).

Firstly, starting with the basic competences, this project illustrates that I have acquired the basic CB1 competence because it has been included "some aspects that involve knowledge from the avant-garde" such as the integration of ICT and especially IWBs in the teaching-learning process.

Furthermore, the CB4 competence reinforces the importance of "the transmission of information, ideas, problems and solutions to both specialized as non-specialist audiences". In fact, this project intends to analyse possible improvements of education with the implementation of IWBs and make it affordable to all types of pupils in order to advance and share the innovations implemented in the process of teaching and learning through the integration of the IWB in the English classroom.

In terms of general competences, I would like to highlight the importance of CG10 and CG11. The competence CG10 states the following: "Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote it among students". In fact, I will promote both types of learning because of the tasks and activities that I have designed. Furthermore, through promoting the use of ICTs and IWBs the learner can become autonomous in the learning process out of the class.

The next competence, CG11, is the general competence directly related to the object of study; concretely to IWBs in education: "learn and apply information and communication technologies in the classroom. Selectively discern the audio-visual information that contributes to learning, political education and the cultural richness" A proposal on teaching English grammar using the Interactive Whiteboard (IWB)

(CG 11). As teachers, we are responsible for fulfilling the needs of students taking into account their interests and particularities. Therefore, we need to be able to select those ICT tools which are most suitable for their characteristics so as to enrich the teaching-learning process. In addition, it must be said that teachers do not have the only function of transmitting a series of theoretical knowledge to students; they also have the mission to form competent citizens, committed to the society in which they live. I believe that some important values in the daily life of the students can be worked and obtained through the use of ICT. The clearest example is that the Internet gives us the incredible possibility of approaching other cultures and people allowing us to know them and learn from them as we are going to do in my didactic proposal. In addition, if we want to work awareness of different cultures, values as respect and tolerance will be promoted.

Regarding those transversal competences, it can be said that both of them are present in this project: "Demonstrate a linguistic competence in English equivalent to level B1 of

the

Common European Framework of Reference for Languages (CEFRL): learning, teaching, assessment of the Council of Europe" (CT1) and "Demonstrate a linguistic competence in Spanish and Basque equivalent to level C1 of the CEFRL" (CT2) as different sections are written in the above-mentioned. The former has probably gone further as the project is written in academic English which has implied developing my metalinguistic knowledge and the linguistic disciplines of a language

Concerning the specific competences, I would like to just the most important ones which are closely related to the main topic in this project. The competence of "Know the objectives, curricular content, the meaning and organization of the areas, methodology and criteria of evaluation of Primary Education" (CE1) is finally related to this project since the Primary Education curriculum has been used to design a didactic proposal in which specific contents are developed in order to achieve the objectives previously set.

Ahead with the didactic proposal, it has been designed based on the following competences: "to promote cooperation, motivation and desire to learn, and actively participate in projects of School" (SG 7), "acquire habits and skills of autonomous and

cooperative learning to encourage involvement active students in their personal and social development" (CE 9) and "organize actively the process of teaching and learning of the contents of primary education from a perspective of skills development. Know quality improvement models" (CE12). The didactic proposal has been created based on the idea that students should be the protagonists of their own learning. In addition, the created activities are motivating, enjoyable and encourage interaction and participation of pupils so that they can notice that learning is not something boring and isolated from the everyday life, but that it is something that they themselves will build throughout their life through their experiences.

Finally, I would like to refer to the competence of "contextualizing the teaching action to political, social, and pedagogical changes, fostering democratic education and the development of an active citizenship to achieve a sustainable future" (14 CE). It is comprehensible that our society is constantly changing and one of its biggest demands in education is the integration of ICT in the classroom. Little by little, through the integration of these technologies in the classroom, their role has changed and methodologies have also evolved. When ICT began to be introduced in the classroom, their use was completely different: they just were a tool to watch videos, connect to the Internet or listening to songs but now, education has gone one step further and students can *interact* with them.

1.2. Connection with the Primary syllabus

In this section I would like to highlight how my proposal of using ICT and specifically IWBs is related to the Primary Education Syllabus. I will draw attention to how the issues raised in this work are reflected in the current educational legislative framework: Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE). Firstly, I will explain the presence of ICT throughout the syllabus and, subsequently, in the area of English as a Foreign Language.

If we analyse the Syllabus of Primary Education in detail we can see that ICTs are fully considered in several sections.

As it is explained in the preamble of the law, we need to create conditions that allow a methodological change in order to let the student be the active element in the learning process. Current and future students have changed deeply in relation to those of previous generations. The impact of globalization and new technologies transform their way of learning, communicating or even focusing attention and approaching a task.

If we continue with the general objectives of this educational stage, we will see that the Regional Decree 126/2014 includes the following:

- Start using *Technologies of the Information and the Communication* developing a critical spirit towards the received and elaborated messages.
- Develop individual and team work habits, effort and responsibility in the study, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and entrepreneurship.
- Acquire in, at least, one foreign language the basic communicative competence which enables them to express and understand simple messages.

The first objective is directly related to ICT while the remaining two are implicitly related. Indeed, ICTs encourage both individual work and group work depending on the task to be done by students. In other words, if we want to promote both types of work we can offer different proposals in which they can work individually but also feel part of a group and I have decided to follow this path during the creation of my didactic proposal encouraging both individual and group work. As I will explain later in the advantages section of the project, through the use of different digital tools we can encourage students' motivation, interest and participation. The last objective is directly related to this work because I am going to design a didactic proposal integrating the ICTs in the foreign language classroom.

Now that I have analysed the Legislation in relation to ICTs, I want to focus on the curriculum but especially on TEFL. English has a renowned place in a wide range of areas: education, society, culture, business, etc. as it has become the main vehicular language all around the world. Additionally, the ability to communicate in more than one language is a basic ability for all European citizens as the Council of Europe (2001,

p. 2) determined: "only through a better knowledge of European modern languages it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and cooperation, and overcome prejudice and discrimination".

The Regional Decree 60/2014 which establishes the Syllabus of the Primary education in the Regional Community of Navarre is structurally based on language activities as planned in the Common European Framework of Reference for Languages. It was suggested that language teaching should be structured in the following way: Comprehension and production (expression and interaction) of oral and written texts. Thereby, the first foreign language syllabus is divided into four blocks:

- 1- Understanding of oral messages
- 2- Production of oral messages: expression and interaction.
- 3- Understanding of written texts.
- 4- Production of written texts: expression and interaction.

All the blocks are linked to this project due to the fact that I work all of them to a greater or lesser extent in the didactic proposal but I would like to pay special attention to the English syllabus and its relation with ICTs. Electronic media has become an indispensable tool in the teaching of English and has been included in the English curriculum as a supportive pedagogical tool. ICTs are mentioned in each block repeatedly to support the learning of communicative functions (in oral messages); *Listen to and understand conversations that simulate real conversations using ICT*; the understanding of the oral vocabulary of high frequency: *Know vocabulary and expressions related to their personal experiences with the help of ICT*; sociocultural and sociolinguistic aspects: *Communicate with English-speaking kids using ICT* and the learning of communicative functions (in written texts): Using Information and communication technologies for reading.

Consequently, English teachers and learners are aware that they use ICT to support teaching and learning being free to use a wide range of ICT applications as a tool. The focus of this project is the development of EFL using ICT, and more precisely IWBs. Using IWB we can create fun, interesting and creative activities and the learning can

take place within a pleasant and friendly learning atmosphere so that students will develop and maintain a positive attitude towards the English lesson and the English language in general.

1.3. Digital competence

In 2006 the European Parliament and the Council reinforced the importance of digital competence in its recommendation on key competences for lifelong learning when they identified it as one of eight key competences essential for all individuals. Digital competence was there defined as follows:

Digital Competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. (European Parliament and the Council, 2006, p. 6)

The recommendation provides explanation on the essential *knowledge, skills and attitudes* needed to be digitally competent.

The *knowledge* includes the understanding of the functioning of main computer applications; of the opportunities and risks of the Internet and online communication; of the role of technologies in supporting creativity and innovation; of the validity and reliability of online information and of the legal and ethical principles behind the use of collaborative tools.

The needed *skills* are seen as the ability to manage information; the capacity to distinguish the virtual from the real world and to see the connections between these two domains and the ability to use Internet-based services and to use technologies to support critical thinking, creativity and innovation.

2. THEORETICAL PART

2.1. What is an interactive whiteboard?

IWBs integrate the functions of a regular board with additional means that enable interactive and constructivist learning and teaching (Betcher & Lee, 2009; Way, Lifley, Ruster, Johnco, Mauric, & Ochs, 2009).

National Centre for Technology in



Education (2007) defined an Interactive Whiteboard as a large, touch-sensitive panel connected to a digital projector and a computer, displaying the information on the computer screen. The instructor can then manipulate the elements on the board by using his finger as a mouse, directly on the screen or by using a special pen. Such actions (inputs) are transmitted to the computer instead of using a mouse or keyboard.

IWBs are considered powerful tools in the classroom adding interactivity and collaboration, allowing the integration of media content into the lecture and supporting collaborative learning. They create a wide range of learning opportunities when used innovatively. They were originally developed for use in business to demonstrate concepts and record meetings. However, they are an extremely flexible tool which can be used with the youngest and oldest primary school children.

Figure1. Interactive Whiteboard

2.1.1. Functions of IWBs

In the coming section, Gkiouzeli (2015) presents the following functions of IWB:

- Hand writing, hand drawing or typing on its surface. There is also automatic handwriting recognition and text formatting features.
- Dragging and dropping.
- Hiding and revealing (objects placed over others can be removed or the rubber reveals hidden text).
- Zoom in or zoom out functions.

- Highlighting.
- Spotlighing.
- Annotation (of textual or graphical objects displayed).
- Animation (objects can be rotated, enlarged, and set to move along a specified path).
- Save materials in different formats including PDF or digital format to be retrieved afterwards.
- Print the materials.
- Share this material with others, either synchronously or asynchronously.
- Delete it or even erase it using a ‘rubber’ (Mercer, Hennessy and Warwick, 2010).
- The use of an IWB can be complemented with peripheral hardware devices (Schmid, 2008).
- Audience response system: it lets an audience, equipped with a keypad, to respond to teacher or presenter’s questions. The results can immediately be displayed on the main board in graphical form.
- Slate, a graphic tablet, which operates remotely and enables participants who are equipped with it, to take control of the IWB from anywhere in the class.
- On the whole, when a particular object on the surface of the board is touched, a visual or audio response is generated. This affordance, as well as the aforementioned peripheral devices, gives the board its interactivity.

Continuing with the functions of IWBs, Horng-Ji (2010) distinguishes between basic and advanced functions of the software. Among basic functions the following are identified: installation, board orientation, digital ink layer and floating toolbar, working with objects, gallery collections, writing and saving notes. Among the advanced ones the following are remarked: handwriting recognition, use of tables, using and managing gallery collections of pictures, linking objects to other content, advanced text options, recording interactions, saving still images, using rich media and incorporating interactive content, advanced control panel set up and experience sharing.

2.2. Advantages and disadvantages

2.2.1. Advantages

Firstly, I would like to reinforce the general advantages of IWB:

- Versatility, with applications for all ages across the curriculum (Smith, 1999)
- Increases teaching time by allowing teachers to present web-based and other resources more efficiently (Walker, 2003)
- More opportunities for interaction and discussion in the classroom especially compared to other ICT (Gerard et al. 1999)

Benefits for students:

- Increases enjoyment and motivation
- Enables participation and collaboration, developing students' personal and social skills (Levy, 2002)
- Reduces the need for note-taking through the capacity to save and print what appears on the board
- More efficient and more dynamic presentation (Smith H, 2001)
- Different learning styles can be accommodated as teachers can call on a variety of resources to suit particular needs (Bell, 2002)
- Empowers students to be more creative in presentations to their classmates, boosting self-confidence (Levy, 2002)
- Students do not have to use a keyboard to interact with the technology, increasing access for younger children and students with disabilities. (Goodison, 2002)

Benefits for teachers:

- Enable teachers to integrate ICT into their lessons while teaching from the front of the class (Smith, 2001)
- Encourage spontaneity and flexibility, allowing teachers to draw on and annotate a wide range of web-based resources (Kennewell, 2001)
- Enable teachers to save and print what is on the board, including any notes made during the lesson, reducing duplication of effort and facilitating revision (Walker, 2002)

- Allow teachers to share and re-use materials, reducing workloads (Glover & Miller 2001)
- Widely reported to be easy to use, particularly compared with using a computer in whole-class teaching (Smith H, 2001)
- Inspire teachers to change their pedagogy and use more ICT, encouraging professional development (Smith A, 1999)

2.2.2. Disadvantages:

The research has shown that while the reported problems and drawbacks of IWBs have been fewer, some of them have been noted. Mainly, they are related to training or practical issues.

- Training is repeatedly inadequate, firstly teachers get excited with their presence but it is notable the depth follow up and support that they need to be able to really make the best use of IWBs (Armstrong et al., 2005; Glover & Miller, 2001; Hall & Higgins, 2005; Levy, 2002).
- IWBs breaking down or freezing up (Bell, 2001; Hall & Higgins, 2005; Levy, 2002)
- Poor board visibility (Canterbury, 2003; Damcott, Landato, & Marsh, 2000; Smith, 2001)
- Students or teachers not being able to easily use the board because of its location in the classroom (Tameside MBC, 2003)
- Possible health and safety risks from the numerous wires that IWBs require (Bell, 2001; Smith, 2001; Tameside MBC, 2003)
- Their high costs (Harris, 2005; Wood, 2001). On numerous occasions, not all classrooms in a school are equipped with a digital board because of financial limitations (Stuart, WCCE Conference, 2005)

2.3. Factors for effective use of IWB

Factors for effective use of IWB have been discussed by different authors. Levy (2002) commented that teachers need sufficient access to whiteboards so they are able to gain confidence and embed their use in their teaching and that a high level of reliability and technical support should be available to minimise problems when they occur. Furthermore, he reinforced the importance of training saying that it must be appropriate to the individual needs of teachers and the need of sharing ideas and resources among teachers (Levy, 2002). He also remarked that a high level of reliability and technical support is available, to minimise problems when they occur. Glover and Miller (2001) also referred to teachers and highlighted their role becoming confident users and building up a range of resources to use in their teaching. Kennewell (2001) remarked that whiteboards should be used by students as well as teachers.

2.4. Engagement and motivation

Numerous studies have shown that students who learned with the support of the IWB were more attentive and engaged in learning, participated more actively in the classroom, and interacted much more with their teachers, classmates, and even with the IWB. (Higgins, Beauchamp, & Miller, 2007; Miller, Glover, & Avris, 2004; Smith, Higgins, Wall, & Miller, 2005). Barber, Cooper and Meeson (2007) published that IWBs are suitable to people of all ages, which can reveal itself in increased engagement and an improvement in the motivation of the users. IWB can offer teachers new opportunities for the presentation of materials and allow more dynamic presentations incorporating a wide range of media. They also highlighted key factors to increased engagement and motivation:

- The ability to combine different materials in order to make teaching dynamic and stimulating.
- The ability to manipulate objects.
- The involvement of the children interacting with the board. (Barber, Cooper, & Meeson, 2008)

2.5. Teaching grammar

The reader should bear in mind that my didactic proposal is directed to students in the 5th year of Primary Education (10-11 years old). I would like to begin by explaining what my students would be able to do. Later, I will give different examples of the definition of grammar, the two main ways of teaching it and, finally, I will remark the stages that students should experience before being able to use a new grammar item.

2.5.1. Students capacities

Slattery and Willis (2006) divided young learners into two groups depending on their age. Children under seven, specifically, from the age five to seven years old, belong to the first group. This group is also named “very young learners”. The second group belongs to the eight to twelve year old pupils and are named young learners. My didactic unit aims at the latter group.

Concretely, students between seven and twelve:

- Can read and write or are in process of learning it.
- Develop their ability to think
- Are becoming aware of the real worlds and the world of fantasy
- Are able to plan and do the activity in the best way
- Can work with others and learn from others
- Are aware of the importance of reliability and responsibility for the whole class activities
- Are able to make the most of reading books in English
- Can understand simple explanations about how language works
- Are able to experiment with language, working with language creatively
- Can help teacher with organization of activities (Slattery, Willis, 2006)

2.5.2. What is grammar?

The term grammar can be defined in different ways. According to the Cambridge Dictionary grammar can be defined as follows “the study or use of the rules about how words change their form and combine with other words to make sentences.” Going a step further, the Oxford Dictionary defines grammar as “the whole system and A proposal on teaching English grammar using the Interactive Whiteboard (IWB)

structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.”

While a variety of definitions of grammar have been suggested, this project will take into account the definition suggested by Scrivener (2003) who saw it not just as a dry list of facts and rules. “It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us.” (Scrivener, 2003)

2.5.3. Teaching grammar

The main issue addressed in this part of the project is how pupils learn grammar. It is not an easy question to answer. Scrivener (2003) described learning grammar as a slow and messy business: “It is better to acknowledge that, because then you will not come out of class angry with yourself and saying things like I taught it well, but they did not learn it!” (Scrivener, 2003)

Different authors point out to two different methods of teaching new grammatical structures. In fact, the instruction can be inductive or deductive. There is a vital difference between teaching grammar through these two ways.

- *Inductive teaching:* Thornbury and Harmer (1999) stated that the teacher does not provide grammar rules in the inductive grammar teaching. There are texts where new grammatical structures are introduced. Pupils read the texts and find out the new structures. Students’ attention is not focused on the new structure, but on the text. Students work with the text, they practise new language and the focus does not have to be on the grammar.
- *Deductive teaching:* Rivers and Temperley (1978) indicated that the deductive approach may refer to a traditional style in grammar teaching because grammatical structures or rules are explained to students first.

2.5.4. Stages in teaching grammar

Scrivener (2003) concluded that grammar teaching includes four stages that students should experience before being able to use a new grammar item:

- *Noticing* the grammar item in presentation: The presentation should be clear, efficient, enjoyable, appropriate and productive. All these characteristics can be achieved through activities related to stories, texts, visuals for situations or songs.
- *Understanding* the form of the structure. It refers to the way it is made up, how the words fit together or what the endings are. Students should know the meaning and use of new grammar items. The teacher should show the structure in context and introduce it in the typical situations.
- *Practising* new language: Pupils should be allowed practise new grammar structures as much as possible. There are some techniques that allow pupils to practise grammatical rules as drills, games or interactive activities.
- *Using* the new grammar item: Students should have the opportunity to use the new language that they have learnt. As Scrivener (2003) says, it may take time before children start to use the new language; even if they have practised the items in many cases. Teachers should encourage pupils to use the new language – “sometimes getting things wrong and sometimes getting things right”, that is the way that people learn new things.

3. PRACTICAL PART

3.1. Didactic Unit

3.1.1. *Introduction*

According to the Regional Decree 60/2014, it must be taken into account that it is always necessary to refer to familiar contexts familiar to students of the Primary Education, taking advantage of the knowledge previously acquired and the capacities and experiences that students have. Starting from this fact, the use of the contextualised language should be promoted, within the framework of communicative situations of different scopes and allowing the use of real and motivating language. The use of *games* and the accomplishment of *joint tasks*, situations in which two or more people learn or attempt to learn something together, are not only essential elements to adequately lay the foundations for the acquisition of a language, but they can also contribute to the fact that the school subject, far from being limited to be a mere object of study, also becomes an instrument of *socialisation*.

Accordingly, I have decided to design my didactic unit for teaching the basic grammatical structures in 5th grade taking into account the instructions given by the formerly mentioned Regional Decree. The activities that I have created are designed for teaching with an Interactive Whiteboard. The main reason for creating a didactic proposal with the support of an IWB is because when teaching English, concretely in grammar lessons, it is unusual to see students interacting with new technologies. As a matter of fact, it is still taught in a classic way, where students sit passively at their desks and work with books and worksheets. As my experience as a Spanish teacher in England, I have learnt that the best way in which students learn languages is through having fun with them as the law previously states (with the use of games or joint tasks). Another reason for designing this didactic proposal is that although there always are lots of books and materials available to choose from when teaching new grammar contents, teachers cannot use them with IWB. Grammar teaching using IWB is an innovative teaching process that can lead students to success. I highly believe that learning with IWB becomes more interesting and attractive as well for pupils as for teachers. My intention with this didactic unit is to engage students in the learning

process and attract their attention. The advantages of an IWB can be especially beneficial when presenting and practising new grammar, which is usually quite little motivating and dull for pupils. As they are usually not interested in grammar and grammatical rules, I have created the following didactic proposal to involve them in grammatical structures so that they can find it enjoyable. We, as teachers, should be in charge of making funny explanations and examples by using the students' names when giving examples or by fun demonstrations. I believe that IWB is the ideal tool to achieve these goals.

My didactic proposal includes the four stages that students should experience before being able to use a new grammar item that I have explained in the theory part. I will enable students to *notice* the grammar item in presentation in the presentations I have prepared to support my explanations); *understand* the form of the structure meaning my explanations which are always promoting the use of the contextualized language: showing the structure in context and introducing it in the typical situations; *practise* new language due to the fact that I will allow pupils to practise grammatical rules with the interactive activities and games that I have prepared. Finally and most important, I will enable pupils to *use* the new grammar item since I will give students the opportunity to use the new language that they have learnt by communicating via skype with native English speakers in the last lesson. I will use eTwinning in order to communicate with an English school; eTwinning is the European schools community based on a platform for staff working at schools in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of a learning community in Europe.

3.1.2. Objectives

3.1.2.1. General objectives

The ultimate purpose of this unit is to be able to communicate with English speakers via Skype. In order to achieve this big goal, I will ask students to:

- Be able to recognise and understand the meaning of grammatical structures in written and spoken form.

- Be able to use grammatical structures meaningfully and appropriately in oral and written production.
- Use ICT skills to assist and progress the learning.
- Demonstrate, apply and reinforce their understanding of ICT skills within a range of contexts.

3.1.2.2. Specific objectives

- *Linguistic:*
 - Be able to understand simple written instructions, activities and tasks related to school (reading, copying, matching, circling, writing the answers, drawing, colouring, sorting, and so on).
 - Be able to talk about routines using the present simple
 - Be able to use a perfectly punctuated speech in oral and written texts.
 - Be able to describe a picture using sentences with “there is” and “there are”.
 - Be able to use the present continuous to describe what they are doing at a specific moment in time.
 - Be able to ask past simple question forms and give short answers.
 - Be able to distinguish and use the three distinct pronunciations for words ending with "ed" in the past simple.
 - To take part in a conversation through technological means (Skype).
- *Cross-curricular:*
 - Become aware of new technologies, concretely of IWB.
 - Appreciate the importance of communicating in the English language.
 - Show interest in participating in the classroom activities.
 - Participate in class and respect other students' opinions and turns.
 - Encourage students to participate actively in class.
 - Build the child's self-esteem

3.1.3. Contents:

- Present (simple present)

- Past (past simple)
- Future (going to)
- There is/There are
- Wh-questions
- Yes/No questions
- Words that are always capitalised (months, days of the week, holidays, languages, book titles...).

3.1.4. Lessons

3.1.4.1. Lesson 1: Present simple

- Session 1: Present simple affirmative

Objective: In this session, the objective is to use correctly the simple present affirmative tense. Especially, pupils will be able to add “s” or “es” to the verbs when using third personal singular pronouns “he”, “she” or “it”.

Materials: IWB, appendix 1, appendix 2, appendix 3, appendix 4 and appendix 5.

Procedure:

Activity 1 (10 minutes): I am going to use a blank worksheet by listing the student’s names on the left column projected in the IWB (Another way to do it could be using the attendance list). Then, students will have to work in groups of four and find one thing they have in common with each other member of the group. They must find a different thing for each student. For example, Marta might say:

- Ane: We have blue eyes
- Sara: We like basketball
- Aitor: We have one older brother

Once they have finished discovering something in common, I am going to choose a student of each group and she/he is going to be in charge of writing in the IWB what she/he has in common with her/his group so that all students in the class can see it. When all the groups have finished writing on the board, I will ask which verb tense is the most often used (present simple) and why (explain the facts by inductive teaching). They will see what they wrote previously on the board to help to induce the question.

Then, I will explain that the present simple tense is used to describe routines, habits, daily activities, and general truths.

Introducing Present Simple - 1st person singular (5-7 minutes): I will begin by telling my students things I do every day as a routine: "I read the newspaper every day, I have breakfast at 7, I go to work at 8, I read a book before dinner..." I will have to make sure that students understand that I do this on a daily or weekly basis; these are habitual actions as I have explained in the activity before (appendix 1).

Introducing Present Simple – Third-person singular (5-7 minutes): I will continue using the same example to teach the use of the third person singular: "I read the newspaper. Sara reads the newspaper". I will make sure students notice that I've added the -s- of the third person singular. I will give more examples with other students: Mikel goes to school at 8. Sara reads a book at 1.

Activity 2 - Daily routine (10 minutes): Students are going to find out what Sam usually does in a normal day. (Appendix 2) I will read the text first and then I will let pupils read it again. Students will have to drag the picture to the correct place in the IWB using an "optical" pen based on the text comprehension. As a result, we will get a properly designed routine. Then, we could talk about whether their daily routines are similar or different and why. The task is to use the new grammar structure through reading and speaking.

Activity 3 (20 minutes): In this activity students will have to find out the verbs in the previous text and highlight them choosing a colour (appendix 3). I will call them taking turns to go to the board one by one. I will remind them that there are verbs ending in -s because it is about Sam. Then, I will ask them to imagine themselves being Sam. They will have to transform the text into the 1st person singular. (Appendix 4)

- Session 2: Present Simple Affirmative Negative

Objectives:

- To review present simple affirmative sentences
- To use correctly the simple present negative tense. Students will be able to use "don't" or "doesn't" depending on the person they want to talk about.

Materials: IWB, appendix 5, appendix 6 and appendix 7

Procedure:

Introducing plural persons (10 minutes): I will ask who lives in Pamplona and ask them to stand up. Then, I will point at myself and those standing and say: "We live in Pamplona." I will also ask who lives in Cizur and ask them to stand up. I will address those who are standing and say: "You live in Cizur". I will point to my group and say, "We live in Pamplona". I will ask who lives in Barañain and point to that group and I will say: "They live in Barañain."

Activity 4 (10 minutes): Once we have explained all the grammatical persons, students are going to practice what they have learnt before. The activity is going to be divided into two parts. The first one is going to be a matching activity (appendix 5); students will have to match each verb with its corresponding picture.

Activity 5 (10 minutes): Once they have completed it, there are going to be sentences with two verbs so that they will have to decide the right one and drag the incorrect ones to the trash (appendix 6).

Introduce the present simple negative (5-7mins): I will make a sentence in affirmative, and then another one in negative using *don't* so that students can notice the difference. E.g.: I live in Pamplona, I don't live in Cizur. Later, I will introduce the third person singular. E.g.: Alex reads Marca. He doesn't read Noticias de Navarra. I will ask students to do the same.

Activity 6 (25 minutes): This activity is designed for practising negative sentences. First, I will show the chart on the board (appendix 7). The chart contains images of six people, seven different activities and hidden fields. I will read aloud examples of the sentences. Then I will read some people's names and activities, and pupils will repeat after me so that they become familiar with them. I will tell students to go closer to the board. One after another they will choose a covered box and uncover it. If the cross appears, the student will have to make a negative sentence. If the check mark appears I will ask him/her to make a positive sentence.

- Session 3: Capital letters, Punctuation and Present Simple Questions

Objectives:

A proposal on teaching English grammar using the Interactive Whiteboard (IWB)

- To be aware of the basic punctuation signs and to identify and correct some of the words always used in capital letters (days, months, holidays, languages, names...).
- To identify grammar structures previously learned as present simple questions, negatives and short answers in spoken form (in a video) and subtitle it.

Materials: <http://www.sentenceplay.co.uk/SentenceDoctor.html>,
<https://www.youtube.com/watch?v=X9QluYxyV00> and <https://www.amara.org/en/>

Procedure:

Activity 7 (15 minutes): With this activity students are going to work the words always used in capital letters and punctuation. We are going to use the following webpage: <http://www.sentenceplay.co.uk/SentenceDoctor.html> and go to the section called “problem punctuation”. Students will have to click on “next patient” to get a “poorly sentence”. They will have to read it and think about what is wrong with it. Then, they will have to write down what the sentence would be if it were healthy. Finally, they will click on the diagnosis button to find out the “healthy” version of the sentence.

Introducing Present Simple – Questions (5-7 mins): I will make a statement about myself. Then, I will ask a student a question to introduce do. E.g.: I walk to school. Ibai, do you walk to school? I will walk around the classroom asking students questions and teaching them to answer, “Yes, I do” or “No, I don't”. I will do the same for all persons except third person singular.

Introduce Present Simple – Questions (third person singular) (5-7 mins) I will contrast students' habits. First, I will make a statement about one, and then ask about another student: Jon walks to school. Does Amaia walk to school? I will walk around the classroom asking questions with does, and teach students to answer “Yes, he does” “No, he doesn't”.

Activity 8 (20 minutes): We will subtitle *Stanley's international restaurant* video: <https://www.youtube.com/watch?v=X9QluYxyV00> with Amara. This video provides a good example of how to use the present simple and especially the use of present continuous questions, negatives and short answers so it's going to be good practice for

checking what they have learnt previously. I will also remind them that we use capital letters for months, days of the week, festivities and languages as we have worked in the activity before because they will have to use them repeatedly. E.g.: Does Stanley cook Japanese food on Sunday? No, he doesn't.

We will follow those steps for subtitling the video:

- Click the Sign In/Sign Up link at the top right of the screen and we will use my google account for signing in.
- Find the video we want to subtitle on the web and copy its URL (<https://www.youtube.com/watch?v=X9QluYxyV00>) and paste the URL into the box under Add a Video. Click the Subtitle button.
- This will lead us to the Subtitle Workspace. The video below is a “blank” video—it has no subtitles or captions that have been added so far. This is apparent in the View Subtitles section in the lower left of the screen. Click the Create Subtitles link to start adding our captions/subtitles.

End of the lesson (20 minutes): I am going to explain that we are going to communicate via skype with native English speaker children once we have learnt the basic grammatical structures in English. I will ask students to remember what we have learnt in this lesson (the present simple tense) and we will create a mind map in the IWB with the possible questions or topics that we could talk about with a native English speaker using the present simple tense. We could use Coggle (<https://coggle.it/>) to create the mind map and then print it and hand out it to students so that they can have it too. I could give some examples of questions: What are some things you do every day? Do you have any bad habits? What is something you eat almost every day? What are your morning routines? How about your evening routines? What do you do in your free time? Is there anything you do only once a year?

3.1.4.2. Lesson 2: There is/There are

- Session 4: There is/There are affirmative, negative and questions

Objectives:

- Describe the image using sentences with there is and there are.
- Compare and contrast two images using there isn't there aren't

Materials: IWB, appendix 8, appendix 9, appendix 10 and appendix 11
<https://www.youtube.com/watch?v=n7LbW1LGu28>

Procedure:

Introducing there is/there are (10 minutes) We will start the lesson explaining that in English grammar we use "there is" or "there are" to talk about things we can see and things that exist. We use "there is" for singular and uncountable nouns, and we use "there are" for plural countable nouns. We will see the following video:
<https://www.youtube.com/watch?v=n7LbW1LGu28> in order to provide proper input of the use of there is and there are.

Activity 9 - Memory game (20 minutes): In this activity, we will practice a very important grammar structure "there is/there are". I will show a picture of a forest with some objects that children can find enjoyable. First, we will review the vocabulary needed. I will point at objects on the board and pupils will have to say them in English. After the vocabulary review, I will give one minute to remember all the things in the picture. In order to describe the picture properly, they need to use the grammar structure "there is/there are". Then, I will ask pupils to divide into two groups. Each group will have to say one sentence about the picture taking turns. Children will have to talk in groups together about the picture and if somebody's idea is wrong, they will have to agree about what is right. (Appendix 8)

Activity 10 (20 minutes): Pupils will have to choose one member of the group to go to the IWB. He/she is going to be in charge of reading the sentence with some missing words in the beginning. (Appendix 9) Pupils will vote if "there is" or "there are" is right for the sentence. The winning structure needs to be added to the empty box. Students will have feedback about their right or bad decisions.

Activity 11 (15 minutes): I will show students the image of a different forest in the IWB and they will have to compare and contrast the two images, identifying the differences using the structure of there isn't/there aren't. (Appendix 10)

Activity 12 (5 minutes): There isn't /there aren't: I have created a quiz using Kahoot for practising the use of there isn't/there aren't (appendix 11). Students will have to remember the picture in activity 10 and what was in there. I will ask different questions and students will have to choose the correct answer. We will borrow them school's tablets. Once you create an exercise using Kahoot, it gives you a code. This code is needed to play so I'll give it to students: 6146034. Once everyone has written the code in their mobiles/tablets we will begin to play.

3.1.4.3. Lesson 3: Present continuous

- Session 5: Present continuous affirmative

Objective: To recognise and use the present continuous tense to make statements in affirmative.

Materials: IWB, appendix 12, appendix 13, appendix 14 and appendix 15.

Procedure:

Introducing the Present Continuous affirmative with actions (10 minutes):

First, I will introduce the present continuous tense carrying out actions (I will use verbs that they already know). I will start writing on the IWB and I will say: *I am writing*. Then, I will pick up a newspaper and I will say: *I am reading the newspaper*. I will start walking around the classroom and I will say *I am walking*. Then, I will continue with the other grammatical persons. I will keep walking around the classroom and I will ask a student to join me. I will say: *Aitor is walking. I am walking. We are walking*. I will show students that the present continuous is formed with the present of the verb to be + the present participle of the main verb (verb in -ing form). (Appendix 12)

Activity 13 - What's happening? (30 minutes): With this game students will practice the present continuous tense. In pairs, students take it in turns to throw a dice and move their counter along the board. When a student lands on a picture square, their partner asks them a present continuous question about what is happening in the picture, e.g. What is the boy doing? The student must answer the question by making a sentence using the present continuous tense, e.g. He is eating a pizza. If the student does this successfully, they stay on the square. If the student makes a mistake, they go back to

their previous square. If both students are unsure about the sentence, they ask the teacher. The first player to reach the finish is the winner. At the end of the game, the teacher goes through the squares with the class asking for their questions and answers. (Appendix 13)

Activity 14 (20 minutes): In this activity, we will use the internet page <https://es.lyricstraining.com>. LyricsTraining helps students to learn new vocabulary and expressions, and reinforces grammar concepts through the continuous exercise of writing the missing words. Basically, it is the traditional task of “fill in the gaps” but adapted to the IWB. It develops listening comprehension while practising two more skills -reading and writing- in a very short time, practising their brain almost unconsciously, whether they know the meaning of all the words or not. It lets you select the words to fill in as a teacher and that is what I have done selecting the words related to what I want to teach: the present continuous. I have chosen the song Lemon Tree by Fool’s Garden. You can see the easy process of creating this activity in appendix 14 and 15.

- Session 6 Present continuous negative and interrogative

Objectives:

- To produce negative sentences using the present continuous.
- To recognise and use question words (why, when, where, what, who, how)
- Transform present continuous affirmative sentences to present continuous interrogative sentences.

Materials: appendix 12, appendix 16, appendix 17, appendix 18, appendix 19, appendix 20 and appendix 21

Procedure:

Introducing the Present Continuous – Negative forms (5-7 minutes): I will pick up a newspaper and say: *I am reading a newspaper; I’m not reading a book.* I will give more examples alternating between affirmative and negative statements: *Amaia, you’re looking at me. You’re not looking at Aitor. Juan is listening to me. He’s not listening to Leire.* And so on with all grammatical persons, singular and plural. (Appendix 12)

Activity 16 (10 minutes): In this activity students will use 20 verbs to create negative sentences in present continuous. Students will begin by looking for 20 verbs in a word search. I will ask them to write down the verbs they find and use the verbs to create a negative sentence with each verb. I will use the IWB to show the answers of the word search. (Appendix 16)

Introducing Present Continuous questions (5 minutes):

First, we will learn Yes /No questions and later questions with *what, where, which, etc..*

I will use appendix 12 so that students can see how questions are formulated and I will provide examples like: *Are you listening to me? Are you trying to do your best?*

Activity 17 (15 minutes): YES/NO questions: In the first part of the activity, there is a column of sentences which students should transform into questions. I will tell them to drag the words on the IWB using the colours to guide them. Then, students will have to transform the sentences in the second column without the help of the colours. (Appendix 17)

Activity 18 + 19 (5 minutes): With the help of this slide I will teach the basic question words. I will use the slide in APPENDIX 18 for supporting my explanations. Students may be able to guess the meaning of each word because of the pictures. Then, students will see different answers and their task is going to be to write the question words. (Appendix 19)

Activity 20 (10 minutes): Students will have to form questions starting with the question words learned (why, when, where, what, how and who) in the present continuous tense as I illustrate in appendix 20. As you can see, students have to form questions in the first column asking about the information in colour. They will have colourful question words which will help them. Once they have finished the first column, we will check the answers and I will tell them to complete the following column in appendix 21 which is more challenging because they are not going to have the help of the colours.

End of the lesson (10 minutes): We will remember what we have learnt in this lesson (the present continuous tense) and we will create another mind map in the IWB with

the possible questions or topics that we could talk about in the Skype conversation. If they have not enough ideas I will give some as: What do you like doing? Are you reading any interesting books now at school? Which ones? What are you studying this week?

3.1.4.4. Lesson 4: Past simple

- Session 7: Past simple affirmative

Objectives:

- To use the past tense and to know the form of the regular past.
Students will be able to use the past tense to tell about states that happened in the past.
- To distinguish and use the three distinct pronunciations for words ending with "ed" in the past simple.

Materials: IWB, appendix 22, appendix 23, appendix 24, appendix 25, appendix 26 and appendix 27

Procedure (5-7 minutes): I will start the lesson explaining that the Past Tense is used to talk about something that started and finished at a definite time in the past. I will use the slides I have created in appendix 22 to support my explanations. I will give an example in Present Simple: *I watch the TV every day*. Then, I will change it into past simple: *Yesterday, I watched the TV*. Then I will give more examples with regular verbs so that they can notice the general rule: *I cooked dinner, she listened to music, they played basketball...*

Pronunciation challenge

Understanding the pronunciation of the past forms of regular verbs will be a challenge for students. Explaining the idea of voiced and voiceless pronunciation patterns will help students understand this pronunciation pattern. Students might struggle doing the following activities.

Voiced/voiceless (10 minutes)

First, I will explain the difference between voiced and voiceless by saying that when a sound is voiced vocal chords vibrate in the throat, causing a vibration and we can put

our fingers in our throat to feel the vibration. On the contrary, when a sound is voiceless vocal chords do not vibrate as air passes through them and there is no vibration in the throat.

Activity 21-Touching our throat (5-7 minutes): I will show students the slide in APPENDIX 23 in which appears pairs of sounds. Students will have to put their fingers on their throat and decide if the sound is voiced or voiceless.

Activity 22 (10 minutes): Once they have distinguished the previous sounds, they will have to say the sound again and drag each sound under the voiced column or under the voiceless column as it is shown in appendix 24.

Pronunciation of past forms

Activity 23 (10 mins): As I have illustrated in appendix 25, I will display three different words that are pronounced differently in the past form (dressed, allowed and needed). Students will be able to click each word and listen how it is pronounced. They will have to guess if the past form of the three words is pronounced in the same way or not and if it is not, why.

Later, when all of them have made assumptions about the teaching object and they feel engaged with the topic, I will proceed to reveal how to pronounce the past forms of regular verbs. I have created the slide in appendix 26 in order to teach it. There, I have underscored three groups with the aim of teaching that even if the past form of all the regular verbs is written with –ed they are pronounced differently.

- Group 1: Voiceless consonants: – p – k – s – ch – sh – f – x – h - pronounce ED as “T”. E.g.: cook, cooked.
- Group 2: Voiced consonants: – l – v – n – m – r – b – v – g – w – y – z – and vowel sounds (diphthongs) pronounce ED as “D”. E.g.: agree, agreed.
- Group 3: D or T pronounce ED as “ID”. E.g.: need, needed. I will place special emphasis on the pronunciation of this group.

Activity 24 (10 minutes): Students will have to colour the words depending on the pronunciation of the word. They will colour words of the first group in green, words of the second group in orange and words of the third one in pink as it is shown in the

appendix 27. There is the possibility of clicking each word and listen how it is pronounced if they need help to do it.

- Session 8: Past simple affirmative and negative

Objective:

- To review how to make positive sentences.
- To make negative sentences using the past simple.

Materials: IWB, appendix 28 and appendix 29

Procedure:

Activity 25 (25 minutes): With this board game students will practice the use of past simple affirmative sentences. The game also teaches students to use their knowledge of the past simple to talk about a variety of everyday topics in the past. Students will take turns to move their tokens along the board. When a student lands on a square, he/ she will have to make a sentence in the past using the verb required. If a student cannot think of anything to say, makes a grammar mistake, or stops talking before the 30 seconds are up, they have to move back to their previous square. The first student to reach the finish wins the game. (Appendix 28)

Introduce the Past Simple Negative forms (5-7 minutes): I will introduce the past simple negative by saying sentences like: *Yesterday I watched the Simpsons. I didn't watch the news.* I will give more examples alternating between affirmative and negative sentences. I will reinforce the negative form on the slide I have prepared. I will show APPENDIX 23 so that students can see the slide I have prepared while they are listening to my explanations.

Activity 26 (25 minutes): This activity is quite similar to the one I have created in session 2. First, I will show the chart on the board. Students are going to discover what Piqué did last week through the chart. This chart contains the days of the week, seven different activities and hidden fields. I will read aloud examples of the sentences. Then, I will read the days of the week and activities, and pupils will repeat after me so that they become familiar with them. I will tell students to go closer to the board. One after another will choose a covered box and uncover it. If the cross appears, I will invite the student to make a negative sentence. E.g.: On Monday, Piqué didn't train football.

If the check mark appears I will ask him/her to make a positive sentence. E.g.: On Tuesday, Piqué celebrated his birthday. With this activity, pupils are going to review how to make positive sentences and learn to make negative ones. (Appendix 29)

- Session 9: Past simple questions

Note: I have taken the activities by the British Council and adapted them to the IWB for this session.

Objective: To be able to use the past simple question forms and short answers.

Materials: IWB, British Councils' website:

<http://learnenglishkids.britishcouncil.org/en/grammar-videos/grans-fishing-trip>,

APPENDIX 23, appendix 30, appendix 31 and appendix 32.

<http://learnenglishkids.britishcouncil.org/en/grammar-videos/grans-fishing-trip>.

Procedure:

Introduce past simple questions (5-7 minutes): I will provide lots of examples with did: Did you read a book yesterday? Did you watch the TV last week? I will continue with more questions introducing the question words we have learned previously (what, where, how, when...). (Appendix 23)

Activity 27-watch the video (5 minutes): Firstly, I will play Gran's fishing trip video by the British Council in the IWB three times (<http://learnenglishkids.britishcouncil.org/en/grammar-videos/grans-fishing-trip>).

Activity 28 - What's the word? (5 minutes): Students will have to match each picture with their corresponding words using the dragging tool of the IWB. (Appendix 30)

Activity 29- (5 minutes): We will review what happened in the video answering the questions presented in appendix 31.

Activity 30- What's the order? (15 minutes): Students will have to put in order some words to make questions. (Appendix 32)

End of the lesson (15 minutes): As in the previous lessons, we will remember what we have learnt during the lesson (the past simple tense) and we will create a mind map in the IWB with the possible questions or topics that we could talk about in the Skype conversation. I will give the following ideas in case they need help: What was the last A proposal on teaching English grammar using the Interactive Whiteboard (IWB)

really difficult thing you had to do? When is your birthday? What did you do in your last birthday? What did you do yesterday? When was the last time you had fun? When was the last time you were sad?

3.1.4.5. Lesson 5: Future

Note: I have taken the activities by the British Council and adapted them to the IWB for this lesson.

- Session 10: Going to

Objective:

- To use the future tense (going to) appropriately.

Materials: IWB, appendix 33, appendix 34 and British Councils' website:
<https://learnenglishkids.britishcouncil.org/en/grammar-practice/going-plans>.

Procedure:

Introduce the future (going to) (5-7 minutes): First, I will explain that *going to* is used to talk about future plans. I will tell an example: I have special plans for next weekend. I'm going to visit my friends in Madrid. I will explain to the students that the conjugation of the future *going to* is the same as the present continuous. I will provide plenty of examples in different persons: You are going to have a maths test next week. You are going to speak in English with English speaking students. I will ask students to give examples of things they are going to do next weekend, but I will have to make sure they understand that they must be things they have already planned to do.

Activity 31 (5 minutes): Students will have to match sentences about my plans for my holiday to the pictures dragging the objects. (Appendix 33)

Activity 32 (15 minutes): I will present sentences with some mistakes and students will have to find the mistakes, highlight them and write the sentences correctly. (Appendix 34)

Activity 33 (15 minutes): We will go to the following web site:
<https://learnenglishkids.britishcouncil.org/en/grammar-practice/going-plans>. Here, we

can find an enjoyable game for practising the future tense: Word 2 Word. The task of students is to click on the words in the right order to make a future sentence. They also can check their score and speed at the end of the game.

End of the lesson (15 mins): We will remember what we have learnt during the lesson (the future - going to) and we will create a mind map on the IWB with the possible questions or topics that we could talk about in the Skype conversation. I will give the following ideas in case they need help: What are you going to do after this class? Where are you going to go for your next holiday? Are you going to meet anyone at the weekend? What book are you going to read next? What's the next big decision you're going to take? Where in the world are you going to travel? Are you going to play any video games later today?

3.1.4.6. Lesson 6: Skype

- Session 14

Objective:

- To use the grammatical structures worked during the didactic proposal.
- To take part in the conversation through technological means (Skype).

Materials: IWB, Skype and previously done printed mind maps.

Procedure:

We will use the first 15 minutes to read the mind maps we prepared previously in lessons 1, 3, 4 and 5 and refresh what they can ask the English students. Once everyone has remembered the topics to be addressed, we will start the conversation. I will be there just as an “advisor”, guiding the conversation when it is necessary. Students are going to be allowed to take notes about facts that catch their attention or they find interesting. When the call is finished we will create another mind map with all the information they can remember about the call. I will print the mind map and hand out to students in order to keep it and consult it whenever they want.

3.1.5. Criteria for assessment

Teacher assessment will be used to evaluate the degree of accomplishment of the objectives explained above.

3.1.5.1 Instruments for assessment

All of the assessment criteria have been extracted from the Regional Decree 60/2014.

- 80 % lessons:

Table 1. Lesson 1-Present simple

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student relates correctly a text to the corresponding image.					
The student can deduce the meaning of words by the context and the elements of the text.					
The student understands the main ideas of brief stories.					
The student builds affirmative sentences using the present					

simple.				
The student builds negative sentences using the present simple.				
The student builds interrogative sentences using the present simple.				
The student identifies usual expressions in activities such as read, copy, match, circle, write the answers, draw, colour, sort, and so on.				
The student understands the meaning of the contractions of the verbs and how they are made.				

Table 2. Lesson 2-There is/ there are

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student can identify the meaning of a new syntactic structure in affirmative: there is/ there are					
The student identifies the meaning of new syntactic structures in negative: there isn't/there aren't					
The student identifies the meaning of new syntactic structures in questions: Is					

there?/Are there?				
The student understands the meaning of the contractions of there is and there are and how they are made: there's and there're.				

Table 3. Lesson 3-Present continuous

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student can deduce the meaning of words by the context and the elements of the text.					
The student builds affirmative sentences using the present continuous.					
The student builds negative sentences using the present continuous.					

The student builds interrogative sentences using the present continuous. To be + subject + base + ing? Is she talking?				
The student identifies habitual expressions in activities such as: read, copy, match, circle, write the answers, draw, colour, sort, and so on.				
The student performs songs related to the new grammar with the help of visual support.				
The student understands the meaning of the contractions of the verbs and how they are made: I'm not reading, you aren't reading or he isn't reading.				

The student understands and formulates wh-questions appropriately. E.g.: Where are you going? What are you doing?				
The student answers to basic wh-questions appropriately such as "Yes, I am / No I am not".				
The student understands and formulates present continuous yes/no questions appropriately.				

Table 4. Lesson 4-Past simple

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student builds affirmative sentences in past simple.					
The student builds negative sentences					

using the past simple.				
The student builds the use of the auxiliary did in questions following the structure auxiliary (did) + subject + infinitive.				
The student distinguishes between voiced and voiceless consonants.				
The student distinguishes and uses the three distinct pronunciations for words ending with "ed" in the past simple.				
The student identifies habitual expressions in activities such as read, copy, match, circle, write the answers, draw, colour, sort, and so on.				

Table 5. Lesson 5- Future (Going to)

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student identifies the structure of new basic syntactic structures: <i>Where are you going? I'm going to...</i> <i>Are you going to?</i>					
The student is able to complete short phrases with new syntactic structures: <i>Where are you going? I'm going to...</i> <i>Are you going to?</i>					
The student distinguishes affirmative, negative and interrogative sentences.					
The student identifies in oral					

speech words and expressions previously worked with visual support.					
The student identifies habitual expressions in activities such as: read, copy, match, circle, write the answers, draw, colour, sort, and so on.					
The student understands the meaning of the contractions of the verbs and how they are made.					

Table 6. Lesson 6 – Skype

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student greets and says goodbye in English (<i>Hello, Hi, Goodbye, Good morning, Good afternoon, Bye, See</i>)					

<i>you...).</i>				
The student knows how to formulate basic questions about topics in which she/he is interested.				
The student answers adequately in communicative situations (simple questions about herself/himself, questions with affirmative/negative answers, what she/he is doing...)				
The student participates in face-to-face conversations (Skype) in which she/he establishes oral communication.				

- 20 % attitude in class: We are going to evaluate students' attitude in all the lessons following this rubric:

Table 7. Attitude

	5p- Always	4p- Often	3p- Sometimes	2p- Seldom	1p- Hardly ever
The student is able to work in groups.					
The student respects other people's turn to speak					
The student participates with interest in linguistic games and learns new vocabulary and expressions.					
The student respects his/her classmates.					
The student shows interest and motivation to communicate with English-					

speaking native peers.					
The student shows interest to explore and know other country's customs					
The student shows interest in other country's customs and formulates simple questions about everyday life in Anglo-Saxon countries.					

CONCLUSIONS

Ondorioak

Arbela digitalei buruzko bibliografia sakonki aztertu ondoren, ondoriozta daiteke egileek arbela digitalak tresna berritzaile eta ongarri gisa izendatzen dituztela, baina kontutan hartuz hainbat desabantaila dakartzatela.

Egile gehienekin bat nator aipatzen dutenean IKTen erabilera irakaskuntzan oso baliagarria izan daitekeela. Gaur egungo ikastetxe gehienak IKT tresna ugariz hornituta daude, hala nola, arbel digital interaktiboekin eta haietaz ez baliatzea penagarria izango litzateke.

Ondorioz, tresna garaikide honek eskaintzen dituen abantaila eta funtzioak aintzat hartuz, erabaki dut nire unitate didaktikoan erabiltzea Ingeleraren irakaskuntza hobetzeko eta indartzeko. Bestalde, ikasleek konpetentzia komunikatiboarekin lotutako hainbat alderdi hobetzeko aukera edukiko lukete. Adibidez, hiztegia, egitura gramatikalak, ahozkotasuna edo nire proposamen didaktikoaren azken produktua (ama hizkuntza Ingelera daukaten ikasleekin komunikatzea).

Egia da irakasleek lan handia egin beharko luketela curriculuma dela eta baina beste aspektu batzuetan oso erabilgarria izango litzateke. Horietako bat ikasleek egiten dituzten ariketen ebaluazio azkarra da, ADIak dena berehala zuzentzen baitu. Irakasleek aukera daukate IKTak eta ADIak erabiltzeko eta horiei buruz prestakuntza izateko. Hortaz, gaur egun irakaskuntza tradizionala baliabide bakartzat erabiltzea, testu liburu edo fotokopien bidez errakuntza dela uste dut.

Lan honen mugei erreparatuz, esan nezake oztoporik nabargarriena proposamen didaktikoa martxan ezin jartzea eta frogatzea izan dela. Izan ere, nire materialak Ingelera atzerriko hizkuntza bezala ikasten duten ikasleei zuzenduta dago eta ni Ingalaterran nengoan ama hizkuntza Ingelera zuten ikasleekin.

Ikerketa gaiarekin lotutako beste baldintza bat da proposamen didaktikoak aldaketa metodologiko bat behar duela eraginkorra izateko. Irakasle batzuk ADIak erabiltzearekiko sinesgogor agertzen dira eta arbel tradizionalak bezala erabiltzen

jarraitzen dituzte. Hau egitean, ez diegu ADlei etekinik aterako ezta irakaskuntza eta ikaskuntza hobetuko ere.

Conclusiones

Tras haber examinado en profundidad bibliografía sobre las PDIs, se puede concluir que los autores denominan las PDIs como herramientas innovadoras que podrían asegurar numerosos beneficios, aunque también se han señalado algunas desventajas.

Estoy de acuerdo con la mayoría de los autores en que el uso de las TIC y concretamente las PDIs pueden ser particularmente útiles en la enseñanza. Es un hecho que la mayoría de las escuelas están bien equipadas con herramientas de las tecnologías de la información y de la Comunicación como pizarras interactivas y sería una lástima no sacar el máximo provecho de ellas. Por lo tanto, teniendo en cuenta todas las ventajas y funciones que permite esta herramienta contemporánea, he decidido usarla para apoyar y mejorar la enseñanza del Inglés como Lengua Extranjera en mi propuesta didáctica. Además, el alumnado podría mejorar muchos aspectos de la competencia comunicativa como, por ejemplo, vocabulario, estructuras gramaticales, pronunciación o el producto final de mi propuesta didáctica: comunicación real con otros alumnos nativos de habla inglesa.

Es cierto que a nivel curricular el profesorado tendría que hacer un gran trabajo pero también podría ser útil en muchos otros aspectos. Uno de ellos es la rápida evaluación de los ejercicios que hacen los estudiantes ya que la PDI lo corrige todo inmediatamente. La medida en la que esta tecnología es utilizada por el profesorado está determinada por la voluntad del mismo por involucrarse en las TIC y en las PDIs que requieren formación específica. Considero que es un error utilizar la enseñanza tradicional como única herramienta, basándose solo en libros de texto o fotocopias.

En cuanto a las limitaciones de este trabajo, podría decir que el inconveniente más notable fue no poder poner en práctica y probar la propuesta didáctica debido a la falta de tiempo y al hecho de que los materiales están diseñados para estudiantes que aprenden inglés como lengua extranjera y yo me encontraba realizado prácticas en

Inglatera con hablantes angloparlantes nativos.

Otra condición relacionada con el tema de estudio es que la unidad didáctica propuesta necesita un cambio metodológico para ser totalmente eficaz. Algunos maestros siguen siendo reacios a cambiar su metodología y utilizan las PDIs como pizarras normales. Esto es una lástima debido a que si seguimos ese camino, no vamos a sacar el máximo provecho de las PDIs ni mucho menos mejorar la enseñanza y aprendizaje.

Conclusions

After having scoped literature about IWBs in depth, it can be concluded that all the authors refer to IWBs as innovative tools which could ensure many benefits, though some disadvantages also have been noted.

I agree with most of the authors that the use of ICT and particularly the IWB can be particularly useful in teaching. It is a fact that most schools are well equipped with tools of Information and Communication Technology as Interactive Whiteboards and it would be a pity not to take advantage of them. Hence, bearing in mind all the advantages and functions that this contemporary tool enables, I have decided to use it in order to support and enhance the teaching of English as a Foreign Language in my didactic proposal. Additionally, the student could improve many aspects of communicative competence such as, for example, vocabulary, grammatical structures, pronunciation or the final product of my didactic proposal: real communication with other native English-speaking pupils.

At the curricular level the teacher might have to do a great deal of work but it can also be helpful in many points. One of them is the quick evaluation of the exercises that the students do as the IWB corrects everything immediately. The extent to which this technology is used by teachers is determined by the willingness of teachers to get involved in ICT and IWBs requiring specific training. I consider that using currently traditional teaching tools such as textbook or photocopies as the only resource in the classroom can be regarded as a flaw.

Concerning the limitations of this work, I could say that the most remarkable drawback was that I could not implement and test the didactic proposal into practice owing to

the lack of time and the fact that it is designed for students learning English as a Foreign Language and I have been carried out an internship in England with native English speakers so I have no results of it.

Another condition related to the subject is that the proposed didactic unit needs a methodological change in order to be effective. Some teachers keep on being unwilling to change their methodology and use the IWB as an ordinary blackboard. This is not worth due to the fact that if we do so we are not going to take the most advantage of IWBs and improve the teaching and learning process.

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APPENDICES

Appendix I

PRESENT SIMPLE

AFFIRMATIVE SENTENCES	NEGATIVE SENTENCES	INTERROGATIVE SENTENCES
I read	I DON'T live	DO I walk?
You read	You DON'T live	DO you walk?
He/She/It reads	He/She/It DOESN'T live	DOES he/she/it walk?
We read	We DON'T live	DO we walk?
You read	You DON'T live	DO you walk?
They read	They DON'T live	DO they walk?

Note: **DON'T = DO NOT**

Appendix II

Activity 2: Read the text and drag the pictures to the chart

Sam's daily routine

He gets up at 7 o'clock and has a shower. He eats two toasts with butter and ham and drinks milk. At 8 o'clock he goes to school by bus. At 1 o'clock he has lunch. He has sandwiches for his lunch. When he comes back home at 2.30 o'clock he takes the dog for a walk. At 6 o'clock he usually plays basketball with his friends. In the evening he reads a book. At 10 o'clock he is very tired and goes to bed.

7 am	
8 am	
1 pm	
2.30 pm	
6 pm	
7 pm	
10 pm	













Appendix III

Activity 3: Find the verbs in the text and highlight them

Sam's daily routine

He gets up at 7 o'clock and has a shower. He eats two toasts with butter and jam and drinks milk. At 8 o'clock he goes to school by bus. At 1 o'clock he has lunch. He has sandwiches for his lunch. When he comes back home at 2.30 o'clock he takes the dog for a walk. At 6 o'clock he usually plays basketball with his friends. In the evening he reads a book. At 10 o'clock he is very tired and goes to bed.

Appendix IV

Sam's daily routine

He gets up at 7 o'clock and has a shower. He eats two toasts with butter and jam and drinks milk. At 8 o'clock he goes to school by bus. At 1 o'clock he has lunch. He has sandwiches for his lunch. When he comes back home at 2.30 o'clock he takes the dog for a walk. At 6 o'clock he usually plays basketball with his friends. In the evening he reads a book. At 10 o'clock he is very tired and goes to bed.

My daily routine

I ____ at 7 o'clock and ____ a shower.

I ____ two toasts with butter and jam and I ____ milk. At 8 o'clock I __ to school by bus.

At 1 o'clock I ____ lunch.

I ____ sandwiches for my lunch.

When I ____ back home at 2.30 o'clock I ____ the dog for a walk.

At 6 o'clock I usually ____ basketball with my friends.

In the evening I ____ a book.

At 10 o'clock I __ very tired and __ to bed.

Appendix V

Activity 4: Match each verb with its corresponding picture



Appendix VI

Activity 5: Choose the correct verb and put the incorrect verbs in the trash

I **drink / drinks** coffee with sugar.

He **take / takes** pills.

You **read / reads** lots of magazines.

We **watch / watches** TV.

She **sleep/ sleeps** late on Sundays.

You **go/goes** to the beach every weekend.

I **play/plays** football every Thursday.



Appendix VII

Activity 6: Look at the chart. What do these people do? What don't they do? Uncover parts of the chart and discover it!

	Cameron	Enrique	Penelope	Leonardo	Stephen	Shakira
Speak in English						
Watch TV						
Play tennis						
Eat sushi						
Live in a flat						
Sleep a lot						
Cook lunch						

Appendix VIII

Activity 9: MEMORY GAME! You have a minute to remember what is in the picture



Appendix IX

Activity 10: Complete the sentences. Put there is/ there are to the boxes

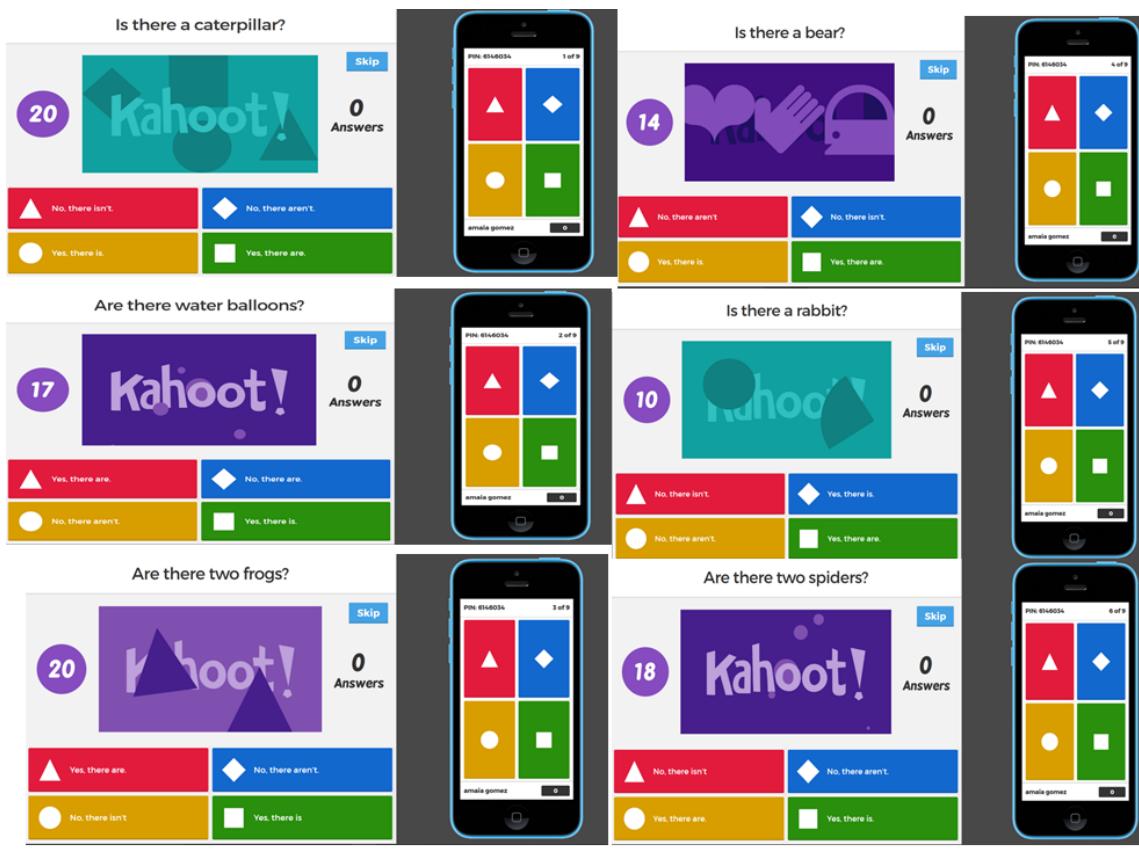
- | | | |
|----------------------|------------------------------------|-----------|
| <input type="text"/> | butterflies in the sky. | There is |
| <input type="text"/> | a boy in a bicycle in the picture. | There are |
| <input type="text"/> | a bear in the picture | There is |
| <input type="text"/> | flowers in the grass. | There is |
| <input type="text"/> | an spider in the picture. | There are |
| <input type="text"/> | monkeys in the picture. | There are |
| <input type="text"/> | a caterpillar in the picture. | There are |
| <input type="text"/> | snakes in the picture | There is |
| <input type="text"/> | a frog in the picture | There are |
| <input type="text"/> | birds in the picture | There is |

Appendix X

Activity 11: Compare this forest to the previous one. Remember to use there isn't there aren't.



Appendix XI



PRESENT CONTINUOUS

AFFIRMATIVE SENTENCES

I am read**ING**
 You are read**ING**
 He/She/It is read**ING**
 We are read**ING**
 You are read**ING**
 They are read**ING**

NEGATIVE SENTENCES

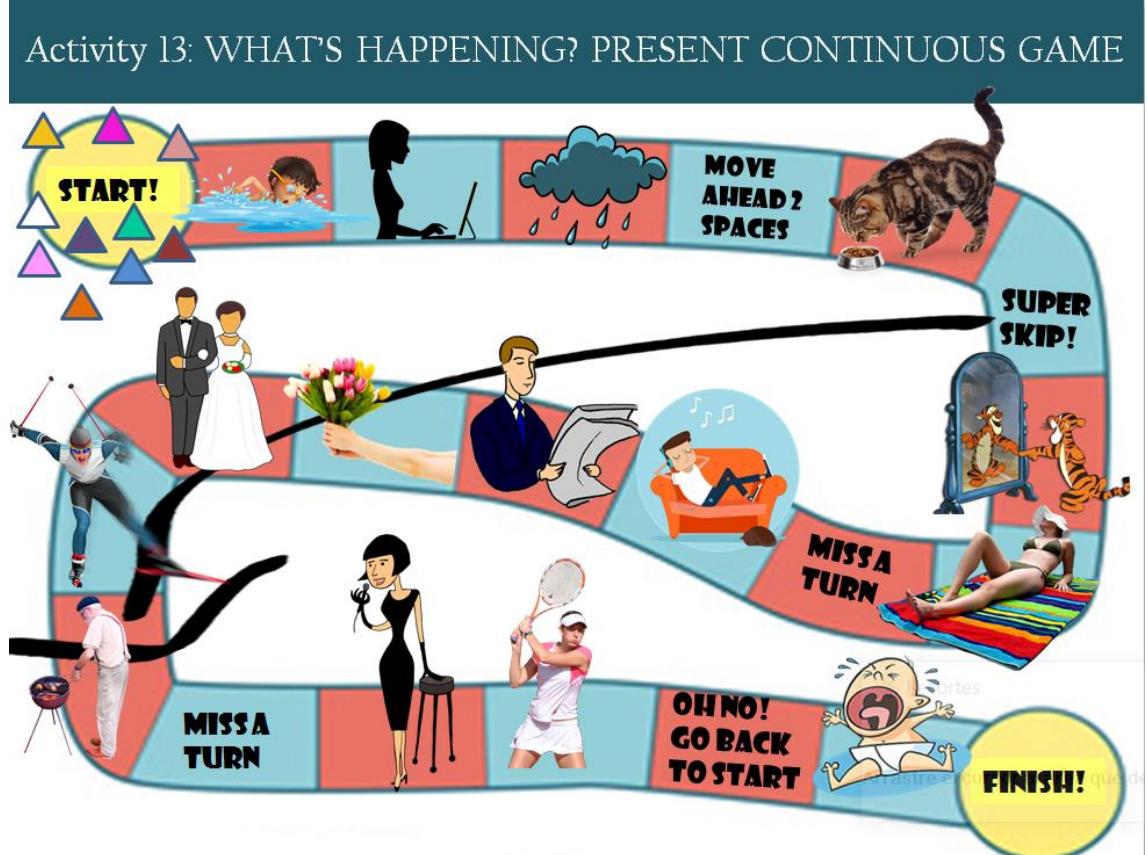
I '**M NOT** read**ING**
 You **AREN'T** read**ING**
 He/She/It **ISN'T** read**ING**
 We **AREN'T** read**ING**
 You **AREN'T** read**ING**
 They **AREN'T** read**ING**

INTERROGATIVE SENTENCES

AM I walk**ING**?
ARE you walk**ING**?
IS he/she/it walk**ING**?
ARE we walk**ING**?
ARE you walk**ING**?
ARE they walk**ING**?

Note: **ISN'T= IS NOT & AREN'T= ARE NOT**

Appendix XIII



Appendix XIV

- ▶ I'm sitting here in the boring room
- ▶ It's just another rainy Sunday afternoon
- ▶ I'm wasting my time
- ▶ I got nothing to do
- ▶ I'm hanging around
- ▶ I'm waiting for you
- ▶ But nothing ever happens
- ▶ And I wonder
- ▶ I'm driving around in my car
- ▶ I'm driving too fast
- ▶ I'm driving too far
- ▶ I'd like to change my point of view
- ▶ I feel so lonely
- ▶ I'm waiting for you
- ▶ But nothing ever happens
- ▶ And I wonder
- ▶ I wonder how
- ▶ I wonder why
- ▶ Yesterday you told me 'bout the blue blue sky
- ▶ And all that I can see
- ▶ Is just a yellow lemon-tree
- ▶ I'm turning my head up and down
- ▶ I'm turning turning turning turning turning around
- ▶ And all that I can see
- ▶ Is just another lemon-tree
- ▶ Sing!
- ▶ (Dah, dah, dah...)
- ▶ I'm sitting here
- ▶ I miss the power
- ▶ I'd like to go out taking a shower
- ▶ But there's a heavy cloud inside my head
- ▶ I feel so tired
- ▶ Put myself into bed
- ▶ While nothing ever happens
- ▶ And I wonder

Appendix XV

Puntos 0/27 Huecos 0/27 Aciertos 0 Fallos 0 Bonus x1 ?

Appendix XVI

Verbs

C	V	G	X	W	D	F	S	D	J	W	S	W	I	M	E	K	E
L	N	X	V	C	O	C	V	R	U	F	H	D	R	I	V	E	I
E	U	T	K	C	Y	R	R	A	R	V	A	Z	E	Q	Z	C	O
A	F	L	T	O	S	P	K	W	P	P	R	H	K	Z	U	O	V
N	L	J	F	O	T	I	K	W	I	Q	E	E	A	K	Z	K	S
E	D	C	F	K	P	B	N	S	A	J	A	D	Y	D	V	I	D
S	S	T	U	D	Y	W	U	G	I	T	D	O	N	F	J	E	R
U	U	R	V	I	G	O	O	Y	L	N	C	E	R	S	C	R	I
V	T	N	U	T	S	L	E	E	P	W	G	H	K	T	V	N	N
N	S	V	R	N	G	N	Q	B	P	L	A	Y	C	P	V	G	K
N	T	T	K	E	V	O	D	E	E	D	Y	Q	Z	P	E	M	B
D	A	N	C	E	D	U	E	H	P	N	H	O	E	A	T	Y	D

Find the following words in the puzzle.
Words are hidden → ↓ and ↘ .

BUY	DRIVE	SING
CLEAN	EAT	SLEEP
COOK	GO	STUDY
DANCE	PLAY	SWIM
DO	READ	WATCH
DRAW	RUN	WORK
DRINK	SING	

Appendix XVII

Activity 17: Drag the words in the correct order to form Present Continuous Yes/No questions

you	Are	driving
		?

she	Is	learning
		?

they	Are	playing
		?

he	Is	reading
		?

I	Am	cooking
		?

Ane and Ibai	Are	drawing
		?

we Are drinking.

?

you Are writing an e-mail.

?

my friends Are listening to music.

?

the cat Is playing.

?

Irati Is drinking coffee.

?

Aitor Is waiting for the train.

?

the airplane Is flying .

?

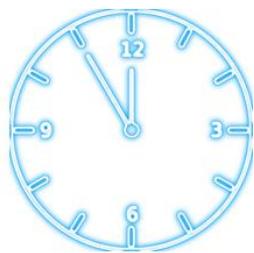
Appendix XVIII

Activity 18: Guess the meaning of the following question words

WHY



WHEN



WHERE



WHAT



WHO



HOW



Appendix XIX

Activity 19: Write the question words for these answers:

Yesterday : WHEN

A book: _____

In our town: _____

Today: _____

Paul: ___

A bag: ___

My parents: ___

Slowly: ___

A present : ___

A woman: ___

Here: _____

In the car: _____

In the photo: _____

A bike: _____

On Monday: ___

In Spain: _____

Because she is happy: ___

Fast: ___

Appendix XX

Activity 20: Write the questions using the adequate question words

Where What Who When Why How

He	is	going	to school

They	are	playing	tennis

I	am	following	Ane

Aitor	is	reading	a book

He	is	running	fast

They	are	jumping	because they are happy

Appendix XXI

They	are	singing	a song
She	is	playing	in the garden
He	is	singing	very well
I	am	playing	a computer game
We	are	sleeping	in the bedroom
Sara	is	watching	a film
They	are	kissing	Right now

REGULAR VERBS IN THE PAST SIMPLE

YESTERDAY, LAST WEEK, AN HOUR AGO, THIS MORNING

AFFIRMATIVE SENTENCES

I watch**ED** ✓
 You watch**ED**
 He/She/It watch**ED**
 We watch**ED**
 You watch**ED**
 They watch**ED**

NEGATIVE SENTENCES

I **DIDN'T** watch
 You **DIDN'T** watch
 He/She/It **DIDN'T** watch
 We **DIDN'T** watch
 You **DIDN'T** watch
 They **DIDN'T** watch

INTERROGATIVE SENTENCES

DID I watch?
DID you watch?
DID he/she/it watch?
DID we watch?
DID you watch?
DID they watch?

Note: **DIDN'T = DID NOT**

Appendix XXIII

Activity 21: Say these pairs of sounds and put your fingers on your throat. Is the sound voiced or voiceless?

1. /B/ as in band



/P/ as in pencil



2. /F/ as in fridge



/V/ as in van



3. /G/ as in game



/C/ as in colours



4. /D/ as in dynamite



/T/ as in teeth



5. /S/ as in sugar



/Z/ as in zoo



Appendix XXIV

Activity 22: Say these sounds again. Drag each sound under the voiced or voiceless column.

/D/ /E/ /G/ /K/ /P/ /S/ /T/ /V/ /Z/

VOICED	VOICELESS
/B/	

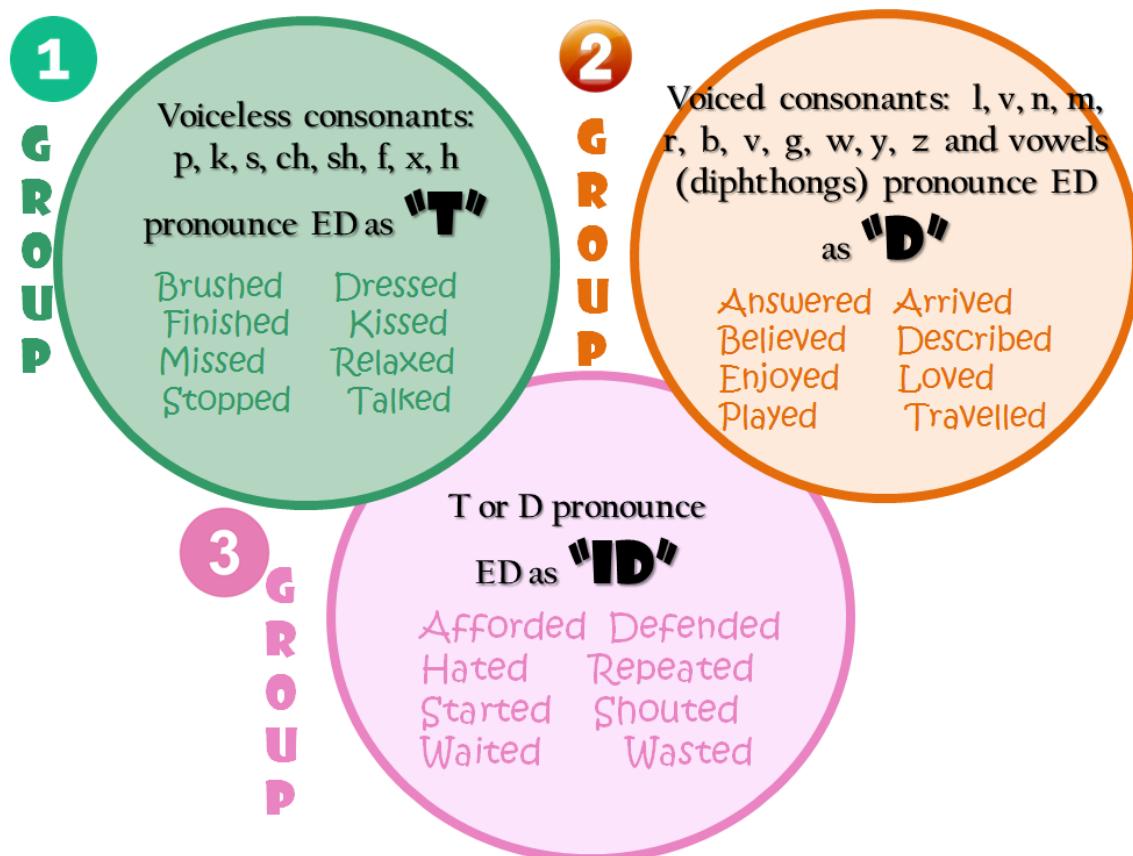
Appendix XXV

Activity 23: Click the words and listen how they are pronounced. Are the three of them pronounced in the same way? Pay special attention to the letters -ed.

Dressed

Allowed

Needed

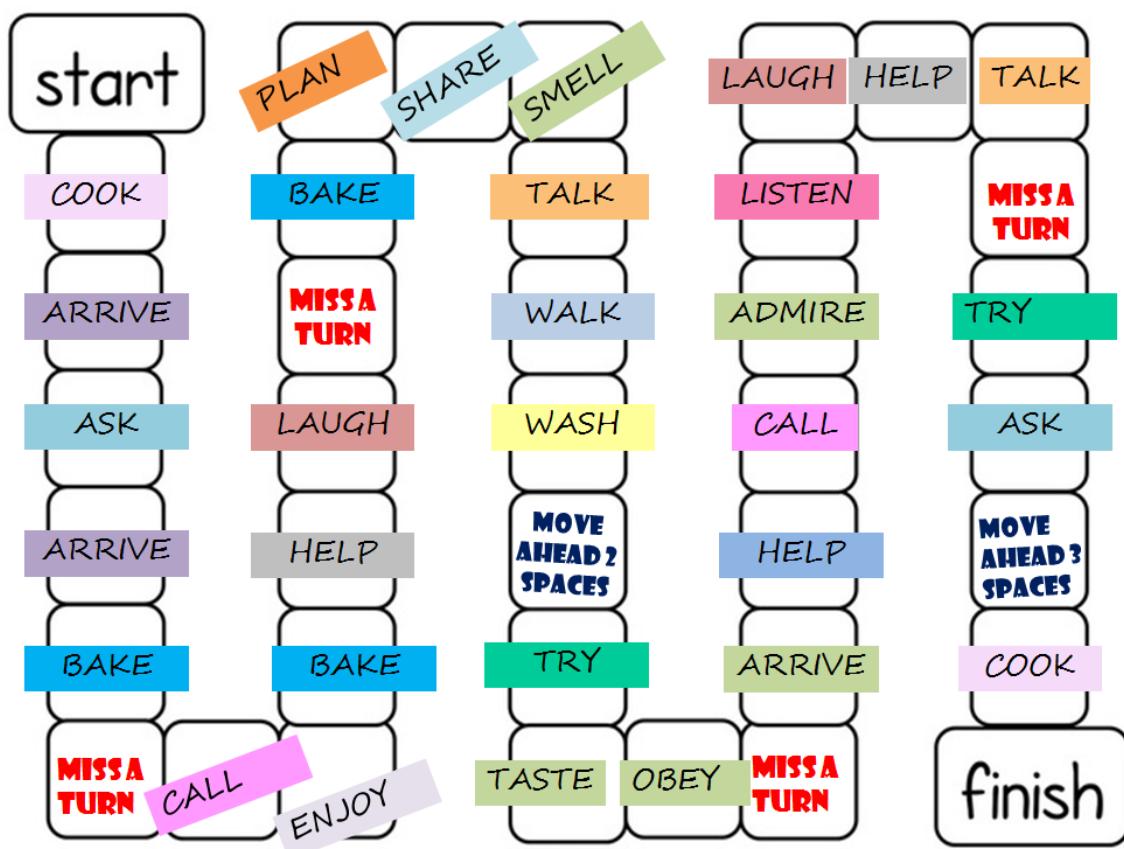


Appendix XXVII

Activity 24: COLOUR THE WORDS

finished cried needed worked
called shouted
watched killed
listened studied waited asked
worried pronounced decided
1- "T" GREEN invited respected
2- "D" ORANGE talked
3- "ID" PINK

Appendix XXVIII



Appendix XXIX

Activity 26: Look at the chart. Uncover parts of the chart and discover:
What did Pique do last week?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Train football							
Celebrate his birthday				X			
Dance with Shakira							
Play with his sons							
Visit the doctor							
Watch the TV							
Cook dinner	X						

Appendix XXX

Activity 28: Match each word with its corresponding picture



Fish



Car



Motorbike

Go fishing



Boot



Appendix XXXI

Activity 29: Answer the following questions

Did Gran have a nice weekend?

Where did she go?

What did she catch?

Who did she go with

How did she get there?

Appendix XXXII

Activity 30: Put the words in the correct order to make questions about last weekend

You go? Where did
do? did What you
did eat? What you
see? What you did
go did with? Who you
you Did fun? have

Appendix XXXIII

Activity 3l: Match them up!

I'm going to see my grandparents



I'm going to go to the beach

I'm going to do some
homework



I'm going to eat lots of
ice-creams



I'm going to sleep a lot



Activity 32: Make it right!

I'm going go to Hong Kong

She are going to be a doctor
when she grows up

He going to watch TV tonight

They're going to having pizza
for dinner

I'm go to visit my
grandparents at the weekend