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The use of iPads to enhance Task-Based Language Teaching.

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Abstract

Task-Based Language Teaching (TBLT) is a methodology that has shown promising results within Language Teaching and Learning. Technology such as the iPad is also a tool that offers promise within the educational hemisphere. As the technology of iPads are becoming more accessible within education, its effective use needs further observation. This Final Degree Essay therefore proposes a project of intervention to allow for the observation of how TBLT can be enhanced through the use of the educational technology iPads, along with motivation-related modifications to the TBLT approach, so as it can be better suited for primary students in a sixth of primary class. Motivation is a key factor in language learning, and task-based learning requiring meaningful-language use is a motivating factor in TBLT, however, for young learners, this project of intervention will make use of hypothetical elements within tasks in order to foster a more fun-based task for primary students to engage in that are based on real-world language interactions.

Key words: Task-Based Language Teaching, iPads, motivation, EFL.

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1. Introduction

Digital technology within our society is at the forefront of innovation, with the ultimate purpose of improvement, however, technology is often both relatively recent and in constant evolution. This seems to be the case for iPads within education, as they are not only relatively recent technology in education, but are also not always readily available to students, thus making it in some cases non-existent within a primary school classroom. However, iPads and tablets are specifically becoming increasingly available in recent years and becoming more common and popular within the primary school hemisphere (Otterborn et al. 2018), this therefore setting the precedent for further research into the use of the digital technology iPads as an educational tool in primary education.

Research conducted in 2015 in Higher Education stated it was not clear how best to align and integrate the iPad within academic programmes, nor how to best manage it as a resource within an educational setting (Nguygen et al, 2015). As the creators of the iPad, Apple Inc. (2018) state that the iPad is ideal for use in primary education, with the iPad offering young students a simple and intuitive interface that facilitates students being better able to undertake tasks independently.

Focussing on the statement by Apple Inc. (2018), students undertaking tasks independently opens up for the use of Task-Based Language Teaching (TBLT) in an EFL primary teaching programme, a methodology that has been effectively applied within the EFL classroom for the benefit of propelling language learning forward (Yildiz, 2020).

This Final Degree Essay (FDE) looks to further contribute to the observation and research of the use of the iPad as an educational tool in primary schools, specifically in sixth of primary. This FDE will therefore have the objective of designing a project of intervention that consists of a sequence of lessons based on the TBLT approach along with the iPad as a tool to enhance the delivery of TLBT. The use of TBLT in this project of intervention will additionally be modified in order to provide tasks that more appropriately motivate young students in primary, by providing more fun-based tasks for them to engage in, moving away from 'real-world' tasks as is promoted in TBLT.

2. Objectives of the work

As this Final Degree Essay (FDE) aims to further contribute to the exploration of how iPads can be integrated within an English as a Foreign Language (EFL) programme with a Task-Based Language Teaching (TBLT) methodology to further enhance it. Therefore, the primary and secondary objectives of this FDE are as listed below.

Primary objectives

- Designing of an EFL sequence of lessons based on the TBLT approach.
- Implementing iPads to enhance TBLT planning and delivery.

Secondary objectives

- Adapting the TBLT so as it better motivates primary students.

Prior to the presentation of the designed sequence of lessons will be a theoretical framework that outlines the core elements that underpin the project of intervention, followed by a contextualization provided for the project of intervention and then a further detailed breakdown of the project of intervention including justifications, legal references amongst other areas.

There will lastly be a conclusions section summarising the project of interventions overall design, followed by any final considerations for those wishing to further contribute to this work.

3. Theoretical Framework

This section outlines the theoretical framework that is in place at the core of the project of intervention and provides the basis to how this project of intervention's main objectives were formed. The four main areas that underpin the theoretical framework are as follows: Task-Based Language Teaching, Educational technology, Assessment, and Motivation.

All four areas will be further explored below in greater detail, discussing the relevant literature in these areas, and commenting on its relevance to the Task-Based Language Teaching approach.

3.1.1. Task-Based Language Teaching: the origins

Task-Based Language Teaching (TBLT) can be accredited to Prabhu (1987, cited in Oxford, 2006), as he created the concept on the basis that effective language learning occurs through

a student being fully engaged in a language task utilising the target language (TL), instead of being taught about the TL through explicit grammar and vocabulary study. Long (1985, cited in Van den Branden, 2006) and Prabhu (1987, cited in Van den Branden, 2006) advocated the use of students being given functional tasks that permitted for students to focus primarily on meaningful exchanges allowing them to utilise the TL for *real-world* interactions and purposes, forgoing any linguistic learning focus, instead placing the task completion as the ultimate goal to succeed in, as a short-term objective.

TBLT can be viewed as a move towards a top-down process in language learning approach that aimed to shift away from the teacher-led and grammar focussed language classroom practice that was dominating the language learning hemisphere, aiming to have students utilise language as opposed to study its formation (Long & Norris, 2000, cited in Van den Branden, 2006). Long (2015) believes the increasing implementation of TBLT into the language classroom is due to the ever-growing demand for language teaching programs to deliver functional second language abilities and skills that can become used to deal with *real-world* needs.

3.1.2. Task-Based Language: the methodology

TBLT is designed to place an emphasis on learning by means of interaction through the use of the TL, therefore being viewed as meaning-focused work (Yildiz, 2020). This goes in line with the competence-based approach teaching methodology the LOMLOE promotes, which consists of students using knowledge to do and achieve things (Brand, 2021), thus demonstrating TBLT has students make use of the TL knowledge they have to achieve the completion of a task. Willis (1996) defines a task as a goal-based activity that makes use of students' existing language capabilities that ultimately leads to an outcome on completion of the task.

Willis (1996, cited in Balanyk, 2015) present the Task Based Learning Framework to define the three stages when delivering a lesson within the TBLT methodology, these three stages being: "the pre-task", "the task cycle", and "the post-task". The pre-task stage consists of introducing the topic, the task cycle consists of the planning and performing of the task, and the post-task consists of more language-focussed assessment to provide a linguistical analysis of the student's linguistic performance throughout the task.

TBLT is designed to focus on meaningful activities completed using authentic materials in the TL which facilitates for students to find an opportunity in which to enhance their communicative skills in the TL when completing the task (Yildiz, 2020). According to Yildiz (2020), the core principle that defines TBLT is that language learning occurs in a less academic classroom setting and more authentic, life-orientated, task setting, in which progress of language acquisition can be observed through students undertaking meaningful tasks by means of authentic material. Through conducting these meaningful tasks in the TL, students become engaged in meaningful communication in which they can enhance their communicative skills.

Meaningful communication is the prioritisation TBLT places on the use of the language in an as authentic context as possible, and leans towards implicit language teaching as opposed to explicit language teaching, with TBLT pedagogy facilitating and encouraging the use of the language the teacher wants students to improve in. This requires the class environment to change in order to move away from a teacher-led language lesson to a student-centred language lesson.

Willis (1996, cited in Balanyk, 2015) defines the essential conditions for language learning as *exposure*, *motivation* and *use*. Willis (1996, cited in Balanyk, 2015) additionally highlights *instruction* as a desirable condition. The focus on *use* is defined as the use of language to do things, thus falling in line with TBLT; the task in itself facilitates the *use* of the TL in order to complete the task. Balanyk (2015) defines the goal of TBLT as facilitating *exposure* to comprehensible input whilst maximising students´ *motivation* to use the TL in a meaningful way to achieve the completion of a task (Willis, 1996, cited in Balanyk, 2015).

TBLT places the students in a central role in their language learning, with the teacher required to move away from becoming the central focus of the student's language use, allowing for the task and the student's engagement in the task with other students to facilitate student-centred language interaction and opportunities for TL exposure. The increased opportunities of TL interaction the students have in the TL naturally can increase the *exposure* they have to the TL.

Regarding *motivation*, placing greater autonomy on the students' use of TL can promote greater motivation, as students become less passengers in the language learning process and

more in the driver's seat, showing the student how capable they can be, thus increasing motivation to do more.

3.1.3. Task-Based Language Teaching: teacher and student roles

In the TBLT approach, students can consider themselves privileged to have their teacher as an exclusive interlocutor in their TL use and interactions (Van Avermaet *et al.*, 2006, cited in Van der Branden, 2006). Van Avermaet *et al* (2006, cited in Van der Branden, 2006) assert that overall, the teacher is responsible for a crucial role in exploiting the immense learning potential of TBLT, and must focus on the motivation of their students and the fostering of a powerful language learning environment.

Balanyk (2015), discusses the role of the teacher as being that of a responsive instructive approach for TBLT, in which the teacher should allow for students to engage amongst themselves in the TL, and that language errors appear authentically, in order to allow for a relevant intervention to be able to explicitly teach the language point incorrectly produced. This highlights how TBLT should not precede with explicit language teaching, and instead solely focus on facilitating use of the language point in question, and only explicitly teach when it becomes apparent a student can benefit from it in order to better achieve a task.

Balanyk (2015), making use of the Task Based Learning Framework in place by Willis (1996, cited in Balanyk, 2015), outlines the framework as having a pre-task consisting of the introduction to the topic and task; followed by the task cycle of task, consisting of planning and reporting or performing it; and ending with a language focussed post-task assessment to provide linguistic analysis and further practice. The students are to engage in this process as the teacher conducts the stages and provides guidance throughout, with the responsibility of intervening when students require a language point explicitly taught in order to better their performance in completing the task.

As Willis (1996, cited in Balanyk, 2015) states, *motivation* as an essential condition for language learning, and Van Avermaet *et al* (2006, cited in Van der Branden, 2006) highlights that the teacher plays a central role of motivating students throughout the planning, performance, and post-task assessment stages. Van Avermaet *et al* (2006, cited in Van der Branden, 2006) highlight the necessity for the teacher to motivate the student to invest the intensive mental energy required to complete a task and to interactionally support the students' performance on many levels, such as the negotiating of meaning and content, the

comprehension of rich authentic input, and the production of correct output, achieved by placing a focus on form.

One such tool that can offer the essential language learning condition *exposure* (Willis, 1996, cited in Balanyk, 2015) and has potential to facilitate tasks that can better *motivate* students is educational technology.

3.2.1. Educational Technology: Language teaching technology

Technology is a pervasive tool in our society which is evidently a powerful one that can be put to great use in facilitating language teaching and learning in education (Smith, 2016). Technology in education is a trending topic, specifically regarding the integration of emerging educational technology tools into the classroom (Neumann and Neumann, 2014, cited in Otterborn et al. 2018). In line with this trend the Spanish Education Law LOMLOE has been updated to help equip students with the digital competence for them to better function in the digital world which our society is today and will continue to be in the future (Brand, 2021). More specifically within the sphere of language teaching and learning, technology enables teachers to significantly increase students' exposure to the TL through expanding and blending the learning environment outside of the classroom via the use of the internet (Conrad & Donaldson, 2004, cited in Gabarre et al., 2014). Technology therefore assists TBLT in changing the dynamic of the traditional teacher-led classroom and providing greater and virtually infinite TL *exposure*, an essential condition to language learning (Willis, 1996, cited in Balanyk, 2015), without requiring the teacher to be the sole source of TL, therefore placing greater opportunity for student-centred learning as students are freer to interact with a wealth of enriched content in the TL without requiring as much TL input from the teacher (Schrooten, 2006, cited in Van der Branden, 2006). teacher will of course remain in the role of supporting and guiding students as they interact with the TL available to them online, which is virtually infinite.

3.2.2. Educational Technology: TBLT with iPads

Apple Inc. (2008) advocates the use of the iPad as an educational tool that enables primary students to undertake tasks independently. This can support the TBLT approach in providing a more student-centred learning experience, placing the potential of the educational tool directly in their hands. The iPad can also support the teacher in the TBLT approach, as Apple

(2018) states the iPad enables teachers to design interactive and engaging experiences for primary students, allowing them to learn, communicate, create, and explore in completely new ways. This therefore enables teachers to design better tasks for their students to engage in, and as iPads can utilise the Internet, iPads make teaching more efficient because the teacher can focus more on supporting students instead of having to focus on providing a wealth of content. Furthermore, iPads are specifically becoming an increasingly educational tool available in schools in recent years, making them a more readily available tool accessible to potentially one iPad for each student (Otterborn et al. 2018).

Balanyk (2015) recommends the use of the iPad, as it is capable of working at every level of the Substitution Augmentation Modification Redefinition (SAMR) Framework of technology integration, created by Puenedura (2006, cited in Balanyk, 2015). The SAMR Framework of technology integration (Puenedura, 2006, cited in Balanyk, 2015) highlights how technology can facilitate the transformation and enhancement of tasks when utilising a TBLT approach. Enhancement can be achieved through substitution, as technology can act as a direct substitute tool that does not affect functionality (Puenedura, 2006, cited in Balanyk, 2015). Transformation can be achieved through modification, as technology permits for significant task redesign, and redefinition is possible as technology allows for creation of new tasks that would otherwise not have been possible (Puenedura, 2006, cited in Balanyk, 2015). This therefore opens the potential for a greater variety of tasks that can be set for students to complete, without straying away from the principles of TBLT. A greater variety of tasks can additionally provide the teacher with a wider choice of tasks to better facilitate motivation in students.

Regarding the use of technology, Mishra, and Koehler (2006, cited in Balanyk, 2015) outline three forms of knowledge required for a teacher to effectively use educational technology in the classroom (see Annex 12).

The three are "Content Knowledge" (CK), "Technological Knowledge" (TK) and "Pedagogical Knowledge" (PK). CK refers to the knowledge of the subject being taught, PK refers to the knowledge of teaching practices in general, and TK refers to the knowledge of how to use technological tools in general (Mishra and Koehler, 2006, cited in Balanyk, 2015). Through the use of a Venn diagram (see Annex 12), these three areas of knowledge intersect to create an additional four areas of knowledge, this being "Pedagogical Content Knowledge" (PCK),

"Technological Pedagogical Knowledge" (TPK), "Technological Content Knowledge" (TCK) and "Technological Pedagogical Content Knowledge" (TPACK), all created through the combined knowledge overlapping (Mishra and Koehler, 2006, cited in Balanyk, 2015). Whilst PCK refers to the knowledge a teacher has on how to best teach a specific content area, TCK instead refers to the knowledge a teacher has of how technology can be best deployed within a specific subject, and TPK refers to the knowledge a teacher has on how technology can be deployed in teaching in general (Mishra and Koehler, 2006, cited in Balanyk, 2015). Lastly, TPACK refers to the knowledge a teacher has of how technology can be deployed in a lesson, and therefore in this case, a teacher's knowledge on how to most effectively utilise the iPad in a TBLT context (Mishra and Koehler, 2006, cited in Balanyk, 2015).

For TBLT, the CK and the PK are in the hands of the teacher, and they are the individual responsible for ensuring there is an implicit language focus throughout, therefore, according to many authors (cited in Van der Branden, 2006, p20) teachers must become task designers of tasks that should manipulate the situations to enhance the probability that the students will pay attention to the language points required in the context of a meaningful task. This brings into play the teacher's TK to make the most effective use of the iPad, and in this case, their TPK, for how to use an iPad within a TBLT lesson (Mishra and Koehler, 2006, cited in Balanyk, 2015). As discussed, technology empowers students, however, it is the teacher's responsibility to ensure the iPad achieves its maximum pedagogical potential.

As outlined by Willis (1996, cited in Balanyk, 2015), *exposure* is an essential condition for language learning. Through the use of the iPad, students are offered a vast virtual amount of exposure to the TL, so it is essential that the teacher uses their TK to ensure maximum use of the internet is made use of when planning a TBLT lesson. Schrooten (2006, cited in Van der Branden, 2006) highlights how an iPad can offer enriched content more efficiently.

With *use* (Willis, 1996, cited in Balanyk, 2015) it is down to the teacher's TPK in order to prepare a task that is effective in facilitating and encouraging the use of the language point the teacher desires students to improve in. Lastly, with ´motivation´, it is down to the teacher's TPACK to create a task that can motivate students to engage in it and remain motivated till the task completion is achieved (Mishra and Koehler, 2006, cited in Balanyk, 2015). Motivation is essential, as task completion is the ultimate goal for students in a TBLT lesson. This therefore requires the teacher to act as the motivator to ensure students remain

on task, and without taking a leading role but instead leave the students space to complete the task making use of the TL.

However, despite the student-centred premises of TBLT varying from traditional teacher-led language teaching, the teacher in TBLT still maintains the role of assessing the students upon the task completion and providing the language-focussed evaluation of the tasks completed.

3.3.1. Assessment: TBLT assessment

Ellis (2003) defines TBLT outcomes as including communicative functions that can be assessed. Regarding language teaching assessment in general, Bachman and Palmer (2010, cited in Purpura, 2016) state that it is goal-orientated due to language production having an intended purpose; this therefore goes in line with TBLT as the task completion requires meaningful production of language in order to achieve task completion, thus providing language produced to be assessed by the teacher. Van den Branden (2006), in line with Ellis (2003), highlights that assessment in TBLT does not place importance on students demonstrating their knowledge of the TL in the grammatical sense, TBLT instead places importance on ascertaining whether students can use the TL to complete tasks.

Van den Branden (2006) therefore brings forward the importance of assessing not only the completed task, but how the students perform the tasks, focusing more importantly on how the students perform in their language use throughout task completion. This therefore highlights the need for bringing into practice formative feedback as an assessment approach.

3.3.2. Assessment: formative assessment in TBLT

Despite having the goal-oriented task completion outcomes as a central assessment point in TBLT, therefore giving summative assessment importance, formative assessment plays an important role within TBLT (Universidad Internacional de la Rioja, 2011). As Balanyk (2015) states, TBLT encourages the teacher to be in a responsive instructive approach, allowing students to freely interact in the TL throughout task completion, with the teacher interfering when language errors appear that they as the teacher deem necessary to address, in which case the teacher provides explicit language teaching to amend the error which will consequently improve the students' performance in completing the task. All this is conducted prior to any final assessments, thus not making it a summative assessment approach, and instead formative assessment. As Van den Branden (2006) highlights, it is important for the

teacher to allow for students to freely interact in the TL but is essential the teacher is in an active assessor role, and formative assessment is how the teacher will achieve this. Allowing the students freer use of the TL for the teacher to intervene in a responsive instructive manner is the formative feedback approach, as formative feedback allows for intervening feedback in order to improve students in areas in which they underperform.

This places assessment in TBLT as a constant practice in place, not only to be performed at the end of the task to assess outcomes. Regardless, both will be in practice, however formative feedback is of crucial importance throughout all of the TBLT lessons sequence.

3.3.3. Assessment: self-assessment with iPads

As discussed above, the student is to be given as much autonomy as possible throughout TBLT lessons, therefore, through the use of a teacher's TPACK, the teacher can make use of educational technology, such as iPads, to facilitate a tool for students to self-assess themselves throughout the TBLT task completion (Mishra and Koehler, 2006, cited in Balanyk, 2015).

A teacher's TPACK can allow for one additional tool that can be made use of when combining the iPad and Google Classroom, and that is the use of the Assignment Rubric feature (Mishra and Koehler, 2006, cited in Balanyk, 2015). Through the use of the rubric, the teacher can create a clear structure for students to check in on in order to achieve successful completion of the task, whilst guiding the students into using the language points the teacher desires them to practice, whilst ensuring the students' awareness over the elements they must focus on in order to perform to a top standard.

The Assignment Rubric sets a readily accessible structure for students to follow throughout task completion without requiring the teacher, giving them greater autonomy during the task completion. The Assignment Rubric can provide students with greater clarity on how the teacher will assess them and grants them the ability to provide amongst themselves formative feedback on their current task performances.

3.4.1. Motivation: motivation in TBLT

As Willis (1996, cited in Balanyk, 2015) defines motivation as an essential condition for language learning and research has outlined the potential of "Information and Communication Technology" (ICT) for language learning as eliciting a high degree of learner

motivation and involvement, thus encouraging the combination of educational technology being combined with the TBLT approach (Schrooten, 2006, cited in Van der Branden, 2006). For TBLT, instrumental motivation will be the key motivating factor in order to ensure students remain focussed on completing the tasks by achieving the objectives set in place by said tasks. With TBLT, the task-based focus is in itself a motivating factor, as the concept of TBLT is based on effective language learning occurring when the student is fully engaged in a task: task completion is the ultimate goal. This makes the task itself a defining motivational factor, however, this may be the case for adult learners more so than young learners.

With motivation for young students being a key factor, this therefore requires the teacher's PK and TPK to create tasks better suited in motivating young primary school students, who may not have the instrumental motivation such as career progression (Baker and Jones, 1998; Mishra and Koehler, 2006, cited in Balanyk, 2015). As students have less *real-world* aims and therefore less likely desire to interact with *real-world* tasks, the teacher can make use of hypothetical scenarios to tailor more *fun-based* tasks that allow students to have more fun throughout the task completion. The tasks designed can mimic *real-world* tasks and scenarios for meaningful language use, however, the hypothetical element can bring the task to a more appropriate level of task that is based on the elements of fun and make-believe for young learners.

4. Contextualization

The context to this TBLT intervention project will be divided into the following subsections: the school, the class and the students' characteristics.

4.1. The school

The school for which the project of intervention has been designed is a private school in the area of Pozuelo de Alarcón, in Madrid. The school is a trilingual school, with Spanish and French being the main languages subjects are taught in, with English being the third language taught as a foreign language. The school day begins at 8:45 and finishes at 17:00 and caters for students from *Infantil*, *Primaria*, *ESO* and *Bachillerato*.

The school facilitates for all students to be in possession of their own iPad as an educational resource in the classroom, therefore making it possible to implement a project of intervention based on the use of iPads in a TBLT sequence of lessons. The iPads are provided by the school

and are all monitored and restricted by the school and teachers with their own iPad or PC application.

4.2. The class

The sixth of primary grade consists of three different classes, with an average of 22 students per class. This therefore allows for this project of intervention to be implemented across three differing classes. Each class has a total of 4 hours of English a week, which is separated into 3 hours of core classes that follow a coursebook programme by MacMillan for A1 to A2 level content. The fourth hour adds 1 hour of a speaking project-based class a week, with projects linked to the content covered in the 3 hours of core class. This fourth hour a week for speaking project-based class allows for a project of intervention to be delivered during this class time. For the purpose of this project of intervention, the focus will only be on one class, *sexto B*, which is a class of 24 students, with each student having their own personal iPad to make use of for the project of intervention.

4.3. Characteristics of the students

The students in the group *sexto B* come from varying cultural backgrounds, as there is a mix of students with mother languages ranging from French, Spanish, Arabic and English. There are a total of 9 girls and 15 boys. Overall, all students are of a similar level linguistically, and are a high-achieving group, who work well together in groups and pairs. One thing to take into consideration is that there are two high-capacity students in the class, who have a strong academic record in English and are in need of being provided with more challenging objectives.

The students will work well together in pairs and are happy to be given the partner they will work with or for them to choose amongst themselves. Considering all have a good level, the imbalance of girls to boys should not cause any issues when forming the pairs to work on their task.

5. Project of Intervention

5.1. Introduction

The project of intervention is designed to make use of a Task-Based Learning Teaching methodology in combination with the use of the educational technology iPads in order to enhance the delivery of a TBLT sequence of lessons, all whilst allowing for students and the teacher to move away from a teacher-led language teaching classroom into a more student-centred, meaning-focussed language use learning environment. There will, however, be some slight deviations from the TBLT methodology in order to better facilitate TBLT for young language learning students in primary education. The use of iPads is key within the project of intervention, as iPads are introduced in order to enhance the delivery of the TBLT sequence of lessons.

5.2. Justification

Task-Based Learning Teaching can be seen as a methodology perhaps better suited towards adult learners due to its focus on performing real-world tasks. In order to better facilitate TBLT so as it is better geared towards young learners, this project of intervention will propose a real-world task without real-world restrictions, and instead place students in hypothetical scenarios in order to better motivate them in their task completion.

The hypothetical scenario is introduced into the project by the teacher allowing students to take a time machine into the future in order for them to be able to describe a future event in as if it were in the past. The hypothetical scenario situation is implemented to place students in a more fun-based task environment, with the fun-based element aiming to increase motivation, which as highlighted in the theoretical framework above, is of importance as intrinsic motivation is a key factor to promoting language learning.

The use of iPads works to enhance the TBLT approach in this case as it provides more innovative ways for the teacher to create tasks and for students to complete them. In this project of intervention for example with the hypothetical scenario of students having already been on their holiday due to a time machine being available, the iPad is an educational tool that enables students to alter imagery and fabricate imagery so as it appears as if they have

been present themselves have been on the holiday they are planning. Throughout the session overviews the enhancements iPads offer will be highlighted.

5.3. Legal references

This activity has been prepared taking into account the considerations of the new law LOMLOE, which, in the case of 6th grade, will come into force in the 2023-2024 academic year. To adapt this activity during the 2022-2023 academic year, in which the previous law LOMCE will still be in force. The following is taken into consideration:

> • Organic Law 8/2013, of December 9th, for the Improvement of Educational Quality (LOMCE).
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> • Royal Decree 126/2014, of February 28th, which establishes the basic curriculum of Primary Education.
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> • Order ECD/686/2014, of April 23rd, which establishes the Primary Education curriculum for the management area of the Ministry of Education, Culture and Sports.
>
> • Organic Law 3/2020, of December 29th, which modifies Organic Law 2/2006, of May 3, on Education.
>
> • Royal Decree 157/2022, of March 1st, which establishes the organization and minimum teaching of Primary Education.

5.4. Objectives of the project

The objectives of this project of intervention are to introduce iPads to enhance the TBLT methodology so as to create a fun task-based learning experience for the students. The teacher's language points to focus on within the sequence of lessons will range from *modals for suggestion*, *future tenses*, and *past tenses*. The implementation of iPads is in order to enhance the delivery of the TBLT sequence of lessons by allowing for greater levels of motivation in students, greater creativity in how the teacher designs tasks and equally greater creativity in how students complete the tasks.

The teacher will be placed in a responsive instructive approach throughout the completion of the task, which will be further segmented into three tasks in order to facilitate the tasks focussed on the three language points listed. As dictated by the TBLT approach, task-based learning requires meaningful use of language, therefore all tasks will be designed to naturally bring about the use of *modals for suggestion*, *future tenses*, and *past tenses*.

The task for students to complete will be to plan a 'big day out' wherever they want in the world, including any travel and accommodation requirements outlined for the day out to be possible. This in itself provides a task, however, as this is a TBLT sequence of tasks, it will be broken down into three separate stages, with the addition of a hypothetical element implemented to further foster motivation in students.

The hypothetical element that will be brought into one of the tasks in order to make it more motivating for students is that they will be provided with a time machine, so as that once they have completed planning their *day-out*, they will utilise the time machine to jump forward in time to a moment when they will have already been on their *big day-out* and will therefore be able to share it with the class as a Keynote presentation. This therefore means that the sequence of tasks will begin with students first deciding where to go for their day out as a pre-task, then secondly for the students planning the day out as the task, and thirdly the students presenting their day out as if they have done it already.

This element of a time machine is the teacher's use of their TPACK context (Mishra and Koehler, 2006, cited in Balanyk, 2015), as through making use of this hypothetical and fun element, they are able to have students set on tasks that will require them to utilise a range of language points, as will now be further outlined. Additionally, with the use of educational technology iPads, students have the opportunity to look for imagery of their trip and even insert themselves into imagery to make it appear as if they have been there. This element adds fun-based tasks for students to engage in and better motivate them to fabricate the fictional trip they have been on, thus further encouraging them to use the appropriate language in order to express their fictional *big day out* in the past.

Firstly, for the deciding of where the students should go on their *big day out*, will be the requirement of *modals of suggestion*. Secondly, for the planning of the *big day out*, students will require the use of the *future tenses*, such as *will* and *be going to* and *present tense for future use*. Thirdly and lastly, for the Keynote presentation of their *big day out* the students will be required to use the *past tenses* such as *past simple, past continuous,* and *past perfect* tenses.

5.5. Contents

This project of intervention has its basis on the legal requirements outlined in the LOMLOE (Real Decreto 157/2022, March 1st). The LOMLOE (Real Decreto 157/2022, March 1st) is put

in place by the Spanish authorities to form a basis for the Spanish education system and puts forward key competencies for students to aim for proficiency in, as established by the European Union. This project touches upon various of these competencies which are listed as follows:

- Digital competency.
- Competence in linguistic communication.
- Competence in learning to learn.
- Competence in a sense of initiative and entrepreneurship.
- Competence in consciousness and cultural expression.

Digital competency is worked on in this project of intervention as students use iPads continually throughout all the TBLT sequence of lessons. The iPads offer students opportunities to improve their use of the internet, in order to browse where they will go on their day out making use of search engines and travel websites for fights and accommodation. They will additionally make use of the iPads when planning their itinerary for the day out. Thirdly, the students will improve in digital competency by producing imagery and altering images in order to fabricate their presence in their day out destination.

Competence in linguistic communication is worked on in this project of intervention as students interact with the Target Language when choosing, planning, and presenting their day out; the requirements of working in the TL are continuous throughout all tasks that are to be completed in the sequence of lessons. Due to the design of the tasks, the students will be pushed to use the language points of *modals for suggestion*, *future tenses*, and *past tenses*. Furthermore, TBLT encourages meaningful use of language as for task completion this is a requirement.

Regarding competence in learning to learn, throughout the TBLT sequence of lessons, students are learning to learn as they take a more central role in the learning experience, with the teacher performing in a reactive role, allowing students to take charge of their experience, as they must select and adapt their Target Language use as deemed appropriate for them to complete the task at hand; it will be the student's own awareness that should lead them to choosing to use the past tense once they must present their day out as if it had happened already, whilst they will be equally required to acknowledge they will require future tenses in order to plan the activities on their day out that is yet to happen.

Competence in a sense of initiative and entrepreneurship is worked on though the students needing to take on board the initiative of how to get to a location and where to stay, planning things in a real-world situation scenario. It will be the student's responsibility to finalise all travel and accommodation, and their decision and initiative on how to do this. The teacher will leave ultimate freedom for students to decide how they search for such things such as flights and a hotel.

Regarding competence in consciousness and cultural expression, as students are free to plan their day out wherever they want in the world, they will begin to learn about new cultures if they decide to go on a day out in a different part of the world.

5.6. Methodology

For this project of intervention, the Task-Based Learning Teaching methodology will be applied, additionally making use of the educational technology iPads to enhance task production and performance.

The teacher will remain in a responsive instructive approach as the students engage in the stages of first choosing, secondly planning, and then thirdly presenting their day out, with the sequence of lessons following the TBLT cycle of pre-task, task cycle and post-task phases (Willis, 1996, cited in Balanyk, 2015). For the linguistic performance, it will be down to the students' own awareness on what language structures they should be utilising for each stage. For each of the three stages the teacher will have different language points as the focus of their formative assessment, with the teacher providing formative feedback when deemed appropriate. The teacher will also have the role of ensuring students maintain high levels of motivation throughout task completion, whilst delivering instruction when necessary.

The teacher will make use of their TPACK to ensure the tasks are appropriately completed, encouraging the use of the language points they want the students to produce and improve performance in context (Mishra and Koehler, 2006, cited in Balanyk, 2015). The teacher will additionally use their TPACK context to produce tasks that maximise the potential of educational technology to provide exposure and facilitate use of the TL, through implementing hypothetical elements such as a time-machine and imagery alterations to better motivate students to fabricate a fictional experience in the past (Mishra and Koehler, 2006, cited in Balanyk, 2015).

Formative feedback will be an essential and continual form of assessment throughout. For each of the language points the teacher will decide when to intervene as students do their tasks in order for the teacher to deliver formative feedback. As each of the overarching three stages has specific language focus points, the teacher will be assessing differently throughout the sequence of lessons, but of course, language points will overlap, meaning the teacher will have to decide a lot when to, or not to intervene, depending on the language error made and what the task language point focus is.

For the *modal verbs for suggestion* language point, the teacher will assess for all students to be producing a *bare infinitive* after the *modal verb*, and for higher ability students, the teacher will assess for a variety of modal verbs used. Regarding the *future tenses* of *be going to* and *will*, the teacher will assess for the students to be producing a *bare infinitive* after *will* and for students to form the verb *to be* correctly when using *be going to* also. With *past tenses* the teacher will assess for students to be correctly producing irregular verbs in the *past simple* and for the correct use of the verb *to be* when using the *past continuous*.

5.7. Activities

Below are sessions 1 to 6 of the sequence of lessons, with a more detailed overview of each session. Each session overview covers the following:

- The objectives for the session.
- The description of the activities and which TBLT stage.
  - How the iPads are enhancing the TBLT task.
- The materials and spaces used.
- The teacher and student roles.
  - The attention to diversity
- The assessment criteria.

The Big Day Out Sessions	
Sessions	**Tasks facilitating the practice of**
Session 1. *The big beginning*	Modals verbs of suggestion.
Session 2. *The initial itinerary*	Modals verbs of suggestion + Future tenses: *be going to, will* for future use.
Session 3. *The interesting itinerary*	Modals verbs of suggestion + Future tenses: *be going to, will* for future use.

Session 4. *The terrific time-machine*	Past tenses: *past simple, past continuous.*
Session 5. *The time-travellers' tales*	Past tenses: *past simple, past continuous.*
Session 6. *The pupils present*	Past tenses: *past simple, past continuous.*

Table 1.

Session 1. *The Big Day Out: The big beginning*

Objectives

- Teacher shows students their itinerary for their trip, then takes time-machine to show students their own trip experience and their own obviously photoshopped photographs of them on the trip.
- Teacher outlines the big day out project class instructions (see Annex 6), explaining the three main phases of firstly choosing their location for the day out, secondly creating the itinerary for the day out, then after taking the time machine to the future, thirdly presenting their day out to their classmates in Keynote.
- Teacher provides tasks outline via Google Classroom (see Annex 6) along with Google Rubric (see Annex 3) to support students in completing their tasks.
- Students individually make a list of potential places to go to for the day out.
- Students put into pairs by the teacher (see Annex 8).
- Students decide on where to go.

Activities and task stages (Willis, 1996, cited in Balanyk, 2015)

Pre-task introducing topic stage: the teacher's trip activity: 20 minutes.

- Class will have finished studying unit based on cultural activities to do when visiting another city. Teacher introduces to class their itinerary for a trip to Paris, detailing flights and accommodation, and key points of interest to

visit. This is all done using future tenses of *be going to* and *will* for future use.

- Teacher will then tell class they are going to take a time-machine into the future to a point in which they have already done the trip, this is done by walking into the storage cupboard at the back of the classroom.

- Teacher upon returning from the future presents a Keynote presentation with imagery of all the places they visited. A key element to highlight is that all pictures are clearly photoshopped. The teacher will go on to present almost all the things from their itinerary of Paris.

- Teacher tests students to see what was missed out from the itinerary (Eiffel Tower) and then teacher says it was because they did not plan it 'well enough'.

- Teacher now explains to class it is their turn to plan a trip and take a time-machine into the future to experience it and be able to tell their classmates how it went.

Task Cycle planning stage: students searching suggestions activity: 10 minutes.

- Students will individually make a list of places they can go to for a day out; this can be anywhere in the world.
  - **How iPads are enhancing the task**: the iPads are used to browse online for different real-life locations on where they would like to go.

Task Cycle planning stage: students sharing suggestions activity: 10 minutes.

- Students will team up into their pairs, and they will suggest to each other where they think is the best place for them to go to on their day out. Students must suggest at least 3 different places each, giving reasons. If students have the same place, it does not matter as they still must give their own personal justification for this location.

       o **How iPads are enhancing the task**: The iPads are used for them to show visual justification such as imagery, potential activities, and landmarks to visit, all of real locations and activities.

Task Cycle planning stage: duos deciding destination activity: 10 minutes.

- Students will evaluate their options with their pair and move towards their final decision.

       o **How iPads are enhancing the task**: The students will use their iPads to finalise destination and initial itinerary through saving on Keynote or Pages app.

Materials and Spaces

iPads → websites such as Google, Klarna Trips and any other sites students find suitable. (See Annex 1)

iPads → apps such as Keynote, Pages and Notes to collect information and create itineraries. (See Annex 2)

Teacher and student roles

- Students work in pairs.
- Teacher in a responsive instructive approach.
- Teacher interacting with students by enquiring about their decision making and justifications, teasing the use of *modal verbs for suggestion*.
- Teacher reminding students this is an event that they are planning *for real* in the *the future*.

       o **Attention to diversity**: Students must take into consideration what cultural and traditional festival they will attend on their day out and keep this in mind for their day out location.

Assessment criteria

- Teacher provides formative feedback focussed specifically on any errors made with the use of *modal verbs for suggestion* as and when deemed appropriate.
- The formative feedback can be provided exclusively to pairs of students, or if deemed appropriate, whole class formative feedback can be given if the teacher deems it best for students' linguistic performance.
- Teacher to have a particular focus on the use of bare infinitives after modal verb of suggestion as a minimum requirement for all students and for higher level students a focus on a variety of modal verbs of suggestion being used.
- Students to use Google Rubric available on Google Classroom. (See Annex 3)

Table 2.

Session 2. *The Big Day Out: The initial itinerary*

Objectives

- Students finalise travel arrangements.
- Students finalise accommodation arrangements.
- Students begin to make a list of potential things to do in location.

Activities and task stages (Willis, 1996, cited in Balanyk, 2015)

Task Cycle planning stage: peer planning persists activity: 30 minutes.

- As the location has been decided, students are told to in pairs to begin to work out on their travel and accommodation arrangements, making use of the iPad to search for different options. They are to finalise their travel and accommodation arrangements within the first half of the class.
    - **How iPads are enhancing the task:** iPads are used to search online for real flights and real hotels.

Task Cycle planning stage: initiating itinerary ideas activity: 20 minutes.

- Students are told to begin to make a list of potential activities to do for their itinerary, with the aim of initiating their itinerary list, however, they will have more time the following session.

    o **How iPads are enhancing the task:** iPads are used to search online for real activities possible for their itinerary.

Materials and Spaces

iPads → websites such as Google, Klarna Trips and any other sites students find suitable. (See Annex 1)

iPads → apps such as Keynote, Pages and Notes to collect information and create itineraries. (See Annex 2)

Teacher and student roles

- Students working in pairs.

- Teacher in a responsive instructive approach.

- Teacher interacting with students by enquiring about their decision making and justifications, teasing the use of *modal verbs for suggestion*, *be going to* and *will* for future use.

- Teacher reminding students this is an event that they are planning "for real" in the "the future".

    o **Attention to diversity**: Students must continue take into consideration what cultural and traditional festival they will attend on their day out what historical background there is for them to present.

Assessment criteria

- Teacher provides formative feedback focussed specifically on any errors made by students when using *be going to* and *will* for future use as and when deemed appropriate.

- The formative feedback can be provided exclusively to pairs of students, or if deemed appropriate, whole class formative feedback can be given if the teacher deems it best for students' linguistic performance.

- Teacher to have a particular focus on the use of bare infinitives after modal verb of suggestion as a minimum requirement for all students and for higher level students a focus on a variety of modal verbs of suggestion being used.

- Students to make use of Google Rubric available on Google Classroom. (See Annex 3)

Table 3.

Session 3. *The Big Day Out: The interesting itinerary*

Objectives

- Students finalise the activities on their itinerary.

Activities and task stages (Willis, 1996, cited in Balanyk, 2015)

Task Cycle planning stage: picture perfect plans activity: 50 minutes.
- Students in pairs finalise their itinerary for the day out, as detailed as possible, over a 24hr period and a minimum of morning, afternoon and evening activities covered. Their travel time and hotel can surpass the 24hr limit, but the activities may not.
    - **How iPads are enhancing the task:** iPads are used to search for specific locations and venues to visit throughout the day

for food, entertainment and sightseeing, all of which are

real-life possibilities.

Materials and Spaces
iPads → websites such as Google, Klarna Trips and any other sites students find suitable. (See Annex 1)
iPads → apps such as Keynote, Pages and Notes to collect information and create itineraries.

Teacher and student roles

- Students working in pairs.
- Teacher in a responsive instructive approach.
- Teacher interacting with students by enquiring about their itinerary they have planned for their future trip, teasing the use of *be going to* and *will* for future use.
- Teacher reminding students this is an event that they are planning *for real* in *the future*.
  - **Attention to diversity**: High-capacity students to continue to research the cultural festival they are attending.

Assessment criteria

- Teacher provides formative feedback focussed specifically on any errors made by students when using *be going to* and *will* for future use as and when deemed appropriate.
- The formative feedback can be provided exclusively to pairs of students, or if deemed appropriate, whole class formative feedback can be given if the teacher deems it best for students' linguistic performance.

- Teacher to have a particular focus on the use of bare infinitives after modal verb of suggestion as a minimum requirement for all students and for higher level students a focus on a variety of modal verbs of suggestion being used.
- Students to use Google Rubric available on Google Classroom. (See Annex 3)

Table 4.
Session 4. *The Big Day Out: The terrific time-machine*
Objectives
- Students begin to plan their presentation on their day out they have been on already in the past now that they have taken a time-machine into the future.   - Students can share imagery or video footage of their trip, but only short clips allowed.   - Students begin to practice their presentation.
Activities and task stages (Willis, 1996, cited in Balanyk, 2015)
Task Cycle planning stage: exciting experiences evaluated activity: 40 minutes.   - Students begin to describe their experiences on their trip and are to start creating a Keynote to share their experiences to their classmates. They can use imagery and short video clips of events they hypothetically attended. They will be encouraged to do their best to make their classmates believe they had been on their day out. Overall, they must aim to describe the events as if they had been there and get this across on the Keynote.   **How iPads are enhancing the task:** iPads are used to create fabricated imagery of students being on location during the itinerary activities they hypothetically experienced.

Task Cycle stage: delivering day out details activity: 10 minutes.

- Students begin to practice the delivery of their Keynote presentation.
    - **How iPads are enhancing the task:** the Keynote app is used to prepare the presentation.
    - **How iPads are enhancing the task:** students can check out the Google Rubric to ensure they are completing presentation properly to get the highest grades possible.

Materials and Spaces

iPads → apps such as Keynote, Pages and Notes to collect information and create itineraries. (See Annex 2)

iPads → apps such as Photos, iMovie and Photoshop to fabricate fictional photos and videos of their experiences on their day out. (See Annex 4)

Outside classroom → students can use spaces outside of the classroom to take photography or film clips they can later implement or augment into their presentation.

Teacher and student roles

- Students working in pairs.
- Teacher in a responsive instructive approach.
- Teacher interacting with students by enquiring about their itinerary and experience of their holiday in *the past*, teasing the use of *past simple* and *past continuous*.
- Teacher reminding students this is an event that they *have been on for real* in *the past*.
    - **Attention to diversity**: High-capacity students to researching their cultural festival, say how their experience was and begin their *Kahoot* that will come after their presentation to test their peers (see Annex 10).

Assessment criteria

- Teacher provides formative feedback focussed specifically on any errors made by students when using *past simple* and *past continuous* as and when deemed appropriate.
- Teacher provides formative feedback focussed specifically on any errors made by students when using *irregular past simple verbs*.
- The formative feedback can be provided exclusively to pairs of students, or if deemed appropriate, whole class formative feedback can be given if the teacher deems it best for students' linguistic performance.
- Teacher to have a particular focus on the use of bare infinitives after modal verb of suggestion as a minimum requirement for all students and for higher level students a focus on a variety of modal verbs of suggestion being used.
- Students to use Google Rubric available on Google Classroom. (See Annex 3)

Table 5.
Session 5. *The Big Day Out: The time-travellers' tales*
Objectives
- Students finalise their Keynote presentation.   - Students put in final practice for their presentation.   - Students to present their day out to classmates.
Activities and task stages (Willis, 1996, cited in Balanyk, 2015)
Task Cycle planning stage: tying-up the task activity: 15 minutes.   Students to complete their Keynote presentation ensuring all slides are completed with sufficient content, and more imagery than text.

- o **How iPads are enhancing the task:** the Keynote app is used to finalise the presentation.
- o **How iPads are enhancing the task:** students can check out the Google Rubric to ensure they are completing presentation properly to get the highest grades possible.

Task Cycle planning stage: practice precedes perfect activity: 15 minutes.

- Students to begin practicing their presentation for the last time before presenting the following week.
  - o **How iPads are enhancing the task:** the Keynote app is used to present the presentation.

Task Cycle performing stage: students successfully speaking activity: 20 minutes.

- The first half of student pairs begin to present their trips. Students watching are to use the Google Rubric to peer-assess their classmates.
- Students are to save their grades they give to their peers and submit them to the teacher via Google Classroom for the teacher to review how they perceived the task and the assessment process.
  - o **How iPads are enhancing the task:** the Keynote app is used to present the presentation and students watching their peers can peer-assess by making use of the Google Rubric.

Materials and Spaces

iPads → apps such as Keynote, Pages and Notes to collect information and create itineraries. (See Annex 2)

iPads → apps such as Photos, iMovie and Photoshop to fabricate fictional photos and videos of their experiences on their day out. (See Annex 4)

Outside classroom → students can use spaces outside of the classroom to take photography or film clips they can later implement or augment into their presentation.

Teacher and student roles

- Students working in pairs.

- Teacher in a responsive instructive approach.

- Teacher interacting with students by enquiring about their itinerary and experience of their holiday in *the past*, teasing the use of *past simple* and *past continuous*.

- Teacher reminding students this is an event that they *have been on for real* in *the past*.

- Teacher assesses student pairs and takes note of weakest areas in order to cover them in post-task stage.

  - **Attention to diversity**: High-capacity students to practice their presentation and presenting what their cultural festival experience was like, whilst finalising their *Kahoot* that will come after their presentation to test their peers.

Assessment criteria

- Teacher provides formative feedback focussed specifically on any errors made by students when using *modal verbs for suggestion* as and when deemed appropriate.

- Teacher provides formative feedback focussed specifically on any errors made by students when using *past simple* and *past continuous* for future use.

- The formative feedback can be provided exclusively to pairs of students, or if deemed appropriate, whole class formative feedback can be given if the teacher deems it best for students' linguistic performance.

- Teacher to have a particular focus on the use of bare infinitives after modal verb of suggestion as a minimum requirement for all students and for higher level students a focus on a variety of modal verbs of suggestion being used.

- Students to make use of Google Rubric available on Google Classroom. (See Annex 3)

Table 6.
Session 6. *The Big Day Out: The pupils present*
Objectives
- Students to present their day out to classmates. (See Annex 9)   - Teacher to provide post-task linguistic performance feedback.
Activities and task stages (Willis, 1996, cited in Balanyk, 2015)
Task Cycle performing stage: students successfully speaking activity: 20 minutes.   - The second half of student pairs begin to present their trips. Students watching are to use the Google Rubric to peer-assess their classmates.   - Students are to save their grades they give to their peers and submit them to the teacher via Google Classroom for the teacher to review how they perceived the task and the assessment process.   **How iPads are enhancing the task:** the Keynote app is used to present the presentation and students watching their peers can peer-assess by making use of the Google Rubric (see Annex 3).   **Post-task linguistic feedback stage: teacher's top tips activity: 30 minutes.**   - The teacher, after congratulating all students on their day out presentations, goes on to present to the class an overall assessment of the class's linguistic performance, identifying the key areas for students to focus on in order to perform the task better in the future. The teacher will set tasks designed to practice the areas required in which students did not do well in the assessment criteria.   - The teacher near the end tells students they can check their grades on Google Classroom.

- o **How iPads are enhancing the task:** students can take notes on teacher's feedback.
- o **How iPads are enhancing the task:** students can screen share straight to the screen through the Apple TV device in the classroom (see Annex 9).
- o **How iPads are enhancing the task:** teacher can set post-task activities digitally for students to practice in areas requiring improvement.
- o **How iPads are enhancing the task:** students receive their grades via Google Classroom on Google Rubric (see Annex 3), saying exactly where they scored points and where they could improve in the future if there is room for requirement.

Materials and Spaces

iPad → for Keynote, Google Classroom and Google Rubric (See Annex 2 and Annex 3)

Teacher and student roles

- Students in pairs presenting.
- Teacher assessing students for formative assessment grade.
- Teacher preparing post-task linguistic performance feedback.
    - o **Attention to diversity:** High-capacity students obliged to present their *Kahoot* about the cultural festival they attended after they have finished their presentations (See Annex 11).

Assessment criteria

- Teacher will use the Google Rubric to assess the presentation by students.
- Teacher will provide further formative feedback to whole class of students for general areas of improvement.

5.8. Timing and Schedule

The class will take place once a week every Thursday from 11:55 to 12:50, in the class time scheduled for speaking projects (see below).

	Monday	Tuesday	Wednesday	Thursday	Friday
8h45-09h40	English	History and Geography	Religion	PE	English
09h40-10h35	Maths	French	Science	PE	Maths
10h35-11h00	break	break	break	break	break
11h00-11h55	Art	English	Maths	French	Spanish
11h55-12h50	Spanish	Spanish	Spanish	English *Project class*	French
12h50-13h45					
13h45-14h50					History and Geography
14h50-15h45	French	Maths	Music	Maths	Form Time
15h45-16h40	Science	French	French	Spanish	
16h40-17h00	Form Time	Form Time	Form Time	Form Time	

Source: Self-elaborated

The sequence of lessons therefore takes place over the months of April and May (see Annex 5). The sequence of lessons will be designated for the final term of school to ensure all grammar content has been touched open prior.

5.9. Attention to Diversity

During this project of intervention, a special emphasis will be placed on attention to the diversity of students. The project of intervention must contemplate the diversity of all students as a priority, understanding that in this way the development of all of students is guaranteed, yet with personalised attention according to the needs of each one.

Based on the decision of the Economic and Social Committee of the European Union (2013) that approved an opinion requesting the 27 countries of the European Union to improve and care for children and young people with high capacities, the Community of Madrid asks the centres to both design and adopt educational measures which are aimed at this type of students.

Likewise, the current Education Law responds to these students within a broader group called Students with Specific Educational Support Needs, responding, in this way, to the attention to the diversity of the student body.

In the 6th of Primary classroom that this project of intervention is taking place in, there are two students that have been identified as high-capacity students, both having a passion for learning and high intrinsic motivation (Pfeiffer, 2017). The measures that will be put into place

to ensure diversity is catered for in this case is that firstly these students will not be allowed to work together in order to allow them make use of their higher capacities to their maximum, and in turn benefit another of their peers who is their partner. Secondly, the high-capacity students will be required to include in their itinerary a cultural and traditional festival, in which they must attend on their trip and must deliver to the class a brief cultural background on the origins of the festivity: an example of this would be *Day of the Dead* in Mexico, *Saint Patrick's Day* in Ireland or *Sapporo Snow Festival* in Japan. Thirdly, high-capacity students will additionally be required to create their own *Kahoot* to test their peers on the festivity after their presentation (see Annex 10 and Annex 11).

5.10. Assessment system

5.10.1. Assessment criteria and learning outcomes

Assessment criteria	Learning outcomes
To decide on a location for a day out and potential activities for the day out.	Students are better able to make suggestions (using modal verbs for suggestion).
To plan a detailed itinerary for a day out from the morning to the afternoon and to the evening.	Students are better able to plan for future activities (using *be going to* and *will* for future use).
To present to class their day out experience.	Students are better able to retell past experiences on holiday (using *past simple* and *past continuous*).

5.10.2. Assessment tools

The three following forms of assessment will be utilised throughout the sequence of lessons in the project of intervention: formative assessment; peer-assessment and summative assessment.

Formative assessment will be used continually throughout the sequence of lessons as described above, making use of the Google Rubric (see Annex 3). The teacher will not count this assessment towards any final grade, as formative feedback is in place to improve any

summative assessment results in the future by providing constructive feedback to highlight how a student can improve in their linguistic performance. The teacher will informally observe all the students, in a supportive role that will, however, intervene when deemed appropriate to teach explicit language points in order to improve overall the linguistic performance of the students. An example of formative assessment is if the teacher sees students excessively not using the verb *to be* in the *be going to* for future tense use, the class will take a pause on their task and the teacher will explicitly remind students how to form the *be going to* future tense. Peer-assessment is also implemented as formative assessment continually throughout the sequence of lessons as students have access to the Google Rubric (see Annex 3), with which they can peer-assess and self-assess their own task performance or that of other pairs. This again does not impact any final grades; it solely functions in the same fashion as formative feedback aiming to improve a student's task performance before they arrive to a final summative assessment.

Summative assessment is utilised in the final session 6 when students present their Keynote presentation, and the Google Rubric (see Annex 3) will be utilised by the teacher when assessing for a final summative grade to the sequence of lessons. Other students will be encouraged to peer-assess their classmates presentations using a PDF copy of the Google Rubric (see Annex 3) in which they can write on in order to complete their assessment (see Annex 7). The high-capacity students are obligated to provide a peer-assessment grade for each presentation so as they are able to discuss their grades given with the teacher and have more in-depth discussion on the linguistic nature of the other students' performances.

6. Conclusions

Reaching the completion and delivery of the sequence of EFL lessons based on the TBLT methodology, it is apparent that the iPad is an excellent tool to enhance both the planning and delivery of TBLT lessons, whilst engaging and motivating student participation. This therefore completes the primary and secondary objectives set in place by this FDE, and what follows are the concluding comments.

TBLT is not a new methodology, so it has lots to gain from the implementation of new technology to facilitate the creation and undertaking of tasks. What can certainly be concluded is that it is high level of a teacher's technological knowledge, which is referred to

as their TPACK, on how to make use of the iPad as an education tool is essential for TBLT to be effectively combined with educational technology.

To begin with, the iPad offers students immense opportunities to engage with the Target Language and engage in the real-life task of planning a day out via the use of the internet at their fingertips. With a wealth of content and website for travelling in English online, students can fully immerse themselves in language with purpose, and as they plan their trip, the language points appear naturally.

Secondly the element the iPad offers of creating fabricated imagery allows for the students to pretend that they have been on the trip they have planned, which offers more real-life task orientated activity and motivates students further into planning a perfect trip which they can hypothetically carry out after taking the time-machine into the future. This allows for the teacher to shift the language points from future tenses into past tenses, as students will naturally have to shift the linguistic tenses that they need in order to reflect that they have been on this trip in the past. This element of imagery time-machines additionally greatly motivates students who want to make their imaginary day out seem as realistic as possible to the audience, and with students own technological knowledge are able to produce great imagery.

Thirdly, with assessment in mind, the iPad facilitates the use of Google Rubric via Google Classroom, giving students personal and clear guidelines for completing the tasks at hand whilst keeping them focussed on how they can gain the highest marks possible. Google Rubric is a tool the teacher can use to refer to throughout the lessons and encourage students to self-assess their own work, encouraging them to learn how to learn. This assists greatly in keeping students focussed on the task and how to best perform and complete the task. Additionally, the use of CoRubrics orchestrated by the teacher can allow for students to peer-assess their classmates, something that would facilitate and make peer-assessment an easier process for the students and teacher (Feliu, 2021).

Ultimately, it can be concluded that the combination of iPads and TBLT is an excellent one that should be taken advantage of in order to deliver innovative and exciting learning experiences for students and teachers alike.

7. Final considerations

Moving forward from this FDE, it seems essential teachers receive training on how to best use technology for educational purposes and to maximize its potential. TPACK is an important element when it comes to both planning and delivering the sessions when teaching with a TBLT methodology and technology combined. It goes without saying that teachers would require training on how to best implement TBLT in the classroom, and therefore maximize its potential, however, technology is certainly the enhancing element that needs to be further developed in conjunction with TBLT and language learning in general.

Furthermore, research into this topic can be carried out differently by ensuring that the TBLT lessons are not on a weekly basis but more often within the week, in order to observe if this improves the student's overall learning experience and linguistic performance. This requires greater importance being given to the TBLT methodology within a school's English department, who would need to accept moving away from teaching more focused on achieving summative assessment after testing content termly, to a more formative assessment based on linguistic performance after completing tasks in the TBLT methodology. Along with greater importance being given to TBLT methodology, schools would benefit from an additional teacher being granted to each average class size of 25 students, as this would enable students to have much sturdier support system and guidance compared to just one teacher spread across many groups, and this also increased the amount of active formative assessment and essential interventions can be made more often.

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9. Annexes

Annex 1: Websites for students.

- Google Travel

Source: https://www.google.com/travel/

- Klarna Trips

    o **Example A**

Source: https://trips.klarna.com/en/

o **Example B**

Source: https://trips.klarna.com/en/

o **Example C**

Source: https://trips.klarna.com/en/
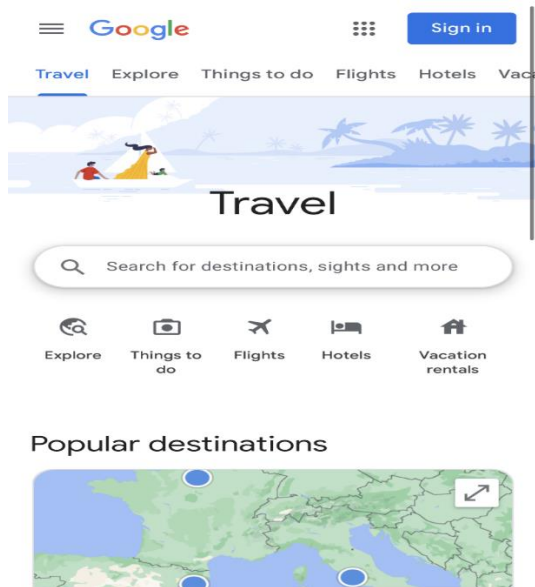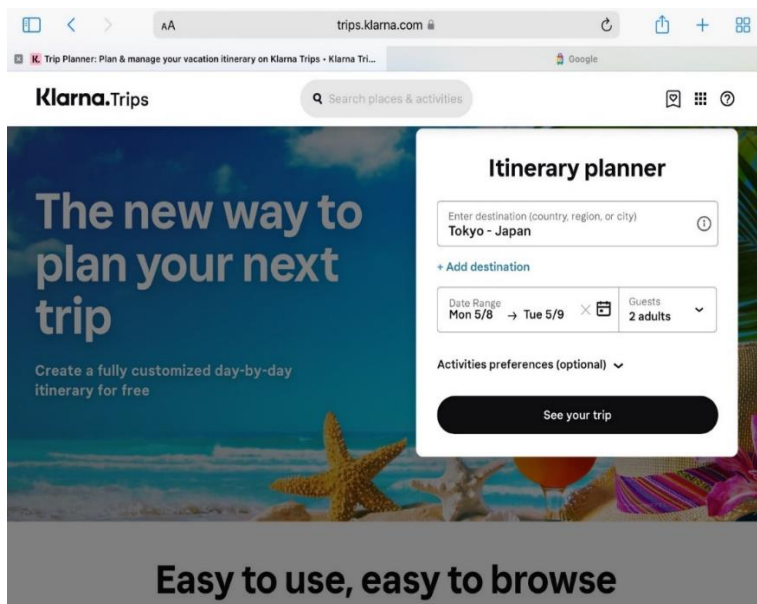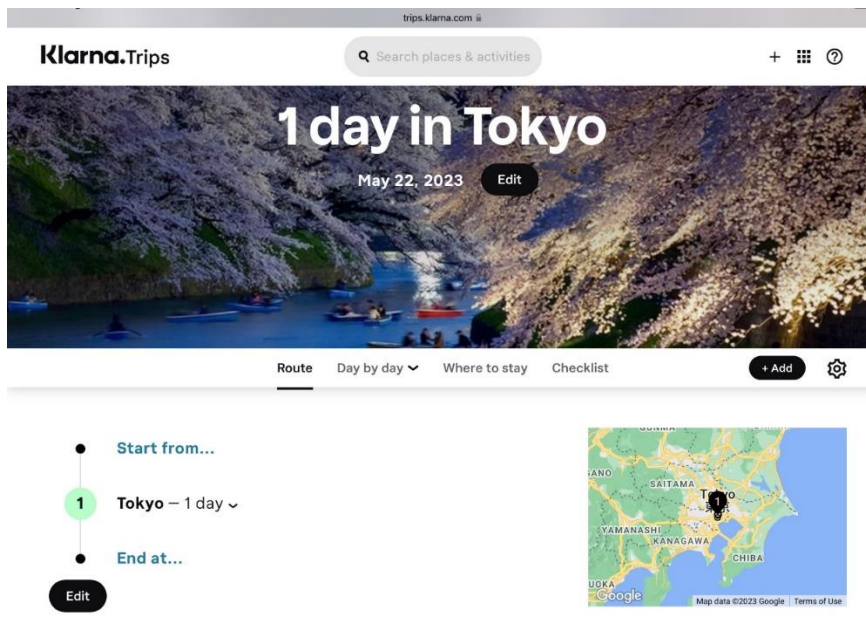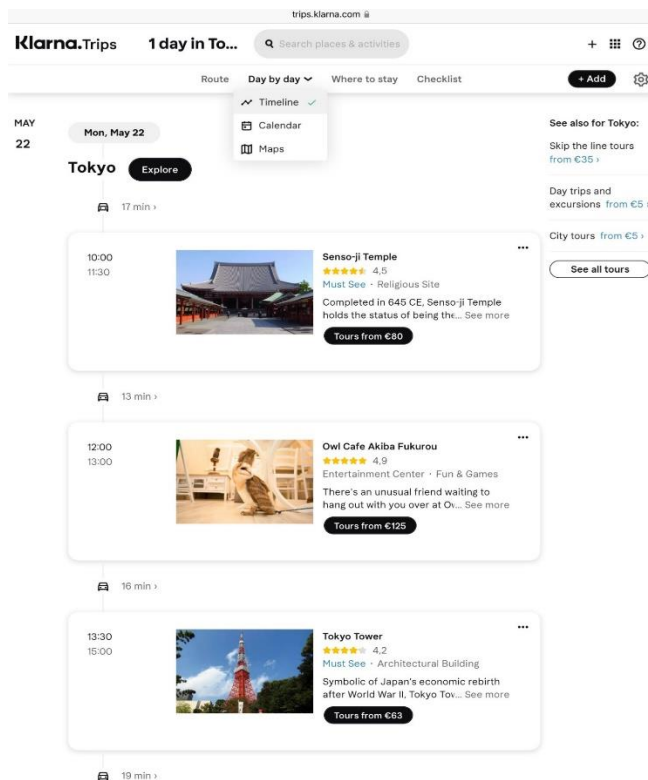
Annex 2: iPad apps such as Pages, Keynote, Safari, Notes.

- Pages application
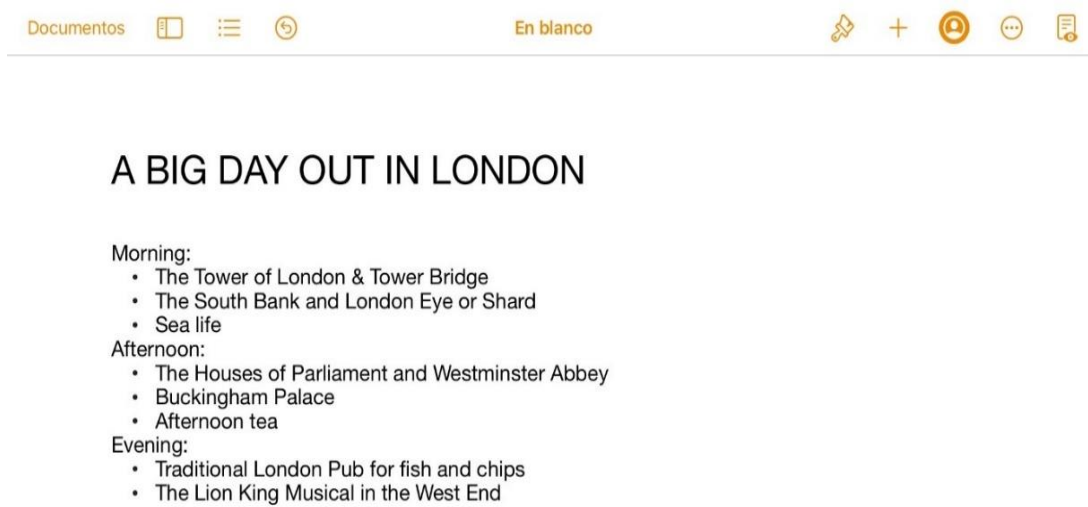
Source: Self-elaborated

- Keynote application
  - **Example A**

Source: Self-elaborated

o **Example B**

Source: Self-elaborated

o **Example C**
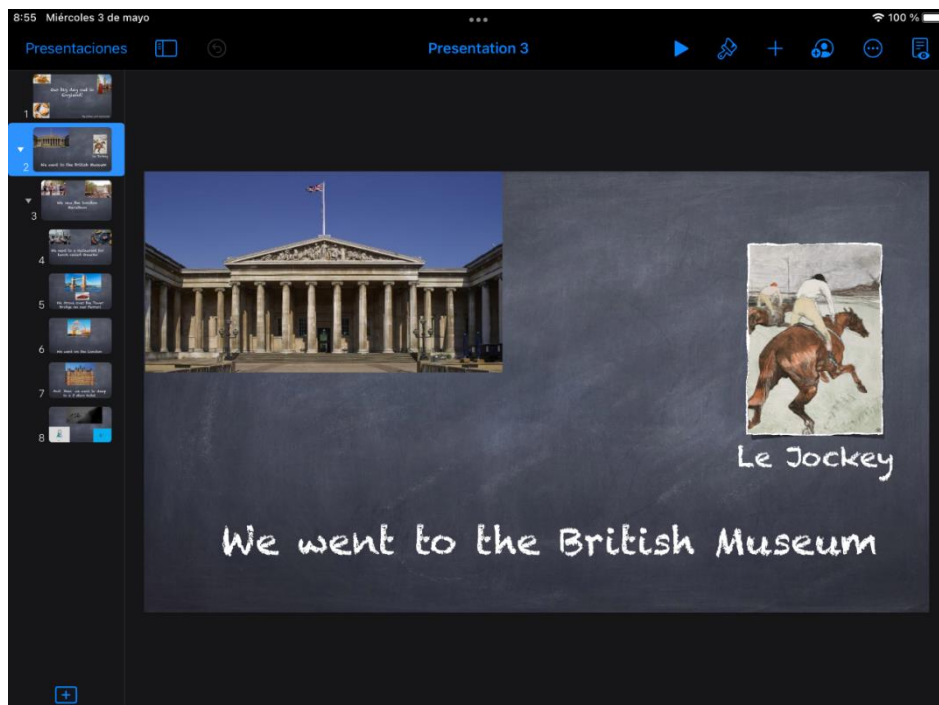
Source: Self-elaborated

- Safari application
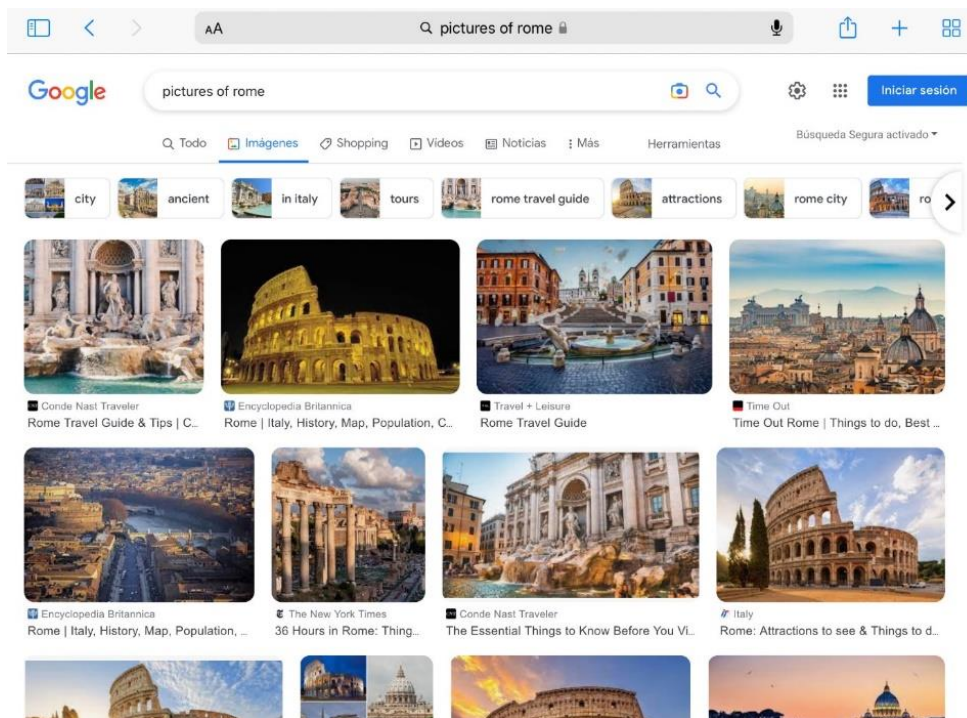
Source: Self-elaborated

- Notes application
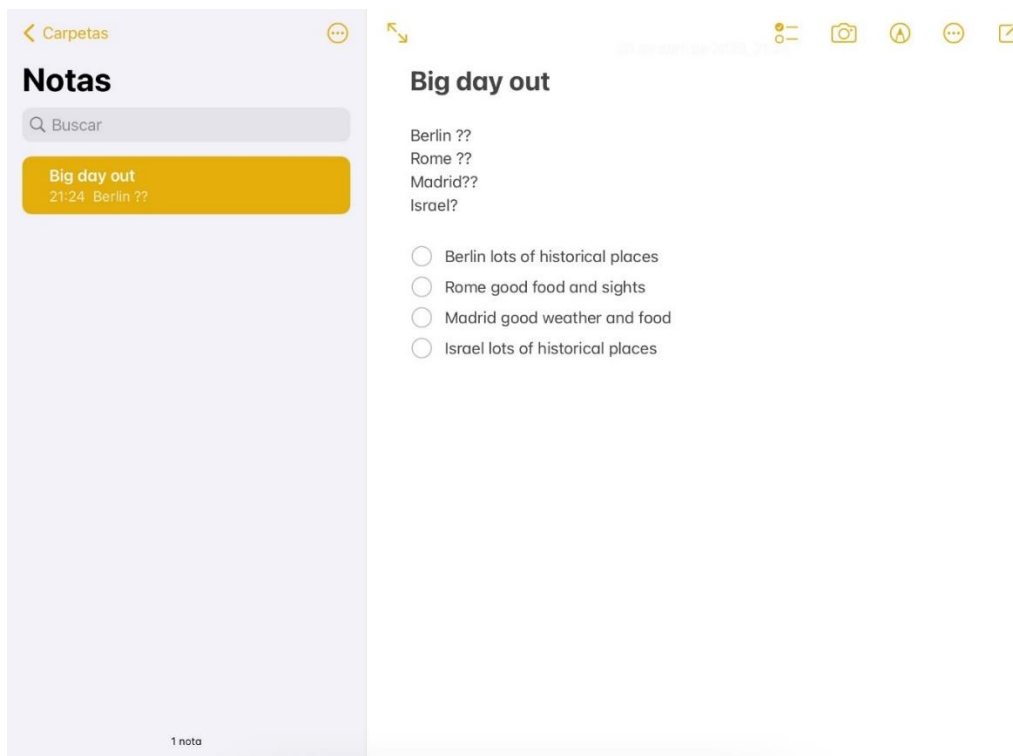
Source: Self-elaborated

Annex 3: Google Rubric for assessment.

Source: Self-elaborated

Annex 4: Imagery fabricated using iPad apps.

- Example A

Source: Self-elaborated

- Example B

Source: Self-elaborated

- Example C

Source: Self-elaborated

- Example D

Source: Self-elaborated

Annex 5: Session dates.

Source: Self-elaborated

Annex 6: Google Classroom instructions.

Source: Self-elaborated

Annex 7: Google Rubric students' peer-assessment completed.

Source: Self-elaborated

Annex 8: Student pairs made by teacher using Flippity Random Name Picker.

Source: Self-elaborated

Annex 9: Students screen sharing presentation via iPad and Apple TV.

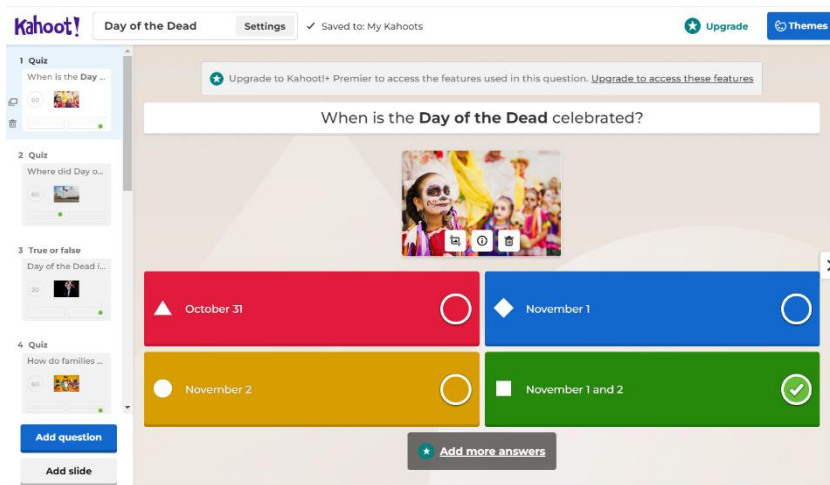- Example A

Source: Self-elaborated

- Example B
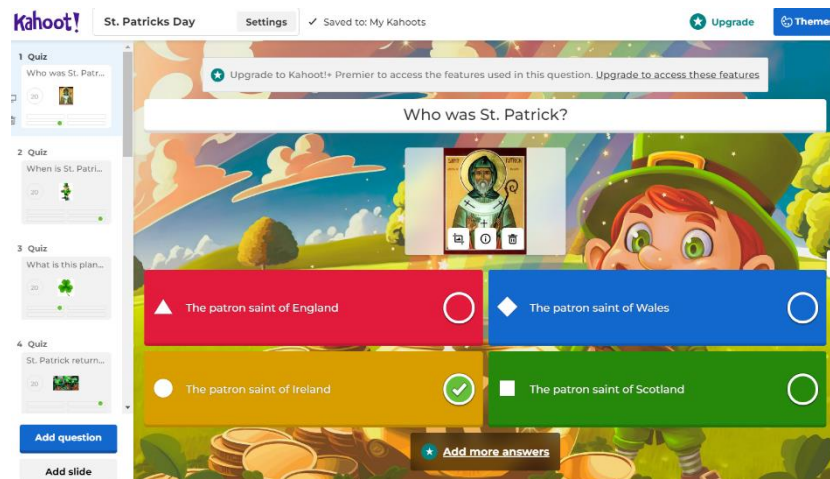

Source: Self-elaborated

Annex 10: Cultural festival Kahoot being created by high-capacity student.

- Example A

Source: Self-elaborated

- Example B

Source: Self-elaborated

Annex 11: Cultural Festival Kahoot by high-capacity student.
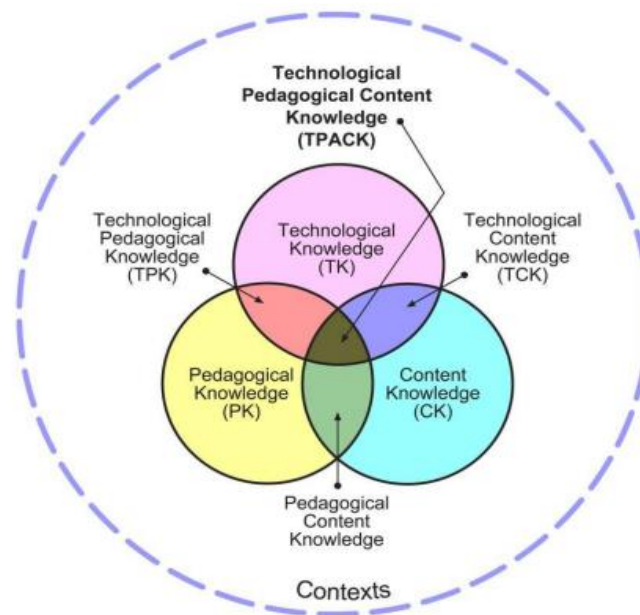

Source: Self-elaborated

Annex 12: Figure 1 TPACK Venn Diagram

Figure 1 TPACK Venn Diagram outling teachers' areas of knowledge