As a way of INTRODUCTION we can say that the present essay aims to explain how deal with the information and communication technologies, ICT’s, in the foreign language classroom. This teaching situation will be applied on a third level group of Primary Education.

I would like to talk now about the LEGAL FRAME I have used as a base; LOMCE 8/2013, that aims to improve the Spanish Educational System and includes, Royal Decree 126/2014, which sets the minimum requirements in Primary Education; in its II articles and according to ECD 65/2015, we find the seven Key Competences to be reached by the students, and as LOMCE 8/2013 states, our main goal is to develop Communicative Competence in our students. Decree 54/2014, that sets the minimum contents in Primary Education in Castilla- La Mancha. Decree 66/2013, attends to diversity in the classroom. Among the fourteen General State Objectives, we will pay particular attention to Objective “F” that aims to acquire communication in at least one foreign language. The Evaluation Order 05/08/2014 will be very present while evaluating the students, Decree 3/2008, that deals with cohabitation in Castilla - La Mancha’s schools and finally the Order 02/07/2012, that sets the organization and functioning in our region’s schools.

I will move on now to the next issue, METHODOLOGY, as far as English methodology is concerned mastering a language means to have acquired communicative competence, that is the reason why we will use Communicative Approach. This practice focuses on the ICT’s, so my methodology will consist on many activities using the new technologies and promoting communication in the foreign language using technological resources.

The KEY COMPETENCES in Primary Education are established by the ECD 65/2015, these are seven, but we will focus our attention on the ones that concern us the most, such as digital competence. Among all the competences we cannot forget the importance of learn to learn competence or social and civic competence and as far as I am concerned and as the English teacher, it is my job to develop the linguistic competence as well.

The objectives that we aim to achieve will be developed once we have done the INITIAL EVALUATION, this will help us to check the student’s previous knowledge related to ICT and will be a guideline to set the objectives to be achieved along...
the school year. The Initial Evaluation will be carried out in the computer room and consist on a quiz with multiple choice questions that the students will answer individually in their corresponding computer. This activity is seen as an easy game for the students and will let me see the level and knowledge I am going to deal with.

Once I have analyzed the results that the Initial Evaluation provided, I will proceed describing some of the OBJECTIVES that we will see reflected on the activities.

The unit we are going to develop is called “Homes”, some of the objectives the students are expected to reach are; to learn the different parts of the house and types of homes. The should learn the diverse furniture as well. To identify and understand foreign language messages from people talking about their homes. To write a composition describing their own home and to be able to communicate in the target language. The CONTENTS include vocabulary related to the topic and prepositions of place. This unit will be mostly developed using the ICT, we also count with a digital board in the classroom.

Apart from that, we count with a tablet every four students, this will be very useful to put into practice group work using the technology. The purpose of using the tablet is to include it as a routine in a regular classroom.

I will describe now the ACTIVITY in which the students play the role of an architect and design and later build a house. We promote the digital competence. This activity will be carried out in groups, so we are also working on the social competence. To develop it, we start in groups and the students will agree creating some basic design, such as size or where to locate the rooms. We will use a program inspired in a video game, this fact helps a lot to catch the student’s attention and motivates them. Firstly, the students have to listen to the advisor, who teaches them how to use the program to build a house, we are practicing this way the listening skill.

Once they have built the house, they become the boss and designer. Every member of the group has a different role. They command the table with simple grammatical structures and the unit’s vocabulary.

Finally, all the houses will be digitally exposed in the classroom contest, it is a visual guide and there is also a voice guided tour around the house. One of the group members has recorded the explanation. It will be played as a movie and we will all vote following some criteria and putting into practice co-evaluation, so the students learn to appreciate the other’s work and learn from each other.

Some of the CRITERIA we will use to evaluate the previous activity will be the proper use of the ICT and the program, to build the house following grammatically correct commands in the target language, the proper use of the prepositions of place and the speaking skill will be evaluated according to the voice guide tour around the house.

To develop the skills through activities in which the students have to prove their listening and speaking knowledge. To be able to work on the written comprehension and productions using the new technologies and last but not least, to work in groups and foster respect and tolerance with the members. The criteria followed when evaluating, has taken into account the student’s diversity and different learning rhythms. We aim to achieve the objectives corresponding to the unit and develop each student’s competences, but as I said before, in this topic we pay special attention to the digital competence without forgetting the linguistic competence.

As a final EVALUATION task I propose some online activities, it will provide us the necessary information to test if the pupils have achieved the objectives we set at the beginning of the unit. To do so I will use as a resource the British Council’s web page, where we can find many activities and exam samples. I have used a model test of prepositions of place and some more grammar structures. To deal with the listening skill, every kid has used their own headphones, the rest of the skills have been developed on the internet as well. At the end of the test, the program will sum up all the points. Co-evaluation has been developed in a summative way. We have carried out daily activities in which the children were judging their own classmates work and evolution, for example in the activity I described before consisting on creating an interactive house.

I cannot forget to mention ATTENTION TO DIVERSITY, according to Decree 66/2013, I have designed some activities that will cope with the student’s necessities, in cases of reinforcement and amplification. I will describe now a reinforcement activity.

To carry out this task, the student need the table, when the speaking skills are not enough developed and the student is not able to command the disposition of the furniture, or in any other case in which the oral production is required, the
pupil can just click on the object and move it, at the same time, the program speaks up the sentence so the student can repeat it correctly.

I have also suggested my students to download an application for smartphones or tablets that will be used at home, it is called “duolingo” and it basically covers the four skills, vocabulary and grammar structure.

It is divided in levels and the student cannot reach a superior level until the previous one has been achieved. That could be a good resource as reinforcement or amplification activity. I think it could be also used as homework, we can tell our students to complete one level for the next session. The see it as a funny homework and it is very useful while learning a foreign language.

To avoid the a bad use of the electronic gadgets, we must keep in mind the importance of COORDINATION with parents. Having the families support and interest in what the pupils are learning, is very helpful, the students feel encouraged and the families take part in the learning process.

As a CONCLUSION I would like to say that it is important to use the English language during the whole lesson and prepare motivating and communicative activities. Technologies are indeed a motivating and encouraging resource that kids enjoy working with. We cannot forget to foster communication in the classroom and promote a context in which the students feel comfortable and confident when using the foreign language. It is a huge advantage to work work with the ICT’s because they offer endless means and are probably the biggest and most important source of information nowadays. I would like to add another alternative that includes the use of the ICT’s, in case a child cannot go to school for a couple of days, I advice the to follow online explanations about the lesson. The can access this lesson though the website, and this webpage there is a full explanation in video and in English language about the topic they have missed.

I think new technologies are a great tool to keep the kids tuned while holidays.

I cannot forget to mention the importance of the coordination between the families and teacher´s staff. English is not something that must be taught just in the classroom, to keep the learning outside the school, I suggest the parents to encourage their children to watch TV in English and as well the rest of the teachers do.

The school’s staid must be well informed and willing to cope with the English learning and use it in other subjects.

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