

## ANNEX 2

### UNITAT DIDÀCTICA

### VIDEOCONFERENCE TEST

Level: 1<sup>st</sup> Year Batxillerat

#### General Aims:

- Prepare students to face a real-life, challenging communicative situation in which they have to use the target language.
- Students will be required to put into practice what they have been taking in in class.

#### Specific Aims:

- Significant use of grammatical structures.
- Use of the vocabulary related to the topic they are dealing with.
- Correct use of the target language at a phonetic level.
- Devise strategies to understand and decode the speaker's message however difficult this might be.
- Implement strategies to give shape to a composition where meaningful ideas and concepts are included.

### CONTENTS

- Concepts

- 1. Functions

- 2. Structures

- 3. Vocabulary

They will vary directly with the chosen topic

- Procedures

- Attitude

- 1. Students have to take an active part in the classroom.

- 2. They have to show a good, respectful behaviour.

- 3. They have to show an interest in the activity.

- 4. They have to interact with their classmates as well as with their foreign partners.

- 5. They have to contribute positively to a smooth development of the sessions.

- Methodology – effective communication is paramount for a successful development of videoconference activities, therefore we will use a communicative approach both, in preparing as well as in developing the sessions to ensure an accomplishment of objectives.

“Interaction is the heart of natural acquisition” (Webbe 1560-1633).

“The different topics will be taught by use and custom, all conducted in the target language” (Direct Method, Jones and Palmer)

“Learning must be meaningful. The task of the teacher and the teaching material is to introduce situations that promote the creative use of the language” (Chomsky)

## **TIMING**

We are going to devote 5 periods to this topic. The first three periods will be devoted to the preparation of the videoconference event. Here students will have the chance to learn the specific vocabulary and structures that they will need to communicate effectively. Two periods will be devoted to the videoconference event itself and the last one will grant students the chance to evaluate the activity and themselves through what we call a “knowledge quest”, a self-assessing form that the teacher will hand out at the end of each vdc event.

## **ASSESSMENT**

- **Pre-evaluation**

A simple self-evaluatory test will be carried out to know the students’ knowledge of the topic.

- **Formative evaluation**

This has to do with the students’ skills development throughout the session/s devoted to the topic. The teacher’s action is paramount at this stage as he/she is the one who needs to know of the students’ awareness regarding a specific subject along with the difficulties that they may be experiencing.

- **Knowledge quest**

This test will give students the opportunity to reflect upon their own achievement. They will have the chance to verify whether the objectives have been met.

Structure Session 1				
Activity	Duration	Interaction	Material	Skill
1. Warm-up	10 minutes	Teacher / Students	OHP / Blackboard	Listening
2. Brainstorming	15 minutes	All the students	Blackboard / Sheets of paper	Speaking / Listening / Writing
3. Topic debate	25 minutes	2 groups of 8 students	None	Speaking / Listening
4. Making minds up	5–10 minutes	All the students	None	Speaking / Listening

Structure Session 2				
Activity	Duration	Interaction	Material	Skill
1. Warm-up	5 minutes	Teacher	OHP / Blackboard	Listening
2. Internet research	25 minutes	Students in groups	Computers	Reading / Writing
3. Summary of the information they gathered.	20 minutes	Students in groups	Sheets of paper / Notebooks	Writing
4. Homework presentation	10 minutes	All the students	Sheets of paper / Notebooks	Listening / Writing

Structure Session 3				
Activity	Duration	Interaction	Material	Skill
1. Group presentation	20 minutes per group	Groups of students	Blackboard	Speaking / Listening