Universidad Zaragoza
1542

Trabajo Fin de Máster

En Profesorado de E.S.O., F.P. y Enseñanzas de Idiomas, Artísticas y Deportivas

Especialidad de Lenguas Extranjeras: Inglés

Student interaction through a PBLL approach:

An attempt to place peer interaction at the core

of the Teaching/Learning process.

"Social Media: Utopia and Dystopia through Black Mirror"

Autor

Henry Joseph Brown Tirapu

Director

Alejandra Gómez Marquinez

Table of Contents

Abstract

During my placement period in La Anunciata, a private with a state funding school in Zaragoza, I attended several ESO lesson from different years. Here, I observed that there was little interaction between students during class activities. Therefore, the main aim of this Dissertation is to design a learning unit that focused on a PBLL in which the activities designed around student interaction are essential in order to advance in the project. This lesson plan is based on several communicative language teaching and cooperative principles. These principles will also be essential for the development of communicative competences. Furthermore, the guidelines provided by the LOMCE Aragonese Curriculum for ESO have been taken into account for the development of this unit.

Key words

Project Based Language Learning (PBLL), Communicative Language Teaching (CLT), cooperative work, secondary education, student interaction, key competences.

Resumen

Durante mi periodo de practicas en el Colegio La Anunciata, un colegio concertado de Zaragoza, asistí a varias clases de diferentes años de la ESO. Durante este periodo, pude observar que la interacción entre alumnos durante las actividades realizadas en clase era escasa. Por tanto, el objetivo de mi trabajo es diseñar una unidad didáctica basada en el método PBLL en el que las actividades estén orientadas a la interacción entre estudiantes y que éstas sean esenciales para el progreso del proyecto. La fundamentación teórica de esta unidad se basa en el Método Comunicativo y en el trabajo cooperativo. Además, se ha llevado a la práctica las recomendaciones propuestas en el Currículo Aragonés de la ESO.

Palabras Clave

Project Based Language Learning (PBLL), Método Comunicativo, trabajo cooperativo, competencias clave, interacción entre estudiantes, educación secundaria.

1. Introduction

Recently there has been a shift on the main methodology used to teaching foreign language learning. Nowadays, a communicative approach has gained importance in the realm of ESL teaching. Communicative Language Teaching (CLT) has as its main aim the teaching of communicative competences. As Richards states in his booklet, these communicative competences include aspects such as "knowing how to use a language for a range of different purposes and actions; knowing how to vary our use of language according to the setting and the participants; knowing how to produce and understand different types of texts and knowing how to maintain communication despite having limitations in one's language knowledge" (2006). For the purpose of this paper, it is necessary to define what is understood by communicative language as the course plan that will be developed in the coming pages will take CLT as its cornerstone.

PBL is "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge." (PBLworks n.d) Project based learning (PBL) could be seen as a branch that stems for the communicative approach since it takes into account many of the principle features of CLT. More accurately, most of the processes by which learners learn the language in PBL are taken from CLT. For instance, there is a primary focus on interaction between the learners and the users of the language; importance is given to a collaborative creation of meaning and the process of learning through attending to the feedback learners get when they use the language (Richards 2006).

During my placement period, I worked with several different classes ranging from 1st year of ESO to 4th year of ESO. In the class that I could observe, I realised that many of the classes were structured in a traditional way. Despite students having access to an individual laptop each and, therefore, to many ICT resources, the activities that took place followed text-book orientated activities. This approach does not really take into account students interests and motivation and as such, they are not positioned at the centre of the teaching-learning process. In addition, the interaction pattern in the class was mainly teacher-student orientated. Because of this, the participation level was very low, and it meant that the students that did participate were always the same: those students with a higher level of English than the rest. Furthermore, although the teachers were aware of cooperative learning techniques and of project-based language teaching, during the time

I spent at the school, none of these techniques took place. Students were not familiar with this approach to learning — most of their classes involved individual or, in very few occasions, pair work for a reduced amount of time.

After having observed these classes for several sessions, I decided that it would be interesting to give cooperative language teaching a chance. I was intrigued to see whether students were able to work in groups for several sessions in a row. Because they were not used to working in groups, it was important to introduce cooperative techniques at a steady pace. If done correctly, an enjoyable and respectful atmosphere could be created allowing the classes to flow nicely towards its final goal. The teaching-learning approach I have chosen is a PBLL one as it increases cooperative work and it is also a great method to increase student interaction. Many of the activities from PBLL can be designed around student to student interaction, letting the students feel at the centre of the learning process and responsible for the development of the class.

In order to promote cooperative learning, the PBLL lesson plan that has been designed will consist of six lessons in which the topic of social media will be challenged. Due to the fact that students were not used to working for long periods of time in groups, it was necessary to carefully choose the topic. The topic of technology and social media seemed appropriate as students are familiar with it and it is part of the daily live. They have an opinion of the topic and are able to deepen their knowledge on as they do not start from scratch. This increases students' motivation and makes them feel more confident towards facing this new project.

As mentioned above, the design of this proposal will take into account Communicative Language learning and, within this approach, it will pay close attention to the elements that compose a PBLL. Students will have to opportunity to use language with purpose and they will be able to interact among them to accomplish a final goal. The aim is for students to work together, through student to student interaction, to accomplish the project's final goal.

2. Purpose and Objectives

The main aim of this present dissertation is to design a lesson plan that follows the guidelines of a PBL method but at the core of this lesson plan will be to increase student interaction. This paper attempts to position students at the core of the course plan in order for their interaction, understanding and cooperative work to be the mechanisms that allows for the course plan to progress until achieving the final goal.

This main objective will be carried out by designing an engaging as well as original teaching proposal that enables students to develop their communicative and interaction skills while also offering them interesting content and new ideas and points of view on the topic of social media and technology. There are a few subsidiary aims related this main goal that will also be tackled.

In order to achieve an increase of student interaction, it is important that the PBLL incorporates the use of original and improved cooperative techniques. This course plan will use from the very beginning group work, whether in small groups of four or the whole class working as a big group. This team work will establish rapport among students making it easier for them to carry out the required tasks.

Another objective is to make students the protagonists of the class. The unit plan is going to be learner-centred. From the first session, students will be informed of their responsibilities as students in this course plan. Their work and involvement in the project will be vital to achieve a successful outcome to this project. Moreover, in project-based language teaching the teacher should adopt the role of a guide, monitoring students through the process but the actual work and negotiation should be left to the students Therefore, a subsidiary objective is making students responsible and an active agent of their learning process. This course plan intends to make students understand and aware of the fact that peer interaction can be a natural and efficient resource in ESL learning.

3. Justification, Theoretical Framework and Methodology

3.1. Justification

As mentioned in the previous section, the classes in which I carried out my observation tasks and I worked with, there was very little interaction among the group. One of the problems that I came across was that, despite their being a good atmosphere in the group, the actual classes and activities that were carried out, suggested the opposite. In these classes, there was not much participation when the teacher asked questions and those who answered were always the same few students. This low level of participation may have to do with the little motivation or interest they had towards the topic or it also could be a matter of being shy to answer afraid of being judged by the teacher or by their classmates. Nevertheless, there was potential in the group due to the grade bonds they had between them. When it was time for me to implement, I wanted my class to be more engaging and motivating for students and for there to be a more cooperative atmosphere in class. Therefore, I decided to use a PBLL approach for my implementation. As it was a new teaching method that we had recently seen in the master's degree, I was intrigued to see if it worked in an actual secondary school classroom. The mentor I had in the school gave mi permission to freely design a lesson plan although I had to take into consideration the content that had to be included in the unit. The unit in the textbook that students were following at the time was about healthy lifestyle choices. The approach I took was that of focusing on different diets and carrying out a project related to creating four different diets. This PBLL was a success among students. At first, I was wary about whether it would work or not but at the end of the sixth session, the final product was done, and the general results were very good. More importantly, the class worked very well in groups and every member in each group, regardless their level, got involved in the project.

Another issue that I found in the school was that the use of ICTs was rather scarce. Each student had their own individual laptop, but they were used as a replacement for textbooks and as a tool to do traditional activities that were uploaded to Google Classroom. Teacher, from time to time, did present activities using ICTs (i.e. Quizezz) but I believe there is more potential in the use of these devises. In a PBLL they would play a fundamental role in presenting online resources for learning and in search for additional information while fulfilling the final product of the project.

Due to this experience in my placement period, I believe that it is a good idea to attempt another PBLL lesson plan. The first lesson plan I designed was very successful but there is still room for improvement. Although students worked very well in teams creating a great atmosphere in class, there is still room to improve student interaction. The idea in mind was to carry out a lesson plan in which student interaction was the key component in the development of the activities. Therefore, using a PBLL method as a basis would allow this objective to be carried out more easily as the activities that form a PBLL offer the option making them as communicative as possible. In addition to fomenting student interaction, this PBLL also aims to include the use of ICTs in a meaningful, productive and responsible way taking advantage of the devises that students have on offer. In the following point, a theoretical framework will be developed to serve as the basis for the design of a unit plan involving the project-based language learning method.

3.2. Theoretical Framework.

Many aspects can be analysed when it comes to using a PBLL approach in the classroom. In order to create a solid foundation for this course plan, I will be following several studies and texts that derive from the theoretical framework of second language acquisition, Communicative language teaching and other theories that will come in useful for the basis of this dissertation. Firstly, the Aragonese competence-based curriculum will be introduced as it establishes the legal framework for the standard teaching system in Aragon. Though the lesson plan revolves around the PBLL approach to teaching, it is important to follow the guidelines the curriculum gives to develop the linguistic competences. After studying the curriculum, relevant second language acquisition and second language learning principles will be explored such as Dörnyei's (1994) study on motivation, Lightbown's (2000) steps for second language teaching or Mitchell and Myles's theories on second language (2013). All these works will also be vital in order to understand interaction patterns and they will create the basis of one of the key objectives of this paper; which is increasing interaction among students. Furthermore, attention will be drawn to Communicative Language Teaching, making use of works from Brown (2007), Bradhl (2008), Richards (2006), Kagan (1994) or Willis (2007) among others in order to select and specify which methods, activities or instruments can be used

to adequately unpack the curriculum for an efficient design and use of the PBLL approach. Lastly, it is important to make reference to some works that specifically focus on theory surrounding the PBL approach.

In the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato,* it is mentioned that the European Union's recommendations insist on the importance of acquiring the key competences in order for individuals to achieve full development of social, professional and personal skills. The following quote is taken from the current law on Education, LOMCE:

> "Las orientaciones de la Unión Europea insisten en la necesidad de la adquisición de las competencias clave por parte de la ciudadanía como condición indispensable para lograr que los individuos alcancen un pleno desarrollo personal, social y profesional que se ajuste a las demandas de un mundo globalizado y haga posible el desarrollo económico, vinculado al conocimiento" (Orden ECD/65/2015)

As this course plan is designed for 4th year of EO, close attention will be paid to the Aragonese Curriculum in the development of this paper. The recommended key competences put forward by the European Commission are included in the Aragonese curriculum (*ECD/489/2016, de 26 de mayo)*. The only difference is that this curriculum combines two competences together: communication in the mother tongue and communication in foreign language. These two competences are combined into linguistic competences. Therefore, the Aragonese curriculum contains seven key competences: linguistic competence, mathematical competence and basic competences in science and technology; Digital competence; Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship; and Cultural awareness and expression.

In this paper these competences will we analysed and integrated into the course plan. The most relevant one being the linguistic competence. To develop this competence the Communicative Language Teaching (CLT) seems to be the most

useful approach for L2 acquisition. In the specific provisions for English as a Second Language the curriculum states that:

> *El Consejo de Europa indica que el objetivo del aprendizaje de una lengua extranjera es que el alumno alcance de manera progresiva la competencia comunicativa, entendida ésta como la integración de tres tipos de competencias (lingüística, sociolingüística y pragmática)*. (Orden ECD/2016 de 26 de mayo)

From this quote it is possible to deduce that the most important aspect that CLT has to offer is that its main focus is to achieve communicative competence. We can associate communicative competence to Hymes. He refers to this concept as the ability to use the language is a variety of different and specific contexts. Learning a language does not only imply learning the rules of how a language works, it also depends on sociolinguistic competences. (Hymes, 1972). In his work *The Postmethod Era: Towards Informed Approached*, Brown (2007) agrees that CLT, in contrast to a more traditional approach to language learning such as the audiolingual method, focuses on all the key features of the communicative competence. This is, it focuses on both the linguistic aspects of a language but also prepares its learners for the use of the language in sociolinguistic contexts.

As the main objective of this paper is to increase student interaction, it is necessary to use Long's Interaction hypothesis as a solid foundation. In his study he "provided evidence showing that negotiation of meaning did indeed lead to greater problem-solving success" (Long in Mitchell, Myles and Marsden 2013). It is necessary to foster learners to have an active role in learning in the learning process. This is also encouraged by the Aragonese Curriculum as it declares that students must be given an active and autonomous role in the classroom and the activities that are carried out in class (Orden ECD/2016 de 26 de mayo). It is important to take into account the role of output too. As Swain states in her Output hypothesis, if students are engaged in a communicative activity, they will be required to produce output. Producing or "only production really forces L2 learners to undertake full grammatical processing, and thus

drives forward most effectively the development of L2 syntax and morphology" (Swain in Mitchell, Myles and Marsden 2013).

As has been establish in the previous paragraph, the role of the learner must be active and autonomous. The teaching-learning process should position the student at the centre. It is important to consider the role of the learner because it may have an effect on students' motivation. In the unit plan, we must take into account whether the activities are engaging and if they will allow students to have a positive disposition towards the group and their willingness to interact with other group members or classmates. This is known, in Gardner's terms, as integrative motivation (in Dornyei 1994). Moreover, Dornyei's components at language level of foreign language learning motivation have been taken into account to enhance student's motivation across the unit.

Another principle that goes in accordance with CLT is the role of the teacher. First of all, the input that the students receive must follow three aspects that Brandl (2008) specifies: it has to be meaningful, comprehensible and elaborated. Here, he establishes that the information used in the class clearly relatable to existing knowledge that the learner already possesses" (Brandl 2008). He continues by stating that input cannot be meaningful if it is not comprehensible. The student must be able to understand what the teacher is saying in order to find "meaning to the speech stream coming to him" (Lee and VanPatten in Brandl: 2008). Finally, he talks about input being elaborated which is the way the teacher modifies his or her discourse and, also, the way language is used to make it comprehensible to the learner.

Furthermore, the role of the teacher in class, as Richards establishes (2001) must assume a several secondary roles. For instance, the teacher should become "an organizer of resources and as a resource himself and a guide within the classroom procedures and activities." (Richards: 2001). The teacher's role has to leave behind the traditional approach to teaching in which he or she was the figure in charge of sourcing grammatical knowledge.

As regards grammar, the unit follows Long's distinction between focusing on form or forms. This distinction can be found in Lightbown's fifth point in her work about the generalization from SLA research. The grammar of the unit designed follows Long's

focus on from which means that grammar is integrated within the communicative activities leaving the traditional step by step grammar instruction to one side. This approach seems to support "the inclusion of focus on form in the CLT classroom" (Lightbown, 2000).

It could be suggested that the best strategy to put all of the above mentioned into practice is the cooperative learning strategy. Particularly for this lesson plan, cooperative learning is ideal for the successful accomplishment of the tasks. Kagan expresses that cooperative learning is carried out through students working in groups to achieve a final goal (1994). As this unit plan revolves around a PBLL approach, Kagan's suggestions are integrated because students have to work in groups to achieve a final product and also accomplish several tasks along the process. Teamwork is vital for the general success of the class.

PBLL is based on the theoretical framework that underlies the communicative language teaching approach. For this reason, all that has been written about CLT can be applied to PBLL. It can be seen as a perfectly adequate approach to content-based second language acquisition which has as its main goal "to provide opportunities for language learners to receive comprehensible input and produce comprehensible output" (Eyring in Beckett: 2006). In addition, project-based instruction is regarded as being student-centred in which learners are the protagonists the teaching-learning process. PBLL has as its final step, as the name suggests, the creation of a project of product. Nevertheless, as Franco writes, "The word *process* must be […] a constant reminder that everything in PBL is about *how students* got to a product, and not so much about the product *itself*" (Franco: 2018). While carrying out a PBL lesson plan, the process is as important if not even more important than the final product. Therefore, every step of the process has to be monitored and carefully elaborated. The teacher must guide the students through each stage assuring that the learners have all the necessary resources and knowledge to create the product. PBLL can also be included in the "theoretical framework of learner autonomy, cooperative learning and critical thinking" (Beckett: 2006). These three areas will be included and developed in the six-session unit designed for this paper. Finally, it is important to mention that these six sessions will follow a three-stage structure developed by Willis (2007) in which he makes the distinction between pre-task activity, a during-task activity and a post-task activity. The first part helps establish the outcome of the main

task of the session and it prepares students to perform the task. The next part, the during task, focuses on the accomplishment of the main task itself. The third and final step will include a final task that will serve as a follow-up task for the main task.

3.3. Methodology.

The methodology used in this lesson unit tackles the general methodological principles in section 12 of the Aragonese Curriculum as well as the Methodological Orientations for the teaching of First Foreign Language: English in the specific provisions. The teaching method of the sessions in the lesson plan will concentrate on understanding, allowing students to acquire, in a meaningful manner, fundamental English communicative competences. Therefore, principles derived from communicative language teaching and principles from project-based language, which subsequently derive from the former method, will be incorporated in the lesson plans. Moreover, the teaching-learning process is designed to be learner-centred; it will promote students' own skills and talents by taking into consideration their specific requirements, needs, expectations and motivation and, thus, encourage learners to become involved in autonomous learning.

The course plan deals with the relationship between students and social media, specially, the negative impact that social media can have in our lives. But this topic is approach using an episode from black mirror called Nosedive which deals will a dystopian world in which social status and interaction inevitably depends on social media interaction.

The intentions of this course plan are to follow a cooperative and collaborative learning process which attempts to diverge from the traditional and individualistic approach of ESL teaching. By adopting a PBLL approach to learning, this unit encourages students to work together to achieve and create a final product. As Franco states in her book, "the importance of group work in PBL is directly related to the fact that students are the protagonists of their learning. They will be the ones who will develop their own enquiry about the topic proposed, search for the information they need, produce knowledge from input they found, design their course of action and decide on their final product to present" (2018).

Moreover, each session focuses on the sequence that several experts on Task Based Learning (TBL) agree on: the class begins with a pre-task, continues with a task and finishes with a post-task. By means of this structure, each session is based around the accomplishment of a central task. Furthermore, because it of the PBLL approach that is being followed, the lesson plan has as its main goal the completion of a final product. Nonetheless, the system used to reach this final product is as important as the final aim due to the fact that students have to undergo several steps: activation, discovery, deepening, planning, creating and finally, publishing and assessing their work. It is important to mention that the PBLL approach used for the following session is taken from the materials and resources provided in the subject of DODALE[1]. The first session has been thought out to serve as an introduction to the topic by asking students for their experiences and ideas. The aim of the second session will be to explore the negative aspects of social media through the use of the series Black Mirror. The third day will focus on the inclusion of vocabulary and grammar that will serve as grammatical and lexical basis for the students' creation at the end of the project. The remaining days will be dedicated to planning and carrying out the final product. The evaluation of their progress and product will consist of two parts. During the project the students will be monitored throughout each session and they will have to complete a portfolio with different activities they will have done in different steps. The portfolio must be handed in at the end of the last session; it will count for 20% of the grade. Another 30% of the grade will be granted to the project's final product. Finally, students' participation will suppose 10% of the grade and another 10% will be given to peer-evaluation activities.

It has been mentioned that the unit plan is based on cooperative and collaborative approach. The most appropriate time to carry out this project would be in the second term as students will have already settled in class and each group will know each other making it easier to create a team environment. Most of the sessions will revolve around a team work environment. As can be observed in the session's description, most of the activities are designed to be carried out in groups In order to create an appropriate learning atmosphere for students to work in groups, the layout of the classroom will be arranged in such a manner that five working areas will be created with students' tables. This is, students will work in five separate areas of the class to make communication easier among

---

[1] Diseño, organización y desarrollo de actividades para el aprendizaje de inglés (2018-2019)

teams. Furthermore, to achieve the right environment, it is important to highlight that students have to remain in silence when the teacher is giving instructions; raise their hand if they have any doubts and listen and respect each of their classmates' speech time. These rules follow the whole brain teaching class rules.

Lastly, the materials used in the classroom will be accessible for students through Classroom, a digital platform that all students have access to through their own individual laptop. Following one of the requirements of PBLL, the materials applied are authentic (i.e. fragments from an episode in Black Mirror or the synopses for different episodes from this series are taken from an authentic blog). The use of authentic materials makes the learning process more interactive and it delivers a richer learning experience for the learners. The tole of the teachers will be to guide the students through each task by asking questions or completing charts in order for students to understand and complete each part of the project.

4. Didactic Proposal
4.1. Theme and Context

The school that has been chosen for this course plan is Colegio La Anunciata situated in El Gancho, the old quarter of Zaragoza. The school offers primary and secondary education. In secondary education there are two groups per academic year which range from 1st year of ESO to 4th year of ESO. The school does not offer *Bachillerato* meaning that the students have to find another school; most of them move to I.E.S Ramón y Cajal. A relevant factor about this school is that most of the population in the neighbourhood is working class with annual incomes inferior to the average income in other areas of Zaragoza. This is connected to their lower educational level. Another important factor to take into account is that the neighbourhood has a high percentage of immigration which is a mirror to the diversity of students that can be found in the classroom. Whilst designing the course plan, special attention must be paid to these factors because depending of the level and the requirements of the course plan, some of the students' efficiency can be affected. Therefore, close consideration must be given in order not avoid students' academic failure.

The course plan has been designed for a heterogenous group of 24 students of the privately-owned but state funded school of La Anunciata in Zaragoza. This group belongs

to the 4th year of ESO and they are between 15 and 17 years old. In total, the group comprises 20 students. 11 girls and 9 boys. One girl and one boy are native speakers of English and they have recently started their first academic year in Spain. There is also a student that has been diagnosed with ADHD. In general, the command of English of the class can be set between a B1.1 and a B2 level. The students' academic background enables them to work, to a greater or lesser degree of capability, with the basic principles of the Intermediate level of English for an Independent User according to the CEFRL. Nevertheless, the activities that this course plan englobes have been developed to present a realistic and achievable challenge for every learner in the class. As with any class, there are students that have a higher level and mastery of English than others. For this reason, this lesson plan recognises the diversity of the learners and makes an effort to adapt and arrange the materials and class activities as much as necessary in order to provide a successful teaching-learning process for every student.

The lesson plan "Social Media: Utopia and Dystopia through Black Mirror" will be set in the context of social media and will use the series of Black Mirror as a tool to move the main topic towards the subject of threats and dangers related to technology and social media. Here, students will put into practice previous knowledge and experiences as well as newly acquired terminology, vocabulary and information related to the world of technology and social media. Students will also learn how to write a script taking into account description of fictional settings and people. In the educational centre in which the lesson plan will take place, the use of ICTs is at the core of the teaching of English. As such, all the materials and instructions designed have been thought out with the use of ICT's in mind. Nevertheless, the use of physical materials will also be used. The benefit of having access to personal laptops is that the lesson plan can be designed to promote creativity, interaction and, thus, making the learning process more engaging and enjoyable for the students. It will also equip learners with relevant technical and I.T. skills that will show to be useful in the future.

As 4th of ESO is the last year of compulsory education, one of the subsidiary goals of this unit is to supply students with useful means and resources that they will encounter in the following years if they decide to carry on with their education in post-secondary education. The use of texts and audio-visual texts will provide students with the ability to adopt a critical point of view towards social media and they will also be able to interpret

different information and generate an original and well structure alternative to the texts provided. In general, there will be a stronger emphasis on the process of creating and developing a range of different skills than of achieving a vague final goal. This approach to language learning will grant students with the possibility of applying linguistic and non-linguistic skills in other areas of their live and in future education or careers.

4.2. Contribution to the Key competences

The key competences that are stated in the Aragonese legal framework have been taken into close consideration in the design of this lesson plan. It follows the competence-based model proposed by the curriculum to teach English as a Foreign Language (EFL). The legal provisions regarding these competences appear in *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.* Paying attention to these guidelines in this course plan will help students in their development of the key competences specified in the current curriculum. More precisely, the key competences developed in our unit are

Communicative Competence (CC):

Communicative competence englobes the knowledge that students acquire through phonology, lexis and syntactic structures. These competences are developed throughout the sessions allowing students to comprehend and produce language both in an oral environment (i.e. in the lesson plan students will engage in debates, will have to perform while recording a video or will have to give feedback to their classmates) and through written texts (i.e. students will have to write an original script about an alternative outcome about Black Mirror). By understanding and by practicing the language in a meaningful manner, students will be able to reflect upon the accuracy they have acquired in areas such as vocabulary and grammar. More precisely, they will be able to experience their progress in the use of adjectives used to describe settings, environments or people; and in the use of language of deduction. In addition, students will learn how to adjust their speech to different situations by speaking in a range of different environments such

as taking part in a debate in which students are given a specific role; or recording a video that asks for free interpretation and a more colloquial use of language.

Furthermore, students can acquire new information simply through paying close attention to the utterances for their classmates. Hopefully the unit plan intends to trigger students' awareness about the dangers and the dubious side of social media and attempts to make them ponder about their relationship will these new social platforms and with technology in their daily life.

Digital Competence (CD)

The class for which the unit plan is designed has substituted text books for laptops. Therefore, the basis of this course plan revolves around the use of digital competences. This is, every material that is used throughout this lesson plan will be available for students' access through the *Google Classroom* platform. Moreover, several of the activities of the unit plan have been designed using digital tools for the fulfilment of different tasks. For example, in one activity students will have to complete a quiz through the use of Kahoot. Also, the social media platform *Instagram*, is introduced to carry out their final product. Students will have to create a new "post" in the school's Instagram account in which have to put into practice their audio-visual skills by recording a short two- or three-minute video. Besides, other digital tools will be used such as Google Forms in which students will self-evaluate their work and they will also assess their peers' final products.

Learning to Learn (CAA)

The unit attempts to encourage learning to learn competences by encouraging students to involve in autonomous work and making them realise that they are a fundamental part of their school life. This is, this unit plan wants to encourage students to be responsible about their learning and, as has being mentioned previously, the integrity of the unit plan has been planned by placing the student at the core of it. Students must be encouraged to cooperate and interact with team members and other classmates due to the fact that the main goal of the project is to carry out a final successful final product and this asks for a great understanding and atmosphere between team members. However, the unit plan also asks for students' individual work through homework activities such as describing actions

with a range of different adjectives or by completing a cheat sheet on scriptwriting. These individual activities will serve as a source of ideas for each group and will be useful for the accomplishment of the final product. Therefore, students must be aware that their individual work will be of great use for their team's success grating them responsibility within the class.

Cultural Awareness and Expression (CEC)

This competence will be fostered in the unit plan by making students contemplate the impact that social media has in our society (this will be especially visible through the Black Mirror episode *Nosedive*). The topic of social media can be considered a relevant component of today's society as every cultural movement and event is displayed on social media. Therefore, this unit plan can come in useful to debate whether social media has a negative or a positive impact in society and what the limits are to the relevance of social media in our lives. Obviously, there are many shades of grey between these two positions, but this unit plan will focus primarily on the dystopic and hazardous impact of social media and technology in our society.

Sense of initiative and entrepreneurship (CIEE)

Finally, the sense of initiative and entrepreneurship competence is relevant in this unit plan as the learner is the protagonist of the learning process. The unit plan revolves around the decision and the work carried out by the students. Their opinions and ideas are vital for the accomplishment of the different tasks and, most importantly, for the final product they have to produce. Students are in charge of creating an original final product by putting into practice all their previously acquired knowledge. The final product requires students to use a range of communicative strategies and speech organizers. It also asks for students to use their writing skills. Through the use of different steps, processes and deadlines, the unit plan sets out to echo the sense of entrepreneurship that students may find in their future professional lives. These requirements demand students to show initiative and assume a certain role and responsibility within the classroom.

4.3. Objectives

The learning objectives of this unit plan taking into consideration the main features and needs of the type of learners that the class is comprised of. These objectives are connected to the specific evaluation criteria for 4th year of ESO that can be found in the Aragonese curriculum for ESO. They have been adapted to the main topic and to the communicative and project orientated outcome of the unit. Moreover, apart from the main objectives that will be followed throughout the course plan, there will be a list of objectives that will be specific, and the principle aim of each session. The objectives in this unit plan, both the main objectives as well as the specific learning objectives for each session, have been developed bearing in mind Allen's variable focus syllabus framework (in Finney 2002). Allen divides the objectives into three types: firstly, *structure/function* objectives. These objectives pay great attention on structure and function and its primary aim is to introduce learning strategies. Secondly, *function/skills* objectives are usually applied through task-based and problem-solving activities. This type of objectives targets specific functions. Finally, *task/theme* objectives centres on learning processes and strategies to endorse creative language use. In this unit plan, the three types of objectives established in Allen's framework are included. These objectives will allow students to accomplish the two main objectives of the unit: to come up with a written and a visual adaptation to an ending for a TV series episode. By completing these objectives, the students will acquire the basic knowledge to describe different environments and people, and also to use language of deduction. In addition, by focusing on the specific objectives, students will be able to focus on the process and content of each session and become familiar with different techniques and tools that will help them focus on how to use language creatively and for a purpose which will be the fulfilment of the final product of the project on social media.

4.4.Contents

The contents of this project-based unit have been extracted from the Aragonese Curriculum from 4th year of ESO. The curriculum has been unpacked in order to suit the topic of social media. Given the main objectives of the project, two skills have been given more relevance than the other two. Therefore, oral production and written production have more relevance in this project-based unit. Nevertheless, the four general skills (oral comprehension, oral production, written comprehension and written production) have been covered in the unit. Alongside these four skills, close attention has been paid to the

specific contents of 4th of ESO but, due to the long list of contents, the unit has selected those which will come in more useful to carry out the project. Therefore, in this unit, the specific contents that have been included are: comprehension and production abilities and strategies, sociocultural and sociolinguistic aspects, communicative functions, syntactic discursive structures, use of common-use lexis and fixed formula.

4.5.Sequencing of Activities

The following learning unit has been distributed into six one-hour-long sessions, each one of them following a three-stages structure (pre-task, task, post-task). As the lesson unit takes on the PBLL approach to language teaching, the sessions are divided in several different steps. The structure that is following is taken from the materials from the master's subject DODALE. The first session has been named *activation* which serves as an introduction to the topic of the unit plan. The second session is named *discovery*. Here, students learn more about what they are required, and they receive a better insight into what is expected from them. The third session, *deepening*, is a details session on vocabulary and grammar that will be necessary for the presentation of the final product. In the fourth session about *planning* most of the class is dedicated for students to plan their final projects by filling in charts and giving and receiving feedback about their ideas. The fifth session focuses on *creating* in which students have time to accomplish the written production task and to record the oral production project. Finally, the last session involved both *publishing* and *assessment.* In this last session students present their projects and the teacher and students evaluate the classmates work by completing the rubrics developed for the assessment of the final product.

Every session is designed to be connected with one another. The aim of this project-based unit, as with any other, is to achieve a coherent flow between session and between activities. To continue a constant flow between sessions and activities will allow the project to maintain a clear image of the purpose it has in mind. The process that the unit attempts to imitate is that of a business that has been assigned a new project. First of all, the class/team has been contacted by the director of Black Mirror to help him come up with alternative endings related to social media for five of his episodes. As the team may not be familiar with the series, the second step focuses on gaining knowledge about

the series and taking a look at some of his most famous examples (viewing of *Nosedive*). The next step is to get to know what episodes are those that the teams will be working on and what content and features must the product contain (*deepening*). After this step, each team is assigned an episode and they have to plan and create their product. On the last session, they must present it to the class as if the Black Mirror director was present in the room. The general idea of the lesson unit is engaging students into the business of creative writing, scriptwriting and audio-visual production.

The activities chosen for the lesson have been designed to follow a task-based structure in which students are asked to work in groups of four to accomplish the goal presented in each task. Students are also asked to carry out individually activities for homework, but which contribute towards the progress of each group by means of providing relevant information and ideas. As mentioned, in order for students to successfully accomplish the main aims of the project, the sequencing of the sessions follows a task-based approach following Willis' (1996) framework on task-based lessons. According to Willis, each lesson will be divided into three parts: a pre-task, the during-task and a post-task. The first part helps establish the outcome of the main task of the session and it prepares students to perform the task. The next part, the during task, focuses on the accomplishment of the main task itself. Here is here student will find the main goal of the class. Lastly, there is a post-task or a final task that involves a follow-up to the main task. This is the structure that the course plan in this paper has adopted. The structure for each session will be briefly commented in the paragraph that follows.

In the first session, the class will begin with an introductory activity in which several photos are projected on a white screen. The aim of this pre-task activity is to let students know what the topic of the following sessions is going to deal with. As the main task of the class, a debate will take place among all the students in which they have to debate about different topics, questions or ideas involving social media. Finally, the post-task activity will let students know what they are expected to do in forthcoming sessions through the use of a Voki. In this lesson, the students are introduced to the main theme of the project and it also promotes student interaction through cooperative learning. The second session opens with a quick game involving flashcards and definitions. The main task introduces several fragments from an episode of Black Mirror. After watching the fragments, students have to complete an organizer. As mean of conclusion to this second

session, students will have to arrange in new groups, and they will have to debate about the fragments that they have just watched. This session focuses primarily on oral comprehension in the central task, but oral production has great relevance in the pre and post task. In the third session, students will focus on their written comprehension skills. The pre-task will involve a quick skimming of 5 different fragments in which students have to come up with a title as quick as possible. The main task of this session will deal with the texts and each group has to come up with alternative endings for each of the fragments presented. The post-task will put in use several activities that help student obtain new vocabulary. In session 3, students will acquire the grammar and vocabulary necessary of the project. Here, although not the main aim of the project, language of deduction will be included. Moreover, and more important than the previous grammar point, is the use of adjectives to be able to describe actions, scenarios and people in their future product. The fourth session has as its main task the planning of the students' project, but pre-task and post-task activities also take place to help the session flow better. The fifth session is designed for students to create the materials they had planned in the previous class. Willis' framework is presented in such a way that it helps students organize the time they have for each exercise. This is, the pre-task focuses on the written product. The main task requires the written product to be finished as it is the basis for the recording of the video. Finally, the last session deals with publishing and assessing students. In this last session it could be established that the pre-task is not important for the accomplishment of the main task which is the presentation of the students' videos. Moreover, the pre-task has to be abandoned due to the time limit of the class.

4.6.Materials.

One of the key elements in a PBLL unit plan is the use of authentic materials. It has been studied that including authentic materials in lessons increases the attractiveness of the activities (Dornyei, 1994). Students feel attracted to new, interactive and purposeful materials and resources. This course plan includes many authentic materials (Appendix 4) and it takes into account students' interests. Although, finding authentic material that are suitable for students without adapting them is difficult. Therefore, it involves more work for the teacher to make an effort to adapt interesting materials for specific students by means of scaffolding students' knowledge or by directly changing parts of texts or videos. Nevertheless, the overall result of using authentic materials is beneficial for the

teacher but even more so for the learners. The topic of the lesson plan itself could seem attractive to many of the students. Moreover, it allows for a great use of authentic materials since there is an endless source of information and material on the internet. However, social media and technology is a recurrent topic in many course books and the often deal with the same information and activities. This approach of this course plan is slightly different. Its aim is to focus on the hazards of social media by using Black Mirror, a well-known series that deals in this topic in an innovative way. All activities in the lesson plan have in mind the motivation of the student, therefore, the materials try to be as engaging and interactive as possible. The opening activities of each session aim to be engaging for the students. They are warm-up exercises range from a game in which they have to match definitions with the terms (i.e. Session 2) or, for example, in session 1, the class begins with a Kahoot in which vocabulary from the previous session is revised.

The reason why this lesson plan follows a PBLL approach was because it was one of the best methods to accomplish the main aim of this paper: increase student interaction. For this reason, most of the activities have been chosen to carry out this aim. Every session has at least one activity in which student interaction is at the centre of a task. For example, in the *activation* session, the main task is a group debate (Appendix 4.1.) about social media. Another example could be the jig-saw exercises that contribute to the development of ideas that can be used in the final product (Appendix 4.2). The fundamental aim of these activities that revolver around student interaction is that they vital for the progress of the project and serve as the main source of information for the final product. However, the use of the series Black mirror cannot be left unnoticed as it is one of the main backbones of the unit plan. The level of English that is used may be exceeding some of the students' level of English. For this reason, the language used in the three chosen fragments is easier to follow (See Appendix 4.2.). Also, they offer a great amount of visual content (colours, gadgets, location) which is a source of inspiration for students too. Some materials can seem complicated at first glance, but these materials are scaffolded with other activities. For example, students may not know how to write a script as it is not a usual piece of writing in conventional texts books. For this reason, students are presented with a *cheat sheet* that serves as a template in which they can find the basic structure of a script.

As was first mentioned in the section about methodology, every student has access to their own individual laptop. This tool allows for the use of many ICTs in class. For example, in the fourth session students will make use of a Kahoot (Appendix 4.1) which they can access from their computer. Also, the final product must be posted using the school's Instagram account. It is important to use ICT tools in class as it endeavours to cultivate students' digital competences.

To conclude with this point, it can be said that the materials used in this unit plan increase the interaction among students in an engaging way and motivate students to achieve the final product in a cooperative and collaborative manner. It also inspires students to develop their creative side and critical thinking.

4.7. Evaluation Criteria.

This unit plan follows the instructions of evaluation specified in the Aragonese Curriculum. It pays attention to both the the Artículo 14 of the *Orden ECD/489/2016,* and the 'Orientaciones para la evaluación' in the specific provisions for the English subject. In addition, it takes into consideration *ORDEN ECD/624/2018, de 11 de abril, sobre la evaluación en Educación Secundaria Obligatoria en los centros docentes de la Comunidad Autónoma de Aragón* in which the evaluation process for Secondary School Education is defined.

The evaluation process is designed to be continuous and formative and integrative. The course plan's evaluation is continuous and formative as students' progress is assessed session by session through a portfolio. This is, students' progress and knowledge will be measured throughout the process rather than that at the end as could be done with an exam. In addition, this way of evaluation allows to introduce strengthening methods to improve learners' comprehension and performance if the teacher notices any difficulties that may appear in any step of the process. This assessment can also be considered integrative because it takes into consideration the achievements of stage objectives and the development of key competences.

At the beginning of the project, the objectives, the purpose of this project and the assessment criteria will be explained to all the students. The rubrics that will be used to assess they written product and their video presentation will also been shown to the

students so they can understand what is expected from them and their work. Apart from the portfolio and the written and oral production product, interest, participation and attendance shown in class will also be an aspect to be considered. In Appendix 5.2 a table is included that clearly shows what aspects are taken into account during the evaluation process.

Bearing in mind this chart, the speaking or oral production skill will be evaluated, using a rubric, with the highest percentage (35%) of the total mark. As the lesson plan is focused on student interaction, it is important the main part of the grade is dedicated to the speaking skill. Students have many opportunities to improve their oral production and communication as there are several activities along the unit plan are based around speaking. Also, the teacher will have the opportunity to take notes while students are doing these activities (i.e. during the debate, the round robin or during the jig-saw exchange). This will allow the teacher to give corrective feedback to the students if necessary and make them aware of their mistakes preventing them from making the same mistake in the production of their final product. Nevertheless, more importance will be given to fluency rather than accuracy as the objective in the final product is to achieve a fluent communication between students in order for the video to seem more realistic. This said, the correct use of grammar will be taken into account but there will not be a primary focus on accuracy nor on learning specific grammatical structures.

The next highest percentage is given to written production (25%). This percentage belongs to the production of a script. It will also be evaluated by means of a rubric in which lose attention will be paid to the correct structure of the script and the correct use and integration of adjectives and language of deduction. Students will be given tools to perfect their written skills such as the cheat sheet in which the structure of a script is shown. Moreover, in session 4, students will be able to learn several different types of adjectives and appropriate language of deduction. Therefore, by the time they have to write the script, they will have all the resources necessary to carry out the writing successfully. The end product will be included in the portfolio.

The portfolio will mean 20 % of the grade. Here, students will have to include the two homework activities, the *I remember…* organizer and the think chart designed for session 4 (See appendix 4.2). It will also include the writing of a script, but this activity has its own percentage and assessment criteria. Each document will be granted 5% of the

grade of the portfolio. It is important to mention that the inclusion of each document in the portfolio will automatically mean that the student has 5% of the grade.

The remaining 20% of the grade will be divided into two equally graded parts (10% each). The first 10% will be granted to peer evaluation. In the last session, students that are not presenting will have to evaluate their classmates will a document that will be available in Google Form. This way, those students that are not presenting will pay close attention to their classmates and it will also build their critical thinking. The remaining 10% of the grade will be given to participation and assistance as well as their attitude in class. In this part, students will be evaluated on their work dynamic with their teams and on their work ethics. Despite meaning only 10% of the grade, it is important that students know that working in groups, taking turns and being respectful to the rest of the colleagues is taking into consideration as it contributes to a good atmosphere in the classroom. Finally, despite the fact that some sessions may have more contents than others, it is important the students attend to every class as the focus of this unit is on the process and there is a relevant task or activity in every step of the process.

5. Conclusion.

This didactic proposal has been based on the importance of increasing student interaction in the classroom. The method used to carry out the unit has been the PBLL due to is communicative nature and the potential to create activities that revolve around interaction. A number of theories and principles have been used in order to back this proposal. For example, the importance of CLT and cooperative learning are the backbone of this paper. Students are given opportunities throughout the project to communicate and cooperate with other students and are able to express their own opinion and interests as well as put forwards their own ideas. It is important to create a comfortable environment in which students felt safe and engaged for the unit to progress correctly onto the final project. This is, it is vital that students feel comfortable and motivated because they are in charge of the advancement of the project.

This specific project has not been implemented but as has been mentioned in the body of the paper, a similar project was carried out with the students and, all in all, it was a successful experience. Some of the materials designed for this unit were tested in the previous project and it is safe to say that they are useful for the teaching of English as they are well thought out and engaging for students. This said, there may be some problems implementing the integrity of some sessions due to the amount of material that is included. Some activities may take longer than expected and, therefore, some materials may be necessary to be sacrificed. For future implementations, the timing of the classroom should be taken into account. The teacher should evaluate what materials are more relevant than others and prioritise the implementation of the main tasks and materials. Moreover, in many occasions time is limited also by class issues or by students getting distracted which means that there is fewer time to complete the activities.

Lastly, I believe that the proposal is innovative and beneficial for students. It handles an issue that is seen very little in class: student interaction as a tool for efficient second language learning. It fosters students to communicate among each other to successfully accomplish activities and projects and opens a new spectrum of language acquisition techniques that can be very useful for student's progression both in school as in their social and future professional life.

6. References

Brandl, K. (2008). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, N.J.: Pearson Prentice Hall.

Brown, D. H. (2007). "Ch. 3 The Postmethod Era: Toward Informed Approaches", in *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Longman.

Dörnyei, Z. (1994). "Motivation and Motivating in the Foreign Language Classroom". *The Modern Language Journal, 78*(3), 273-284.

Beckett, G. H. (2006). Project-based second and foreign language education. *Project-based second and foreign language education: Past, present, and future*

Gil, Vicky. (2019). *Diseño, organización y desarrollo*: PBLL complete class note for 2019 [Class Note]. Moodle. Unizar

Hymes, D. H. (1972). "On Communicative Competence". In Pride, J. B., & Holmes, J. (Eds.), *Sociolinguistics*, 269-293. Baltimore, USA: Penguin Education, Penguin Books Ltd.

Kagan, S., & Kagan, S. (1994). *Cooperative learning* (Vol. 2). San Juan Capistrano, CA: Kagan Cooperative Learning.

Lightbown, P. M. (2000). "Anniversary Article: Classroom SLA Research and Second Language Teaching". *Applied Linguistics* 21.4: 431-462.

Marsden, E., Mitchell, R., & Myles, F. 2013. *Second Language Learning Theories*.

PBLWork (n.d). Retrieved June 24, 2019, from https://www.pblworks.org.

Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

Richards Jack, C., & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. *Cambridge UK*.

Tavares, J. F. (2018). *Project-Based Learning Applied to the Language Classroom*. Simplissimo Livros Ltda.

Willis, J. 1996. *A Framework for Task-Based Learning*. Harlow: Longman.

Legislation:

ORDEN ECD/489/2016, de 26 de mayo, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. (BOA)

7. Appendixes.

Appendix 1. Objectives.

Main aims of the lesson plan
- Interact among each other to achieve a final goal   - Express opinions and ideas about social media and the use that it is given nowadays   - Reach agreements with other about what plans and ideas there are to produce the final product   - Write a brief script about an alternative ending to a Black Mirror series   - Record a video adapting the previously written script   - Orally narrate and interpret the script   - Give constructive feedback to other classmates about their projects   - Acquire a range of new vocabulary related to social media   - Learn new adjectives useful for describing a range of categories related to social media   - Revise the modals of deduction

At the end of each session students will be able to:

Session 1 Activation
- Debate and reach an agreement with others about different topics involving social media   - Assume a role in a debate, respectfully intervening whenever they are offered the opportunity   - Listen and understand the key concepts necessary to carry out the project.   - Talk about their habits regarding social media

Session 2 Discovery
- Identify some may definitions related to the negative effects of social media   - Interpret and describe appropriately the content displayed through audio-visual content   - Offer ideas and interpretations about a Black Mirror episode and communicating these ideas adequately to other members of the class.

Session 3 Deepening
- Identify an array of different types of adjectives (superlative, compound, etc)   - Skim a text to grasp the general idea of it and provide an improvised title for each synopsis   - Understand and interpret the content of these synopses to complete a think chart   - Imagine and create an ending to 5 different Black mirror episodes

Session 4 Planning
- Know how to organize and follow a structure that will serve as the basis of students work to accomplish the final project   - Give and communicate appropriate and justified feedback to other group's ideas and plans

Session 5 Creating
- Have a better idea of how to structure and write a script   - Put into practice their recording abilities by filming a video that will serve as their final product.   - Translate a written text (script) to a multimedia text (video)

Session 6 Publishing and Assessment
- Present their final product and provide a brief introduction to the purpose of their work and what they were willing to achieve with their product   - Knowhow to assess their classmates' final product

Appendix 2. Contents

Contents
I.   Comprehension and production abilities   - Interpretation and identification of general and detailed information in three fragments from the Black Mirror episode *Nosedive.*   - Spontaneous participation in communicative situations in the classroom involving the topic of technology and social media.   - Composition of a written text using the con the conventions of script writing about an alternative ending to a Black Mirror episode.   - Use of production strategies: adequate the text to the reader, context and medium, using article structure correctly and use of ICT resources   II.   Social and sociolinguistic aspects   - Recognition of different linguistic registers (formal and informal language in written texts).   - Habits and traditions (habits and addictions or positive use of social media in society)   - Awareness and tolerance towards different opinions and beliefs.   III.   Communicative function   - Exchange of personal information, opinions, viewpoints and advice about the use and impact of social media in today's society

- Maintenance of communication during teamwork and idea-developing activities. Organization of discourse.
- Narration and correct use of verb tenses (past, present, future) while talking about the ending of a series (final product)

IV. Syntactic discursive structures

- Use of language of deduction: modals of deduction.
- Use of adjectives to describe settings and people: superlative adjectives, compound adjectives, adjectives ending in -ing, -ed, etc

V. Use of common use lexis and fixed formulae

- Identification and use of vocabulary related to social media and technology.

Appendix 3. Sequencing of Activities

"Social Media: Utopia and Dystopia through Black Mirror"

Name of Lesson: Activation

Target Grade Level: 4º ESO

Teacher: Henry Brown

Teacher Guide	Description of Activities	Interaction	Timing
Pre-task activities and critical input	1. The teacher introduces the new unit about social media. The teacher will ask students to log in to Kahoot to play a quiz on social media. 2. The teacher will ask a few questions about the social media (i.e. how students use it, how long do they use it for, what platforms do they use, etc.) 3. The teacher will ask for volunteers to answer the questions 4. After this brief introduction, the teacher will ask students to brainstorm about ideas or questions related to social media. These ideas will be put into a sort of "word cloud". Students will choose the most interesting ones and they will serve as topics for the debate that will follow.	T-Ss T-Ss T-Ss	15 minutes
Learning Task	1. The teacher will ask students to organize themselves in a way that allows to create an environment to carry out a	Ss-Ss	25 minutes

31

	debate about social media.		
	2. Each student will be given a role. One or two students will be mediators which will be chosen by the class.	Ss-Ss	32
	3. The teacher will recommend students to take notes about the topics and opinions that have come up during the debate as it may come in useful later on when they are creating an ending for a Black Mirror episode.		
Post-task Activities and Understanding Performances	1. After the debate, students will form five groups of four students. Here, the teacher will offer some guidance so that each group has roughly the same level and integrates students with different levels.	Ss-Ss	15 minutes
	2. Now, the teacher will use Voki to introduce the project that students will carry out in the coming sessions. The avatar will speak about Black Mirror and will ask the students for their help to create several endings for a new episode		
	3. The teacher will play the video twice so students can understand everything that they are asked to do in this project		
	4. Students will complete, in groups, a Compass Points (Appendix 4.1) so they		

Teacher Guide	Description of Activities	Interaction	Timing
	can organize their thoughts. 5. Right at the end of the class, the student will tell the students that in their Google Classroom platform, they will find some useful definitions and vocabulary related to Black Mirror. Teacher asks the students to take a look at them for the next session as they will begin the class with a flashcard game.	T-Ss	

Name of Lesson: Discovery

Target Grade Level: 4º ESO

Teacher: Henry Brown

Teacher Guide	Description of Activities	Interaction	Timing
Pre-task activities and critical input	1. The teacher hands out the flash cards to the students. The terms and definitions are mixed so each student can receive either a term or a definition. 2. The students who have received a definition read them aloud while the ones that have a term must identify which definition corresponds to the term they have. 3. The teacher reminds students that these terms will be useful for their final products.	Ss-Ss	10 minutes

Learning Task	1. The teacher tells students that they are going to watch 3 fragments from a Black Mirror episode called 'Nosedive'. 2. Teacher recommends students to look out for the terms that they have seen in the flash-card exercise. 3. After each video is played, the students will fill in a 'I Remember' chart (Appendix 4.2). As students will be arranged in groups, after completing the chart, they will pass their paper around the table so that the other members of the group can complete the "Plus one" section of the chart. 4. This process will be done after each of the three fragments. 5. The teacher will remind students that the ideas that they have obtained from these videos can be used in their product.	T-Ss T-Ss T-Ss	30 minutes
Post-task Activities and Understanding Performances	1. Students will move around the class to form new groups of 4 students (these groups are just for the purpose of this activity). 2. These groups will follow the structure of a 'Round Robin'. 3. Students will have to discuss and debate about the fragments from the episode that they have seen. Furthermore, students will have to come up with ideas for	Ss-Ss	15 minutes

	the episode they are asked to create. 4. Every student in each group should participate by taking turn stating ideas and opinions. This way, every student takes part in this speaking activity 5. After the 'Round Robin', the students go back to their original groups and put the ideas from the previous activity in common.		35

Name of Lesson: Deepening

Target Grade Level: 4º ESO

Teacher: Henry Brown

Teacher Guide	Description of Activities	Interaction	Timing
Pre-task activities and critical input	1. The teacher hands out 5 different synopses from 5 different Black Mirror episodes. Before reading them in depth, the teacher will ask students to skim the fragments and think of quick title for each of them. 2. After this, students will be asked to locate the main adjectives that describe and set the scene of each episode. This will be useful in future sessions as each group will be assigned one of these episodes to invent and	T-Ss	10 minutes

	create an innovative outcome for them.		
Learning Task	1. Now, five expert groups will be created. Each group will be assigned an episode and they will have to design and think about possible outcomes. 2. Students will take note of all the ideas that appear in each expert group. 3. After some time, each expert will go back to their original group and they will tell their team mates about the ideas. 4. The team mates will listen carefully to each of the experts and will complete the think chart available for each of the five episodes. 5. Lastly, in order to finish the main task, the teacher will project a Flippity roulette in which each group will be randomly assigned one of the episodes seen previously.	Ss-Ss	30 minutes
Post-task Activities and Understanding Performances	1. The post-task will consist of two lists of "How many scenarios scan you think of…" scenarios related to dystopian and utopian worlds 2. After this exercise, students, in groups, will fill in an Alphabet Key listing as many adjectives they can use to describe a utopian o dystopian world related to technology and social media. 3. Before the class finishes, for homework, the	Ss-Ss	10 minutes

	teacher asks students to pick five dystopian scenarios and five utopian scenarios and describe them using the adjectives in the Alphabet Key.		37

Name of Lesson: Planning
Target Grade Level: 4º ESO
Teacher: Henry Brown

Teacher Guide	Description of Activities	Interaction	Timing
Pre-task activities and critical input	1. The first activity of the fourth session in the lesson plan will be a warm-up exercise: "Find someone who…" 2. Students will walk around the class with a sheet of paper with nine different questions. 3. They have to find one student that can answer correctly each of the questions (one student cannot answer two questions) 4. It is important that teachers do this activity quietly. This is, whenever they want to find a new student hat will answer a question, they have to raise their hand until they find a class mate that is free to answer their question 5. After 10 minutes, the teacher will ask for all he students to sit down and answers will be checked.	Ss-Ss	10 minutes

Learning Task	1. The teacher will explain that this part of the class will be dedicated to planning their final product 2. Using the project plan (Appendix 4.4) students will be asked to, first, plan the script writing and, secondly, plan and think of specific ideas they have for their short video recording. 3. Students will be given 30 minutes to do this activity before moving on to the post-task.	T-Ss Ss-Ss	30 minutes
Post-task Activities and Understanding Performances	1. After students have completed their project plan table, the class will move on to a Feedback Carousel. 2. The teacher will ask each group to move around the class and interact with the rest of the groups to have a look at each other's ideas. 3. The teacher will explain that they have to take into account 4 steps while looking at the other groups plans: ask questions, highlight the strengths, give helpful resources and make suggestions. 4. Each group will listen carefully and write down the feedback they have received from their classmates. 5. Just before the class ends, the teacher will hand out a Cheat Sheet for writing the script. Students will	Ss-Ss	10 minutes

	have to complete it for homework.		

Name of Lesson: Creating
Target Grade Level: 4º ESO
Teacher: Henry Brown

Teacher Guide	Description of Activities	Interaction	Timing
Pre-task activities and critical input	1. In the fifth session, the creating process, students will have to take out their cheat sheet. 2. Students will have to write the definite script for their videos. 3. The teacher will walk around the class, looking at the cheat sheet of each group. As a mean of guidance, the teacher will make suggestions if s/he sees that there are any important mistakes that will penalise them in the final marks.	T-Ss T-Ss	15 minutes
Learning Task	1. After finishing the definite script, the teacher will let the students record their video. (There is also the possibility for students to film their videos outside school hours). 2. Previously, the teacher will have reserved several classrooms for	Ss	30 minutes

Teacher Guide	Description of Activities	Interaction	Timing
	the students to record their video 3. The teacher will be walking around the classes to keep an eye on the recording process.		
Post-task Activities and Understanding Performances	1. In the remaining 10 minutes of the class, students will be asked to log in to Their Classroom account and complete a Self-Evaluation document on Google Forms 2. At the end of the class the teacher will ask students to upload their videos and scripts to Classroom and also to the School's Instagram account.		5 minutes

Name of Lesson: Publishing and Assessment Target Grade Level: 4º ESO Teacher: Henry Brown

Teacher Guide	Description of Activities	Interaction	Timing
Pre-task activities and critical input	None		
Learning Task	1. This session will directly begin with the presentation of the video 2. Each group will briefly introduce their video by stating what inspired them to create the video and	Ss-Ss	40 minutes

	how they carried out the planning of the product. 3. While one group is playing their video, the rest of the groups will evaluate their classmates' video through a Google Forms peer-evaluation document 4. Meanwhile the teacher will be at the back of the class taking notes of each presentation and following the rubric designed for the video presentation. 5. After the presentation, the teacher will give some feedback on the presentation pointing out the positive aspects and areas that could be improved.		41
Post-task Activities and Understanding Performances	1. After the presentations have taken place, each student has to hand in and upload their portfolio to *Classroom* with all the parts required. 2. Students will fill in a satisfaction questionnaire for the teacher to reflect on the teaching process.	Ss	5 minutes

Appendix 4. Materials.

4.1 Materials Session 1: Activation

Pre-task: Kahoot

Link:https://play.kahoot.it/#/gameblock?quizId=1859f5a7-2b14-4a56-9cf7

493708784aa9

Pre-task: Word Cloud

Task: Debate Roles

Opening Statement Presenter	Topic Presenters
Gather the main arguments into an introductory statement. Do not give specific information; just provide the main argument with a rationale.	Present the main arguments for the team. Each presenter gives specific details that prove each rationale.
Rebuttal Presenters	**Closing Statement Presenter**
Answer the arguments of the other team. These presenters must take notes as the other team is presenting their arguments and respond to every argument, using specific information to disprove them.	Present the closing arguments for the team. Repeat the main idea with rationale and or counter-argument.

Post-Task: Voki

Post-Task: Compass Points

What do you Need to know or find out to complete your project?

What Worries you about the project?

What Excites you about the project?

What is your Stance or opinion on this project? What Should your group's next Step be?
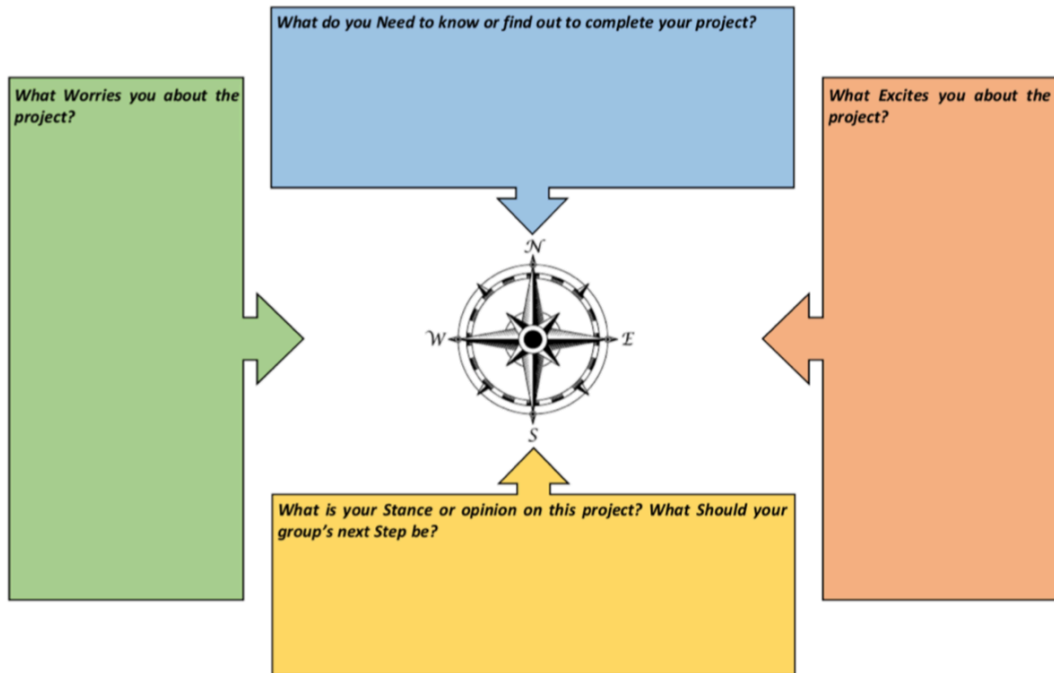
Post-Task: Flash Cards

DYSTOPIA	An imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one.
PARANOIA	A mental condition characterized by delusions of persecution, unwarranted jealousy, or exaggerated self-importance, typically worked into an organized system
UTOPIA	An imagined place or state of things in which everything is perfect
ADDICTION	The fact or condition of being addicted to a particular substance or activity
GADGETS	A small mechanical or electronic device or tool, especially an ingenious or novel one
FUTURE	A period of time following the moment of speaking or writing; time regarded as still to come
SURVEILLANCE	Close observation, especially of a suspected spy or criminal
PRIVACY	A state in which one is not observed or disturbed by other people
ARTIFICIAL INTELLIGENCE	The theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.
REPUTATION	The beliefs or opinions that are generally held about someone or something

4.2 Materials Session 2: Discover

Task: Fragments from *Nosedive*

Task: I Remember… Chart

I REMEMBER…

Plus one…
Plus one…
Plus one…

4.3 Materials Session 3: Deepening

Task: Reading Fragments.

Fragment 1

It is the most futuristic episode of *Black Mirror*, serving up some incredibly impressive production design to immerse us in a world where people act as power generators by pedalling exercise bikes and earning "merits." Seemingly the only way to get out of that endless fate is to go on a reality TV competition. To say more would ruin the twists, but this episode is classic speculative science fiction. It's beautiful to look at, and offers a lot to chew on

---

Fragment 2

This episode is set in a world where everyone is constantly rating everyone else on a five-point rating scale, and a person's average rating ends up dictating how they're in turn treated by the people around them. It's a classic social satire, incorporating our addiction to social media validation. It's in some ways a tad too simplistic, but as a nearly feature-length film, it's totally engaging.

Fragment 3

The story of a parent who just can't let her daughter live without a safety net. After her child almost goes missing at the park, Rosemarie Dewitt has her daughter implanted with a device that tracks her location and vital signs, as well as giving a view through her eyes. Plus, it has the ability to pixelate anything that might be disturbing or cause too much stress. The effect of the tech on both the daughter and mother as the years go by is a compelling study of what happens when a parent doesn't know her limits. It's a dark, sad tale that goes in surprising direction, held together by wonderfully empathetic direction from none other than Jodie Foster.

Fragment 4

This is the episode most often cited as the series' best, and make no mistake, being only fifth on this list is not remotely a mark against it. This episode imagines a near future in which everyone wears implants that record everything they see, allowing them to replay events and share memories with others. Only this is *Black Mirror*, so of course it goes dark, with the story of a man who suspects his partner is cheating, so he begins obsessing over every detail in his recorded memory.
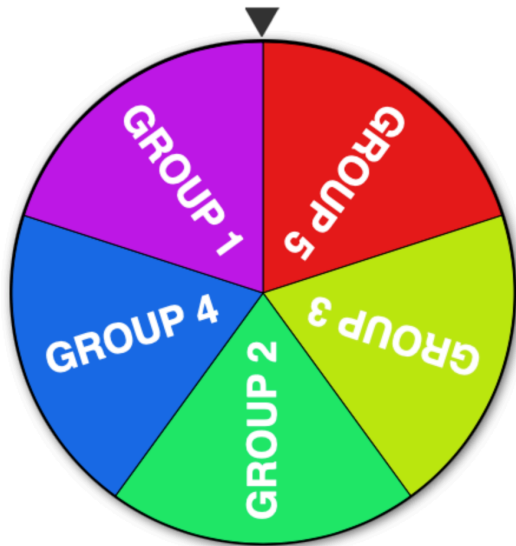

Fragment 5

The best of *Black Mirror*'s fourth season, this episode comes closest in spirit to the beloved "San Junipero." Not only is it a love story, it's got a happy ending. Following a couple matched by an extraordinarily authoritarian dating system, the two move through relationship after relationship, always longing for that spark of attraction the first felt together until finally revolting against their world.

The ending reveals this episode to be an impressive conception of the life inside technology, as well as a romantic vision of what it means to find "the one."

Task: Charts for fragment outcomes.

Fragments	Discoveries (What have you learned from the fragments)	Key Concepts and Words	Possible Outcome? How can this episode end?
FRAGMENT 1			
FRAGMENT 2			
FRAGMENT 3			
FRAGMENT 4			
FRAGMENT 5			

Task: Flippity Roulette for episode selection

Post-task: "How many scenarios can you think of…"

Dystopian Scenarios	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Utopian Scenarios	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Post-task: The alphabet key

The Alphabet Key	SUPERLATIVE ADJECTIVES	COMPOUND-ADJECTIVES	ENDING IN -ING/-Y/-ED
A			
B			
C			
D			
E			
F			
G			

4.4 Materials Session 4: Planning

**Pre-task: "Find someone who…"**

Ought to spend less time on social media	Does not have any social media accounts	Has delated their account on a social media platform
Name:	Name:	Name:
How long?	Why?	Why or when?
Has more than 400 followers on Instagram	**Needs to use Instagram the moment they wake up**	**Has had three mobiles in the past 2 years**
Name:	Name:	Name:
How many?	What do they look at?	How many?
May have had a bad experience on social media	**Might have had a good experience on social media**	**Could live without social media**
Name:	Name:	Name:
What happened?	What happened?	Why?

Task: Planning the Project chart

WHAT WILL YOU DO?	HOW WILL YOU DO IT? (TOOLS, INSPIRATION, RESOURCES)	WHEN AND WHERE WILL YOU DO IT? (SCHOOL OR OUTSIDE SCHOOL)

Post-task: Feedback Carousel
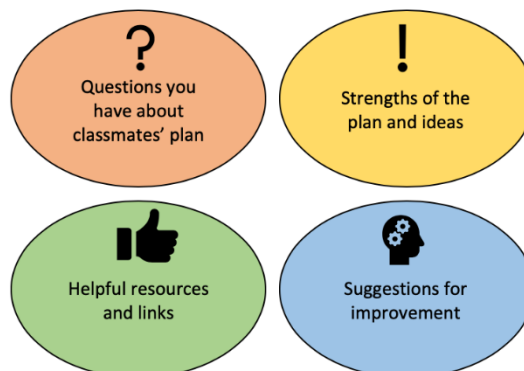
4.5 Materials Session 5: Creating

Pre-task: Cheat sheet on scriptwriting

Script Writing Cheat Sheet

The Description (description of location, characters and action of characters):
_____
_____
_____
_____
_____
_____
_____

The characters dialogue/monologue

1º CHARACTERS NAME:
_____
_____
_____

2º CHARACTERS NAME:
_____
_____
_____

3º CHARACTERS NAME:
_____
_____
_____

4º CHARACTERS NAME:
_____
_____
_____

4.6 Materials Session 6: Publishing and Assessment

Rubric for video assessment

CRITERIA	DOES NOT MEET	MEETS BUT…	MEETS	MEETS AND…
Speaks with clarity and good use of English	Student is difficult understand and makes grammatical errors	Student can be understood but makes some grammatical errors	Student speaks clearly with little mistakes	Student speaks clearly and with great precision and control of language
Descriptions and modal verbs are carried out with precision	Student do not use adjectives nor modals verbs accurately	Student are able to describe certain aspect but with a limited use of adjectives	Student can use adjectives precisely to describe a character, setting…	Student use adjectives abundantly and with precision to describe characters, settings…
Put into practice concepts and themes seen in previous sessions	Student shows little understanding of themes con concepts	Student shows understanding of elements but gets terms muddled up	Student shows clear understanding of elements	Student shows clear understanding of elements and adapts them originally
Multimedia product is creative and visually attractive	Visually, the video is poor, and plot lacks originality	Video quality is decent, but plot lacks originality	Video quality is good, and plot is original	Video quality is excellent, and plot is original and tackles an alternative topic

Rubric for Script activity

CRITERIA	DOES NOT MEET	MEETS BUT…	MEETS	MEETS AND…
Connects ideas and content coherently	Ideas and content are not connected	There is connection between ideas and content, but the reader may need to make an effort to make sense of It	Ideas are well integrated in the content of the text	Ideas are integrated in the content of the text making the story appealing and easy to understand
Uses grammar and relevant vocabulary from the unit accurately	Poor grammar and little vocabulary	Appropriate structure and vocabulary but grammatical and spelling mistakes are present	Shows a correct use of structure tenses, modal verbs and vocabulary with almost no spelling mistakes	Shows a confident and correct use of structures and tenses, and ambitious vocabulary
Describes scenarios, actions and people with appropriate adjectives	Descriptions are not recognisable. Poor use of adjectives	Descriptions and adjectives are present but confusing at times	Correct use of adjectives to describe people, actions, etc	Descriptions of people and settings are described in detail with suitable adjectives
Organises the text cohesively	There is little or no connection between events	Order of events makes sense but takes some effort to read	Story and events follow a recognisable structure making the text easy to read	The story and events are arranged cohesively making the text flow nicely

Appendix 5. Evaluation.

5.1 Evaluation criteria from the Aragonese Curriculum

1. The student can identify information and ideas from and ideas from an average-length oral text about a specific topic, understanding the common-use lexis and expressions (Crit.IN.1.1). Key competences developed: CCL-CD-CAA-CSC-CCEC

2. The student can produce oral messages to express his points of view about different topics; using a formal register and appropriate syntactic and discursive structure and common-use lexis (Crit.In.2.1). Key competences developed: CCL-CAA-CSC-CCEC.

3. The student can identify the essential information and structure of an average length written text about a specific topic, recognising its main communicative functions and lexis (Crit.IN.3.1). Key competences developed: CCL-CAA-CSC-CCEC.

4. The student can write a short story based on images which is coherent and well-structured, using a formal/literary register (Crit.IN.4.1). Key competences developed: CCL-CD-CAA-CSC-CIEE-CCEC.

5.2 Evaluation Chart

Evaluation Criteria	Assessment tools	Marketing Criteria
Participation and Attendance	Notes taken by the teacher	10%
Peer-Evaluation	Goggle Forms document	10%
YouTube Video	Rubric for speaking skills	35%
Script writing	Rubric for writing skills	25%
Discovery I remember... Chart	Inclusion in Portfolio	5%
Script Cheat Sheet	Inclusion in Portfolio	5%
Deepening Homework	Inclusion in Portfolio	5%
Deepening Think Chart	Inclusion in Portfolio	5%