

Trabajo Fin de Máster

Cooperative Learning and TBLT online using
Discord as managing tool

El aprendizaje cooperativo y por tareas online
usando Discord como herramienta comunicativa

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Abstract

The pandemic situation of 2020 has highlighted many problems in general, but regarding education, the teachers have experienced a sudden change in format and delivery of the content of their classes. From overnight the schools all over the country were closed and little to no information at all was given by the authorities on how to proceed with the lessons. Each school had to manage the outcome of their lectures thus, a good deal of confusion and communications problems rose. In this TFM I look at online education in particular due to the particularities of its implementation, and the three pillars of the unit plan I designed to comment on how it would work with an online approach. The three influences this work is based on are the communicative approach or CLT, the Task Based Teaching or TBLT and the Cooperative Learning methodology for the final project of the classroom. Being an online unit, I selected the Discord communicative tool to work with the class and I created the lessons accordingly, being imparted in servers in which the teacher will have total control of the situation and will be able to encourage interaction and communicative intercourse. This work will begin with a brief introduction followed by the theoretical framework used to design the unit plan. After that, the main critical analysis of the unit plan and finally a conclusion highlighting the most important aspects.

1. Introduction

This piece of work is based on the analysis of a learning unit that has been developed taking into account three main methods, Communicative Language Teaching (CLT from now on), Task Based Language Learning (TBLT from now on) and Cooperative Learning in the context of the quarantine situation we have been facing in 2020 and the consequent cancellation of the face to face format classes. The unit has been planned to be used in a classroom of 3rd year of E.S.O with Spanish students, and the complementary aim of this work is to adapt the Cooperative Learning and TBLT to the online format taking advantage of the Discord communicative tool.

Currently, Second Language Teaching is given for granted in every school in Spain but, despite English being rooted for many years now in the Spanish educational system, there are a lot of students that finish their obligatory period in the schools and remain having a lot of difficulties in terms of second language comprehension and production. However, despite the evolution of the different methods that were applied to the second language learning, we see today how methodologies keep being an important factor in the process in which the students are involved.

English has kept growing as a Lingua Franca or vehicle language for centuries, in fact, English as a language has started to lose its “nationality” because of the amount of nonnative speakers influencing its development and, as David Crystal (2012:432) points out in his work, “English language is going to be influenced by those who speak it as a second or foreign language as by those who speak it as a mother tongue”. Since English is so important for our students to enter the globalized world, teachers have to be able to adapt to the new necessities of the learners and the contexts of the situation. This means that methodologies have to evolve and develop for special situations such as the one we are facing, in which the learners may not be able to have face to face classes for a while.

The online format cannot erase the years of development that Second Language Acquisition has experienced in the field of communication approaches and oral interaction. During the last few years, many teachers have adopted the new approaches and methodologies, becoming guides and supporters of the learning processes of their students; and learners have taken a more active role in their education. By all means, we should not let the pandemic situation revert the classes to a previous stage in which students were passive listeners and teachers were the only sources of knowledge.

2. Purpose and Aims of the Dissertation

Despite having the world almost shutdown from overnight, the needs of learners have not changed a bit. Having this in mind, and considering the choices made by the authorities related to the educational field, I think that the teachers and schools from our country have to make their best in order to procure themselves a protocol to follow in case a situation like this is repeated and/or the online format is maintained for a considerable period of time. Since the people in charge of making the path to follow were given so little time to react to the pandemic situation that arose in March, most of the classrooms were transported to the online format giving the students the passive role of listeners and deliverers of completed exercises, and some teachers returning to the master class in which the theory was orally explained and, after that, exercises and homework were required. I do not believe that in the last few months we have experienced a drastic change backwards since the days of the Grammar Translation are long gone, but, undoubtedly, the educational methodologies have not gone forward with the confinement.

One of the purposes of this piece of work is to highlight the different methods and learning frameworks that were left aside by a percentage of the teachers when the format changed, because, during the practicum period, I felt that approaches like CLT and Cooperative learning were relegated due to the difficulties that they bring in the current format. Thus, the main purpose of this essay is not to criticise the work of others, but to critically analyse a unit plan of my own, taking into account the current context caused by Covid-19, applying the theory learnt throughout the degree of Master de Profesorado de Educación Secundaria and adapting them to the current situation working altogether with the Discord ICT tool. The unit is planned to work with this particular application due to the features it provides, the little resources it consumes, the accessibility since the student can enter from a mobile phone if a computer is missing, the server management and the role application to each student for them to work in groups following the cooperative learning. The idea is also to get a fair evaluation process in which every student is graded for the amount of work and effort made in the project but, at the same time, being flexible and taking into account cooperative work. This means that attitudes like helping each other and abilities such as encouraging group organisation and playing

specific roles in a group will represent part of the final mark as long as other individual performances and activities.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1 Justification

Because of the pandemic situation, innovation has been forced on and not sought by the teachers of all subjects. In the case of Second Language Teaching (SLT from now on) the classrooms experienced a sudden change in the format of the lessons given. But, despite the challenges faced, both students and teachers have to adapt to the new reality. During the confinement, face to face lessons were quickly replaced by the online teaching format. Sadly, in a lot of cases, this meant that a number of schools might have dropped the CLT or TBLT and reinforced old methodologies like strict drills or the Presentation, Practice and Production (PPP from now on) format. During the first practicum period I already experienced that several educational approaches taught in the master degree were left apart, in fact, I found shocking how easily some educational approaches tend to be forgotten once education leaves the university and becomes applied in secondary. However, during the second period, when the pandemic situation had already been established, this situation even worsened as the teacher changed the learning process. The teacher went from the PPP format that he was using in the previous practicum to a drilling methodology that consisted in repeating every class different rephrasing activities that might prepare them for the EVAU test they will face the following year.

The lack of methodology proposed by the State authorities may have caused that some teachers, like my tutor, dropped CLT and PPP, substituting these approaches for drills and repetitive activities. Consequently, when I saw the little interaction that some students were having in the online format class, I decided to create a unit plan for online teaching that comprises CLT, TBLT and cooperative learning. Communicative Language Teaching, as well as other approaches and methodologies profoundly connected to it, such as Task-based Language Teaching and Cooperative Learning, may be consistent with online language teaching since “CLT is an accepted paradigm with many interpretations and manifestations “(Brown, 2007: 45). I saw the online teaching during the pandemic situation as an opportunity in the new paths diverging ahead to implement the cooperative methodology altogether with the TBLT while maintaining the CLT in most of the online lessons. That way, I will be not only promoting L2 interaction between the learners, but

also, encouraging them to work in small groups and as a whole class in order to achieve positive results autonomously while learning new techniques and ICT tools.

3.2 Theoretical Framework

This learning unit for the 3rd Year of E.S.O. is based on the following legal provisions:

- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad Educativa.
- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el Currículo básico de la Educación Secundaria Obligatoria y del Bachillerato
- 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.

Before getting into the unit plan and the online approach I propose to use with it, the theoretical framework of the unit should be explained. The materials and the unit that I have designed are based on three pillars, CLT, TBLT, and Cooperative Learning, being all these integrated into the online format using a specific communicative tool, Discord. In the following paragraphs, I will comment on CLT, TBL and Cooperative Learning in general terms.

I. CLT

The first base for this piece of work is Communicative Language Teaching, or being more specific the usage of some of its characteristics to evade the shadow of drilling exercises and master class with no interaction. Multiple authors such as Kumaradivelu and Richards claim that the CLT approach was developed answering the predominance of the Audiolingual method (Kumaradivelu, 2006:61) (Richards, 2006:4). According to Brown, the Audiolingual method relied on repetition because it was designed in order to produce positive results in the least amount of time possible due to the needs of the first learners who used this method, which was learning enough language to understand the allied forces in the Second World War (2007:23). Once this initial necessity was over, the Audiolingual method was soon seen as a failure and, consequently, the interactive trends arose around the teaching world. (2007:23)

The CLT approach came to be in the 70s as an interactive method which answered the necessities that the Audiolingual method could not fulfil. At that time, the second language acquisition studies, as Richards points out in his work, discovered that language learning where the result comes from interactions between the learner and users of language, collaborative creation of meaning, negotiation of meaning, learning through gathering the feedback learners get when they use the language, paying attention to the language the learner hears, trying out and experimenting different ways of saying things (2006:4). Thus, the principal characteristic of this approach is, as mentioned before, the interaction between the students.

Apart from the communicative aspect, Brown (2007:46-47) highlighted seven more characteristics of this approach that describes it perfectly. These characteristics can be used in order to evaluate and analyse materials and unit plans from a CLT perspective.

- The first one is Overall Goals, CLT approach is focused on all the different components of the communicative competence like interaction, oral and written skills, etc. The idea for an adaptation to the online format is to maintain this focus via the ICT tools available to all the students in order to keep the use of interaction.
- The second aspect of this approach is connected to the Relationship between form and function. According to Brown “language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes.” (2007:46) This means that in order to keep the students engaged, the content of the lesson or activity has to be useful in a real life context. In the case of an online unit plan, one of the most important points of the lessons would be not only engaging with the students in order to keep them focused on the class, but also having exercises that are more than just superfluous repetitions or sentences with no real world applications.
- Fluency and Accuracy are two major points of CLT that, theoretically, should be balanced. This means that accuracy or grammar focus is supposed to appear in parallel with the fluency of the learner’s speaking and writing skills. Since one of the objectives of the unit plan I have designed is to promote L2 interaction between the students, fluency is primordial and, consequently, encouraged in every lesson. However, accuracy is also practiced so that students can include

specific vocabulary and appropriate verb tenses in their written and oral productions.

- As mentioned before, CLT also focuses on Real World Context to prepare the students for the interactions they may have outside the classroom. Thus, in order to prepare them for this, the activities and tasks should equip the students with tools to deal with these situations. In addition, there are some other advantages of using real world contexts and authentic materials. For instance, “they provide cultural information about the target language” and “they support a more creative approach to teaching” (Richards, 2006:20).

However, there are some authors who do not fully agree with this characteristic as they found out that using authentic or adapted materials did not matter as long as the learning processes promoted by them were authentic (Richards, 2006:21). These authors’ reticence about using real world contexts in the classroom might be due to the fact that using exclusively authentic materials can entail certain problems. Richards postulated arguments against the use of authentic materials, some of them are that “created materials may be superior to authentic materials because they are generally built around a graded syllabus”, that “authentic materials often contain difficult and irrelevant language”, and that “using authentic materials is a burden for teachers” (Richards, 2006:21).

As using real world contexts entail advantages and disadvantages, when creating my unit plan, I decided to include both authentic and adapted materials. Concretely, I chose to use authentic materials and contexts whenever they were adequate and suitable for the situation and adapted materials and activities in the other occasions. I thought that by doing so I would be avoiding most of the disadvantages of using real world contexts exclusively.

- CLT also promotes the students’ learning Autonomy. Through the varied and different exercises and tasks proposed in the classroom, the learners are able to find their own strengths and weaknesses (appendix 6.7 pg 65) and, by using the learning strategies that are taught, the students are able to keep progressing in the language skills they find themselves lacking. The idea behind implementing the CLT approach in the unit plan is not only to promote interaction and the use of social skills to maintain communicative conversations, but also to encourage

students' autonomous work. This means that during the lessons of this unit, the students will have the possibility to interact and help other partners with enough tools in order not to depend exclusively on the teacher.

- The Role of the Teacher in CLT is not reduced to the figure of authority and source of knowledge. According to Brown, in the CLT approach, the teacher should be a guide, a coach for the learners (2007:46). In order to prevent the unit plan from becoming a master class, the teacher should also encourage students' engagement with the lessons so that they give as much feedback as possible.
- The Students' Active Role is essential in the CLT approach. As I have just introduced in the previous paragraph, the teacher should promote that the learners engage both with the activities proposed and with what they are learning by including methods such as learner-centered or cooperative learning. That way, the students become active learners and participants in their own learning processes. In the unit I have created, apart from the CLT approach, I decided to use the cooperative learning method in order to encourage students' active role. As active participation is key to cooperative learning, by including this method in some activities and tasks, I will be encouraging the learners to produce language with communicative purposes and to engage with their own learning processes. Nevertheless, students' participation is not only required in cooperative tasks, their participation is also demanded in other types of activities. This unit has been planned to contain a lot of discussion and conversation time in every single lesson (appendix 5 pg 45). This CLT principle becomes even more significant when taken into account that the Apéndice II, primera lengua extranjera (inglés) de la Orden ECD/489/2016, de 26 de mayo (2016) (from now on Apéndice II primera lengua extranjera (inglés)) remarks the importance of these active students' roles when talking about meaningful learning. In addition, in the methodological principles proposed by the Curriculum, it is outlined that the students should develop autonomy and that the teacher should play the role of guide.

Despite clashing with the archaic Audio-lingual method and evolving the educational panorama of the time, some teachers and researchers grew skeptical about CLT claiming that it shares many features with the Presentation-Practice-Produce routine, also known as PPP. The CLT popularity experienced a decrease and, then, the TBLT became more popular. Nevertheless, some authors state that "TBLT is just CLT by

another name.” (Kumaradivelu, 2006: 64) In addition, Kumaradivelu points out that “the trend away from CLT to TBLT is illustrated in part by the fact that communicative, the label that was ubiquitous in the titles of scholarly books and student textbooks published in the 1980s, has been gradually replaced by another one, task.” (2006:64). This means that during the 1980’s the word communicative was so widespread in educational books and textbooks that some authors and publishers may have decided to change it for the word *task*. In the Unit plan there is a mixture of communicative exercises, with both real-world context and non-real-world context, altogether with cooperative tasks in order to avoid restricting an entire unit to one methodology.

II. TBLT

The Task Based Language Teaching is connected with the CLT approach, in fact, they share some characteristics such as encouraging communicative interaction between all participants of a classroom. Moreover, as I have already mentioned in the previous section, some authors even consider these two approaches as the very same one with different names (Kumaradivelu, 2006:64). However, other authors like Brown establish notable differences between them as TBLT is a perspective within the CLT approach (2007:50). This can be seen in the fact that, while CLT is focused on the communicative part of the lessons solely, TBLT is focused on teaching through tasks that seek to engage learners in using L2 for communicative purposes (Ellis, 2003:9). In addition, TBLT determines that there are target tasks, which have to be completed by the learners beyond the class time, and pedagogical tasks, which are the core of the classroom exercises and activities (Brown, 2007:51). This means that target tasks are simpler than pedagogical ones as they are only done at specific moments of the classroom; and that pedagogical tasks are more complex as they are composed of other smaller activities and tasks.

In order to be able to understand the basis of TBLT, the most basic unit of the method has to be explained, and that is the task. According to Peter Skehan, “a task is an activity in which meaning is primary, there is some communication problem to solve, there is some sort of relationship to comparable real-world activities, task completion has some priority and the assessment of the task is in terms of outcome” (1998:95).

The task in TBLT methodology has also been profoundly described by other authors such as Ellis, who, in addition to the characteristics established by Skehan, mentions that the task is in itself a work plan that “takes the form of teaching materials or activities” (2003:9). In addition, in this regard, Ellis also says that these activities may or may not be what the teacher initially intended for the class (2003:9). Another important feature of the task, according to Ellis, is that “it can involve any of the four different skills” (2003:9), which means that the work plan may be directed towards a lesson focused on listening comprehension or a mixture of reading and writing exercises.

Both CLT and TBLT are based on the four skills of language, which are listening, reading, writing and speaking. These skills shouldn't be tackled in isolation, instead, teachers must integrate them along the learning lessons by proposing varied activities and tasks. The importance of integrating the four skills and learning how to do so is mentioned in the methodological section of the Apéndice II, primera lengua extranjera (inglés) (2016:4-5). In the unit plan that I have designed, the four skills are taught through a series of tasks and exercises which integrate two or more skills at the same time. For example, some activities such as activity two and three in lesson two (appendix 5.2 pg 46) require individual written work and, after that, they require oral group work as the students have to discuss the results they have obtained. This type of activity integrates three skills: writing, listening and speaking. In addition, the final task proposed in lessons seven and eight integrates the four skills as the students are supposed to organise a travel plan in small groups and create a powerpoint presentation about it. In order to do so, they need to communicate orally with their partners to reach agreements about different aspects such as the destination or the ways of transport, read information they may need and write their final plan. One of the main points that makes TBLT differentiate itself from the CLT is the focus on cognitive processes (Ellis,2003:9-10) which stimulates the learner educational development by actions like classifying, ordering, reasoning or evaluating to name a few.

At this point, I am going to comment on the specific characteristics of TBLT in terms of objectives and types of tasks. Brown states that the objectives of a unit plan based on TBLT should be “well specified so that you can at some later point accurately determine the success of one task over another” (2007:52). This indicates that when creating a unit based on TBLT, teachers must be precise in order to favour the evaluation

of the tasks, which means to see whether they have been useful for the achievement of the objectives. In addition, Brown also mentions the importance of engaging the students with problem solving activities and of involving real world context tasks (2007:52). I took into account all these characteristics of TBLT when designing some parts of my unit plan, for example, when planning the objectives of the unit and the lessons one, two, three, six, seven and eight (appendix 5 pg 45).

In order to aid the implementation of TBLT, Willis proposed a model that consists of three main stages: pre-task, task cycle and language focus (1996:51). The pre-task involves the introduction to the topic and the task and this stage is used in order to activate previous knowledge about a topic or a task, to expose the learners to language samples that share some similarities with the task to come and to make the students focus on the form that is used (Willis, 1996:42-43). The second stage, which is the task cycle, consists of three parts. The first one is to do the task; the second one is to engage in planning a report and; the last one is to present the report (Willis, 1996:51). Finally, the language focus stage consists of an analysis of particular language features and forms that have appeared in the previous stages. This last stage is implemented at the end as it may help the students recognise these features and forms when they face them again (Willis, 1996:102). When designing the tasks for my unit plan, I took into account and followed the model proposed by Willis. Yet, I entitled the stages task cycle and language focus as “task” and “post-task” respectively. (appendix 5.6, 5.7 and 5.8 pg 50)

The use of tasks throughout my unit relies on the completion of each lesson in order to have enough materials/vocabulary/resources to continue with the rest of the following lessons. The lessons themselves have a clear outcome and, since the students have to hand over some template finished or different pieces of work at the end of the class, the teacher can monitor the success or failure of a certain task, and the efficiency of the students when completing it gathering relevant information for the next lessons.

Before finishing this section, it is relevant to mention that in Apéndice II primera lengua extranjera (inglés) the TBLT methodology is heavily encouraged as this document proposes the use of problem-solving tasks that require students’ active participation and integrated tasks (2016:3).

Aside from these two methodologies, the third pillar which I have used in order to design my unit plan is the Cooperative Learning method. According to my own

experience, this method has borne the brunt during the pandemic situation due to the cancelation of the face to face teaching format.

III. Cooperative Learning

It is widely known that Cooperative Learning is a method in which students are required to work in small groups in order to achieve established learning goals. Yet, it is much more than that. According to Torrego and Negro, there are five basic conditions that must take place in the classroom in order to catalogue a classroom as a cooperative learning working group (2012:26). These conditions are the following ones:

- There is positive interdependence between the learners: learners establish positive links between them, that way, success cannot be achieved in isolation. This means that a student is successful when all the other students in the group are successful as well (Torrego and Negro, 2012:27).
- There is personal responsibility and individual work: all the members of a cooperative group perform a learning role and are responsible for doing a part of the task. That way, all the students improve their performance (Torrego and Negro, 2012:28).
- There is face to face interaction: cooperative work is based on direct interaction. When working in a cooperative group, each learner must have the feeling that they need to interact with the other members of the group (Torrego and Negro, 2012:29).
- Social skills are needed: Students need to possess certain social skills in order to cooperate between them successfully. That way, they will be able to take decisions, communicate, help each other, organise themselves or resolve the various conflicts they may face when working together (Torrego and Negro, 2012:30).
- There is regular evaluation: it is essential to perform regular evaluations that imply both teachers and learners. Evaluating periodically allows the teacher to know strengths, weaknesses, improvements and setbacks of the learning process (Torrego and Negro, 2012:33).

Cooperative Learning is a method that is intimately related to the global world in which we are living as it tries to recall the interdependence that relevant companies, scientific researches and political enterprises have with others of the same or different nature. This interdependence causes that these companies, enterprises and researches work in both the others' benefit and their own one. Thus, Cooperative Learning contributes to teaching values and competences that are necessary in order to work with other people in an interdependent way (Torrego and Negro, 2012:22). Yet, this is not the only benefit of using this method, Cooperative Learning may also pave the way for attention to diversity. When students start working cooperatively, they can support and motivate each other and, at the same time, join their efforts in order to learn (Torrego and Negro, 2012:23). For more information about attention to diversity, see appendix 4 (pg 43).

In terms of Cooperative Learning in connection to just language teaching, this method may bring several different benefits to the L2 classroom. On the one hand, "Cooperative Learning provides much more opportunities for learners to comprehensible input and output and the processes of negotiation" (Zhang, 2010:82). The increment of the chances of comprehensible input and output is due to the fact that, when working cooperatively, the students in the classroom are divided into smaller groups, thus, they have more opportunities to speak using L2 than the ones they would have when working with the whole classroom.

On the other hand, Cooperative Learning contributes to creating an effective climate for learning in the L2 classroom (Zhang, 2010:82). This advantage is also recognised by Dörnyei as he considers that group cohesion is one of the three components of motivation that are specific to learning situations (1994:277). In fact, Dörnyei states that "compared to competitive or individualistic learning, the cooperative goal structure is more powerful in promoting intrinsic motivation, positive attitudes towards the subject or area, and a caring, cohesive relationship with peers and with the teacher" (1994:279). As in cooperative tasks the students work in small groups, they have time not only to prepare their answers, but also to receive feedback from their partners, which may contribute to creating a relaxed and, consequently, motivating atmosphere. The motivation achieved by Cooperative Learning is formed by four different group specific motivational components. The first one is the group goal, in which every student of the

classroom is embedded in the fulfilment of a common goal, thus, each student is dependent on the performance of the rest of their partners. Related to this group goal is goal orientedness since the goal is something the class wants to achieve and being immersed altogether in it they will all give their best to reach the requirements. The last two characteristics described by Dörnyei (1994:278) are the cohesion of the group and the norms and reward system for the classroom. These two are also related with each other since establishing ground rules for the classroom group to behave will limit the conflict possibilities and less conflicts do not mean a more cohesionated group but it is a starting point to build the trust necessary to achieve it.

In addition, “cooperative language learning allows learners more chances to produce language in a functional manner” (Zhang, 2010:83). This is due to the fact that cooperative learning may contribute to create an atmosphere that resembles reality. When working cooperatively, learners can use L2 with a great amount of purposes such as suggesting, disagreeing or encouraging.

Another positive aspect of Cooperative Learning in connection to language teaching is hinted by Mitchell and Myles who, after defining cooperation as a social or affective strategy that can be taught, state that “their own research does suggest some positive effect of strategy teaching on vocabulary development, listening comprehension and oral production” (2004:117). This means that Cooperative Learning might help to improve oral skills, both productive and comprehensive ones, and to develop vocabulary.

Before finishing this section, it is crucial to say that developing cooperative learning strategies is part of the objective obj.IN.6 established by Apéndice II primera lengua extranjera (inglés) (2016:3). Thus, by implementing Cooperative Learning in the classroom I might be contributing to the accomplishment of this objective.

3.3 Unit Plan Evaluation (Teaching-Learning Process Evaluation)

Evaluating the teaching-learning processes that occur in the classroom is crucial as it is the only way of seeing whether the methodology, the activities and the materials that the teacher has used have been effective. In my unit plan, this evaluation will be developed

mainly through observation (see appendix 6.9 pg 68) . This means that, at every moment, the teacher will observe different aspects such as the development of the activities proposed or the achievement of the objectives set out for this unit. By doing so, the teacher will be able to evaluate whether the methodology, the materials and the activities proposed were appropriate in order to achieve the objectives. Consequently, if, through this observation, he or she detects deficiencies related to these materials, methodologies and activities, he or she will be able to introduce changes in relation to all or some of these aspects.

Nevertheless, not all teaching-learning process evaluation will be based on observation. In addition, the teacher will ask the students to complete a multiple-choice survey, which can be found in appendix 6.7 (pg 65), in order to gather information about the students' opinions and results in relation to the unit plan. Thus, he or she will see the success or failure of the implementation of some of the CLT techniques, the TBLT methodology, or the introduction of Cooperative Learning in this unit plan. Also, with this survey, the teacher will also collect some information about the usage of the Discord communicative tool in order to know whether all the students are able to use it appropriately. That way, the teacher will realise whether he or she can use Discord in other units that have online format.

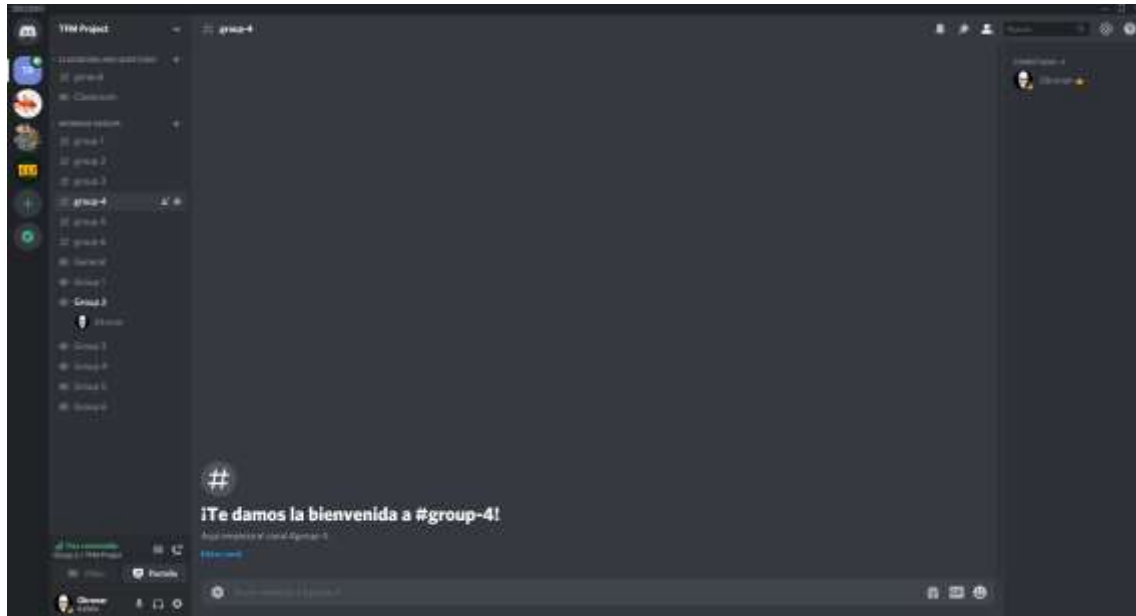
4. Critical Analysis and Discussion of the Didactic Proposal

The critical analysis has to begin with the presentation of the Unit plan. The title of the unit is **Let's hit the road** and the main topic that is going to be studied is travel, countries and vehicles. The reason why I have chosen this topic in this specific situation is to make the students forget about the confinement and to make them escape their homes by studying English and learning about different places and cultures. The fact that this unit follows Cooperative Learning methodology will also provide the students with communicative interaction and bondings outside their homes, making the classroom not only a place for learning but also a place to share their thoughts and feelings with their partners and interact with more people.

This unit plan, which can be found in appendix 5 (pg 45), was planned for a classroom of 3rd year of E.S.O. in which there are 24 students between 14 and 15 years old, most of them from the same part of the city, situated in a mid-class area with no important socio-economic problems. The students have worked previously using the cooperative learning methodology but, this is the first time they are going to do it in the online format. The group has a good level of reading, listening and writing skills but some of the students are lacking in the speaking skill, hence the focus on the interactive exercises and projects in order to have more speaking time during the sessions. Some of the students are fluent in the usage of the Discord communicative tool because they have been using it in their free time. Since the unit is aimed towards working in the online format, students will be offered an easy tutorial and explanation about managing and using the Discord application (appendix 6.8 pg 66)

Selecting the communicative tool that is going to be used for the lessons is crucial to the unit plan. In this case, I chose Discord for a variety of reasons. First of all, Discord is a free software that requires no payment nor subscription-based model in order to access longer conversations such as Zoom or other communicative tools used typically by teachers. Secondly, the application works both installed or just used from any server browser, which simplifies the access for everyone. In addition, Discord is designed to run in most computers requiring little specs in order to work and, even if the students are not able to access via computer, they can enter the servers by using their mobile phones. However, the main reason for using this application is the number of tools that it provides to the host, in this case the teacher. Discord works with servers so the teacher or the centre

can create a server in which the students will be invited to, from there, the teacher can create different text and voice chat rooms in order to accommodate the classroom's necessities.



Moreover, the teacher can also manage each student's user by assigning them different roles and different colour names depending on the roles they acquire in the group. Furthermore, the teacher can activate the mute mode for speaking functionality, so that the teacher is able to speak without interruptions, which may make the explanations much easier to understand by everybody in the class. In addition, since the teacher can also share her or his screen at any time, the initial parts of the class in which a reading or a listening is played do not require the students to download the files and they can read or listen directly from the teacher's screen. Discord will encourage, in my opinion, the Cooperative Learning because firstly, the students will be able to work in groups easily without interrupting each other, secondly, the students' roles are going to be very defined and they will act accordingly, and lastly, the learners will have access to multiple instances of interaction.

4.1 Contribution to key competences and the communicative competence

In 2007, the European Parliament established that there were eight key competences that were necessary for lifelong learning. They were defined as “a combination of knowledge, skills and attitudes appropriate to the context” (2007:3) and claimed to be essential for achieving “personal fulfilment and development, active citizenship, social inclusion and employment” (2007:3). Some of these competences are already mentioned in Ley Orgánica 2/2006, de 3 de mayo, de Educación (2006:18). However, it is not until the arrival of Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (2013) when the competences established by the European Parliament become more relevant (Ley Orgánica 8/2013, 2013:12-14). These competences were set in Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y Bachillerato (2015), which is a document that derives from Ley Orgánica 8/2013. In this paper, the number of the competences was reduced to just seven, as the first two ones proposed by the European Parliament were joined into one (Real Decreto 1105/2014, 2015:4).

In the following paragraphs, I will comment on the seven key competences established by the current Spanish legislation and, at the same time, I will analyse how the unit plan that I have created contributes to the development of them.

- Communicative competence: English as a subject contributes directly to the development of the communicative competence through the practise of both oral and written skills. During the lessons of this unit, the students are expected to engage in conversations with the rest of the class at certain moments and discuss within their groups their approach to the exercise/task the teacher has provided (appendix 5.1,5.2,5.3 pg 45).
- Mathematical competence and basic competences in science and technology: According to Apéndice II, primera lengua extranjera (inglés), learning English language reinforces problem solving practices and critical attitudes towards science and technology, interpreting charts, maps or statistical data (2016:2). In the last three lessons of the unit plan, the students can design charts or graphs to help them in the presentation of the magazine page they create.
- Digital competence: Media and communication are in part delivered through digital resources, digital competence is classified in Apéndice II, primera lengua extranjera (inglés) as a substantial part of the communicative competence

(2016:2). Since the classes are going to be taught through Discord servers, the students will develop different skills regarding the digital competence. In addition, the tools used to create the presentations and other applications such as Kahoot will contribute to the students' development of digital competence.

- Learning to learn competence: The students develop this competence when they think about the strategies and techniques used to learn and when they work on their own being autonomous and able to organise themselves. In this unit plan, the students will have to work on their own searching for the information they want to add to the final project. Working in groups also forces them to organise themselves and reach an agreement with the other members, besides, they can solve some minor doubts when working together.
- Social and civic competence: According to Apéndice II, primera lengua extranjera (inglés), communication using foreign languages requires having an open mind and being able to mediate, which translates in having respect for other people's cultures, beliefs and traditions (2016:2-3). Since the classroom is going to use cooperative learning methodology, the students will interact considerably, and they will work together many times. This means that they will have to reach agreements and empathise with their partners in order to fulfil the tasks. In addition, as the students will have to cooperate in order to complete the assignments, they will have to interact not only with friends but also different partners that maybe, have different backgrounds and cultures. Furthermore, since the unit plan is based in discovering and traveling to new places, the exposure to such cultures will enrich their world.
- Personal initiative and entrepreneurship: The current educational model wants the students to adopt an active role in their education, in the Apéndice II, primera lengua extranjera (inglés), it is specified that the school has to encourage the students to planify, make decisions and develop their critical thinking (2016:3). By applying cooperative methodology altogether with the final project, the teacher is able to reinforce the ability related to making decisions, since the final travel plan will be influenced by their own resolutions.
- Cultural awareness and expression: English will help the students to develop their cultural and artistic competences by exposure of the cultural manifestation of English-speaking countries. This competence will require the students to acquire

a minimum of basic knowledge of said cultures. During the final lessons of this unit plan, the learners will have to search for cultural information of other countries and their artistic expressions. Concretely, they will have to find information related to food, festivities and landmarks of specific places they want to visit for their final project (appendix 5.6, 5.7 & 5.8 pg 50)

As it can be seen, this unit plan contributes to the development of all the key competences described in Apéndice II primera lengua extranjera (inglés) and in the Real Decreto 1105/2014. This indicates that, during the lessons, the students will be acquiring the basic competences as well as skills such as critical thinking or working autonomously and cooperatively while they learn specific content related to English as a subject.

4.2 Objectives and specific curricular contents

The specific objectives that I have created for this unit are based on both the contents established in Apéndice II primera lengua extranjera (inglés) for the 3rd year E.S.O. (2016) and the key competences listed above, which were set in the Currículo Básico (2015). Due to space restrictions, they can be found in appendix 2 (pg 36).

When writing these specific objectives, I took into account the Revised Bloom's Taxonomy proposed by Anderson and Krathwohl (2001). Due to this reason, most of them belong to the categories 3(applying), 4(analysing), 5(evaluating) and 6(creating), which involve higher cognitive processes. By designing objectives that fit into these categories, we, as teachers, will be emphasizing transfer of knowledge and facilitating retention (Anderson and Krathwohl, 2001:64). This means that by favouring objectives that require higher cognitive processes I will be promoting not only that the students transfer the knowledge acquired to other situations and areas, but also, that they keep this knowledge through time.

In addition, as it can be seen, these objectives are quite precise and detailed. This is not coincidental, I designed them very carefully, taking into account Brown's recommendation for planning the objectives of a unit plan based on TBLT, so that they favour evaluation (2007:52). The achievement of detailed objectives is much easier to evaluate than the achievement of vague ones. When a teacher creates an open and imprecise objective, the evaluation might become more difficult as he or she might have

problems when categorising the level of accomplishment of it. However, when precise objectives are created, it is uncomplicated to create categories of achievement.

This unit contributes to the achievement of several general objectives established for secondary education in Real Decreto 1105/2014 (2015:8-9). Concretely, it contributes to objective a), as this unit encourages cooperative work; to objective e), as the unit may help the students develop basic skills related to the use of ICTs; to the objective g), as the unit promotes participation, and; to the objective i), as most of the activities proposed in this unit plan encourage the use of English in order to communicate.

In addition, this unit also contributes to the achievement of all the objectives established for English as a subject by the Apéndice II, primera lengua extranjera (inglés). However, due to problems of space, I am just going to comment on the objectives that are more present in this unit. For example, this unit contributes to the development of Obj.IN.2 as the students are encouraged to interchange oral messages autonomously; to the development of Obj.IN.4 as the learners are required to write simple texts with communicative purposes and; to the development of Obj.IN.6 as in several of the lessons of this unit, the students develop and practice cooperative learning skills while using ICT tools.

The specific contents have been selected from the Apéndice II primera lengua extranjera (inglés) for the 3rd Year E.S.O. These contents are classified in four different groups according to the skill they are related to (comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts). Yet, although the contents appear separated depending on the skill, they should be introduced in the classroom and taught integratedly. Due to space restrictions, these complete contents can be found in appendix 3 (pg 38).

4.3 Communicative Language Teaching

This unit plan has taken inspiration from three different approaches as mentioned before, not committing fully to any of them in particular but having more influence from some of them depending on the section or the lesson being taught in specific. In this section, I will comment on the aspects of the CLT approach that influenced the unit plan design.

As mentioned before the CLT approach (Communicative Language Teaching) is itself explanatory, the most important aspect of it is the communication and interaction involved in the lessons (Brown, 2007:46-47). Having this in mind, I tried to make all the lessons as much interactive as possible and, since they had to be developed online, in order to do so, I decided to integrate the communicative tool Discord in the classroom. Due to the online format, interaction would be normally limited by the tools used and the situation of the students. However, by using Discord, the teacher can make sure that every student is able to access even with the minimum resources because, with this tool, the learners can access the servers even without a computer, just by using a mobile phone in the case the first is missing.

The lessons are designed to have interaction as the final part in most of them, for example after completing the exercises of the lessons one to three, the students will join together in different groups in the final stages of the lessons in order to discuss the activities they just did and, in the case of lessons one and three, deliver a short text or a template completed in group (appendix 5.1 and 5.3 pg 45 and 47). By incorporating this approach into the classroom, the teacher will accomplish two things at the same time. Firstly, the students will interact with each other until the class is over and; secondly, the learners will revise in groups the contents they have dealt with during the lesson, sharing their knowledge and some occasional doubts. Since the teacher will provide the students with time to interact with their peers, the “students have to become comfortable with listening to their peers in group work or work tasks, rather than relying on the teacher for a model” (Richards, 2006:5). By encouraging communicative interaction between the learners, the teacher will be transforming the students’ passive role into an active one. This way, the group may become a learning tool which, with the teacher’s guidance, will provide a number of answers for the questions that the students may have.

Another important aspect of the CLT approach is the dichotomy of fluency-accuracy. According to Richards, there are two types of activities, fluency focused and accuracy focused and “teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities” (2006:15). Taking into account this premise, I designed some of the activities that require the students to pay attention to some structures and grammar and, some others which will appear later on, in the same class, in which the students are required to interact with the

rest of their partners, exercising fluency altogether with accuracy. For instance, in lesson two (appendix 5.2 pg 46) there is a reading activity in which, after reading the text, the students are expected to complete a couple of activities which focus on grammar and vocabulary of the text. After completing these two activities, the students will share in groups their traveling experiences, working their fluency first. At the end of the lesson, the learners will have to create a fictional trip in groups. Thus, they will be focusing on both fluency and accuracy after having dealt with both aspects separately.

The last part of the CLT approach used in the design of this learning unit was the focus on real world context. The topic itself has certain relevance for the learners since they may have traveled before to a different country or they may be planning to do so. Some of the activities of the lessons have been extracted from a real world context. For example, the first listening comes from a matinal show and some of the exercises mimic real world situations such as an activity of the second lesson in which the students have to read a traveling guide to Thailand. The main reason behind this usage is to make the students face real situations in which the language will help them proceed. Nevertheless, not all the lessons have been designed to include just real world situations and authentic materials. In this unit plan I have also included specific activities that focus on grammar as well as adapted material, like the inductive session about grammar or the kahoot exercises to revise what they have learnt so far.

4.4 Task-Based Language Teaching

The TBLT methodology shares a number of features with the CLT approach that I have already commented on, like the implementation of interactive exercises for the students to engage in conversations. The tasks are also connected with CLT in the aspect of containing some real world context. In the case of my unit plan, the design of some of the activities has been planned using real world sources like the first listening of the lesson one, in which the students listen to a morning show. In addition, I have also designed some activities that, although they contain adapted materials, they mimic real world processes, for instance, the exercise of the second lesson in which the text is pretending to be a real traveling plan. Including activities that mimic the real world may engage the students in their learning as they see the usefulness of the content taught.

Just like with the CLT approach, I have selected some characteristics of the methodology to implement in the unit plan. The first three lessons, for example, are designed following Ellis's model, which consists of three parts: pre-task, task cycle or task and language focus or post-task. The lessons begin with an introduction to the general topic of the day and some interaction with the students, then, the task will take place, which can be an individual or a group task depending on the session. Finally, in the post-task, the students share, analyse and reflect on what they have learnt, demonstrating that they have accomplished the lesson's objectives.

The lessons six, seven and eight of the unit plan function as a whole TBLT session. The lesson six is the "pre-task" as it serves the purpose of introducing the rest of the lessons and the final project they are going to face. In this lesson, the students will see examples of other students presenting various projects, taking ideas from them related to how to do a proper presentation. Also, the teacher will show them examples of diverse projects and, being more specific, a travel guide. The task will take place during lessons seven and eight. During the lesson seven, the students will develop, in groups, a page for a fictional travel magazine. In this magazine, the groups will publish an article of their choice referring to a country, a city or a village they would like to visit themselves and try to convince the rest of the class to do so. Although the groups will be granted certain freedom, the articles they create have to fit into the genre and stick to the given criteria. During this lesson, the students will work on their own, which will contribute to the development of their social skills, yet, in case of doubts they will have the possibility to ask the teacher for guidance by using the main chat. The task will continue during the lesson eight, in which the students will present their results and, in this case, they will also evaluate the rest of the groups and their presentations (appendix 5.6, 5.7 and 5.8 pg 50). The post-task will take place at the end of lesson eight as, during the peer evaluation, the students will be required to write relevant vocabulary and forms which will be shared and analysed when all the presentations finish. In order to close the unit plan, the students will choose between all the groups in the class the page that will dictate the destination of the school trip.

4.5 Cooperative Learning

Despite working in groups all along the unit plan, the lessons from one to five cannot be considered as cooperative learning ones. In some activities of these lessons the students

are required to work in groups, yet, the members of each group do not perform different roles and, although the groups work together in order to achieve a result, this result is not a common one within the “class-group”.

The idea behind using the cooperative learning methodology relies on working in groups to achieve a final result or achievement together. In the case of this unit plan, all the members of each group have to work together in order to design a page of a travel magazine, but, at the same time, every group is expected to do a fair job contributing to the magazine in order to be able to choose a final destination.

In the following paragraphs, I will analyse whether the final task of my unit plan fulfils the characteristics of Cooperative Learning proposed by Torrego and Negro (2012), which I have already commented on in the theoretical framework, so that this task can be considered as a cooperative one.

In this task, the whole class has to create a travel magazine, in order to do so, each student is required to work in a group in order to create a page of it. If one or more groups are not able to complete their page, the magazine would be deeply affected. This means that each student and each group is completely successful when all the others have achieved to do their job successfully. Consequently, in this task, there is interdependence as each student is positively linked to one group and, at the same time, each group is also positively linked to the other ones.

All the members of each group have a particular role within the group that is key to the development of the project. This encourages personal responsibility and individual work, which is another key characteristic of Cooperative Learning. As each role (organiser, researcher, secretary and motivator) is linked to specific functions and responsibilities, every member of the group has to fulfill his or her functions and responsibilities so that the group continues progressing. Although the groups will be granted autonomy, during the task, the teacher will observe how each group works, paying special attention to the students performing their roles. By doing this, he or she will be able to detect if there are concerning anomalies that may sabotage the group’s work.

Although, Torrego and Negro claimed that face to face interaction was one of the key characteristics of Cooperative Learning (2012:29), I was not able to incorporate this

feature to the last task of my unit plan as it has been designed for being developed online. However, despite not including face to face interaction due to obvious reasons, it involves direct interaction through Discord communicative tool since, in order to complete the task, the students are encouraged to interact and communicate with their partners. When reading the key characteristics of Cooperative Learning I had the feeling that Torrego and Negro may not have taken into consideration all of the options for including direct interaction inside a classroom or that, maybe, when the text was written, they did not have access to the communicative tools available nowadays.

During the development of the final task, the students need to use certain social skills that will help with different processes such as group organisation, communication, decision making or problem resolution. As the students of this classroom are used to working cooperatively, they already possess at least a basis of most of the social skills needed to work cooperatively. In addition, the students will be able to practice and improve their social skills during the lessons before the final task. Throughout these previous lessons, the students will be required to interact with each other in groups, making contact with people they may not talk to regularly.

The last feature that identifies Cooperative Learning is regular evaluation. Through all the lessons of the unit plan, the students will be observed and monitored. Yet, during the last task of the unit, this observation and monitoring will become even deeper and constant due to the fact that, during the last lessons, the students will be granted more freedom. By performing this observation, the teacher will be able to know the students' strengths, weaknesses, improvements and drawbacks. Thus, he or she will have the possibility to include changes in terms of activities, materials and methodologies, if necessary.

In general terms, the final task of the unit plan, fulfils almost all the features established by Torrego and Negro (2012) for Cooperative Learning, since all the characteristics presented by these authors were taken into account when designing it. The only feature that is not completely satisfied is face to face communication. However, as I have already mentioned, despite not including this type of communication, this task involves direct communication through Discord communicative tool.

5. Conclusions

Analysing the unit plan designed was the focal point of this piece of work. In order to do so, I have used several academic sources gathered throughout the course of this degree of “Master de Educación Secundaria” and different sources extracted to support the various approaches that the unit plan was based on, which are CLT, TBLT and Cooperative Learning.

The innovation idea that I felt was necessary came to me from two problematic situations. The first one was developed during my Practicum period in which I saw how the classes were lectured with a PPP approach with very little interaction between the students and their partners. This happened in the first period in which I attended some of the lessons and merely watched the teacher perform his function. The teacher presented the theory from personal materials, normally PowerPoint presentations, and, then, he required the students to work with similar exercises every day, such as fill in the gaps, rephrasing or writing activities that are easily found in the students’ textbooks and workbooks. After a couple of weeks there, I started to think about the implementation of TBLT in the classroom in order to make it more interactive since I saw no communication between the students. In addition, I also thought about including Cooperative Learning methodology as, mixed with CLT approach and TBLT, it could benefit the students’ learning process and fill in the needs that class seemed to present.

After that, when the second period of my Practicum was about to begin, the pandemic confined us all in our homes. Consequently, during the second part of the practicum period my tutor used ICT tools in order to teach online lessons. Yet, the quality of these lessons even worsened. The PPP format of the face to face lessons was transformed into an online lecture in which there was even less interaction than before. Furthermore, some of the students were not even attending the classes.

Since I was already concerned about the lack of communication and cooperation between the students in face to face classroom, I was determined to introduce Cooperative Learning aspects and TBLT methodology in my unit plan, even if it had to have an online format. At first, I thought that incorporating these methodologies to an online unit plan would be complicated. However, soon, I realised that this problem could be solved by

finding an appropriate communicative tool since the selected tool would be a key factor for the classroom to work. Finally, I chose Discord because of the many features it allowed me to create and manage a classroom server in which the teacher is able to organise the students in groups and distribute the students in them at the same time that he or she assigns them roles to perform when working in their projects. By using this application, the teacher will be able to encourage interaction at any time and invest time in oral communication, which, depending on the activity, may occur either in the general class chat room or in each group chat.

The principal aim for this work is to promote interaction and cooperative learning in spite of the circumstances that have confined us and restricted our relations. With this purpose, I created a unit plan that consists of eight lessons. The first five ones are aimed towards expanding the students' vocabulary and resources, at the same time that they interact with each other. In order to design these lessons, I have used the CLT approach and the TBLT methodology. The three final lessons consist of a cooperative task and, when creating them, I took into account all the characteristics of Cooperative Learning described by Torrego and Negro (2012) and Willis's TBLT method (1996). In addition, in order to produce a reliable piece of work, I followed the descriptions and recommendations of some other renowned authors, so that, when designing the unit plan, despite being innovative, it stays faithful to the theoretical framework that gives it its base.

From the CLT approach, I took the interest in communicative interaction between the students, hence, the use of Discord to be able to manage the students at the same time that they interact in groups or in the general classroom. From this approach, I also took the balance between fluency and accuracy exercises, due to this reason, I have created lessons which begin with some reading or listening exercises and finish with open activities in which the students are required to interact and share their experiences. In addition, by including real world contexts, the students will be provided with real life experiences which, apart from being engaging, may be useful in the future in the probable case that they face a similar situation.

The TBLT methodology provided my unit plan with the structure to follow in some of the lessons, in fact, I have used the pre-task, task and post-task configuration in several lessons. Moreover, the final three lessons of the unit are designed like a singular TBLT

task in which each one of the lessons represent a stage of the process. In addition, as in the TBLT descriptions of Ellis (2003:9), the outcome of the lessons are clear but some of the activities may evolve or simply change due to the interaction of the students, despite not being the initial plan of the teacher.

Cooperative Learning methodology was used in order to create the last three lessons of this unit. I took the common goal of the methodology by establishing the trip of the school as their final achievement to which all the groups of the class must contribute. I also established different roles for each member of the group so that the work relies on positive interdependence, which means that every member of every group has a valuable job to fulfil. In addition, by using the Discord application the teacher will also make sure that the interaction between the students is as close to the face to face format as possible. Thus, the students will be learning the content planned at the same time that they will be improving their social skills altogether.

Apart from taking into account CLT approach, TBLT methodology and Cooperative Learning, this unit has been designed in order to fulfil the requirements and recommendations of the current Spanish educational legislation. Concretely, this unit is aligned with the LOMCE (2013), with the Real Decreto 1105/2014 from which I have taken the general objectives, and with Apéndice II primera lengua extranjera (inglés), from which I have taken the key competences, the contents and the evaluation criteria.

I think it would be very interesting to test this kind of approach in real life, checking how the unit plan works with a real classroom, if it achieves the results that it wants to fulfil and if the introduction of the Discord application in the classrooms is a viable option given the circumstances. To sum up, the mixture of Cooperative Learning, TBLT and the Discord application was the prime idea that interested me the most, since students and teachers alike can engage in interactive lessons again without the need of a face to face format and without stepping back in the educational methodologies. And since we do not know if a pandemic situation like the one we have experienced can be repeated again, we should be now better prepared for the educational challenges.

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Appendices

Appendix 1: Assignments used as evidence of the necessity of improvement

-Course Plan - Instructional and Curricular Design in EFL

https://docs.google.com/document/d/14f3JYrW9-FDenOW-yJMkI5DZ_AnVcZF-YeBdqdzzy58/edit?usp=sharing<https://drive.google.com/file/d/1aUMU03u4dLz-YcVa6ji2xUC33B3IRoMD/view?usp=sharing>

This course plan was planned to avoid the common usage of PPP that concerned me during the practicum and the analysis of materials.

-Unit plan design - *Let's Go Green!* Written for Design of Learning activities for EFL

<https://docs.google.com/presentation/d/16rnE09T2gVmXFnoEGed47uQipFo9YfTBmKOTxdqrdo4/edit?usp=sharing>

In this unit plan we started experimenting with cooperative characteristics without fully committing to it.

Appendix 2: Learning Objectives of the Unit

Unit: Let's hit the road!

1. Legal Provisions

This learning programme for 3rd year of ESO is based on the following legal provisions:

-Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE).

-Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato (CURRÍCULO).

-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.

2. Key competences

- Linguistic competence: The students are expected to engage in conversation with the rest of the class at certain moments and discuss within their groups their approach to the exercise/task the teacher has provided.
- Digital competence: Since the classes are going to be taught in the Discord servers, the students will develop different skills regarding the digital competence. The tools used to create the presentations, the kahoot for example contributes to the digital competence.
- Mathematical competence: The students can design charts or graphs to help them in the presentation.
- Learning to learn competence: The students will have to work on their own searching for the information they want to add to the final project. Working in groups also forces them to organise themselves and reach an agreement with the other members, besides, they can solve some minor doubts when working together.

- Social and Civic competence: Since the classroom is going to use the cooperative learning methodology, the students will interact a lot, and they will work together many times, meaning that they will have to reach agreements and empathise with their partners in order to fulfil the tasks.
- Personal initiative and entrepreneurship: By applying cooperative methodology altogether with the final project, the teacher is able to reinforce the ability related to making decisions, since the final travel plan will be influenced by their own resolutions.
- Cultural Awareness and Expression competence: This key competence is related to the previous one. The students have to cooperate in order to complete the assignments and they will have to interact not only with friends but also different partners that maybe, have different backgrounds and cultures. And since the unit plan is based in discovering and traveling to new places, the exposure to such cultures will enrich their world.

3. Objectives

- Use the future tenses (present continuous, future with going to and future with will) in oral and written texts in order to describe and present travels the students want to make.
- Use vocabulary related to accommodation and ways of transport (“checking in/out”, “lobby”, “take off”, “land in”, “steward”, ...) in oral and written texts connected to travelling.
- Use adjectives (“empty”, “crowded”, ...), place prepositions (“next to”, “opposite” ...) and descriptive vocabulary connected to travelling in written and oral texts in order to describe places and ways of transport.
- Identify, ask for and exchange information orally about travels, timetables, routes and ways of transport.
- Share opinions orally related to travelling using appropriate expressions (“I think”, “I agree”, “I don’t agree”, ...) and vocabulary.
- Identify and distinguish sections that are typically found in travel brochures and plannings in given examples that have been adapted to their level of English Language.

- Find, use and evaluate information from written or oral resources related to travelling to a specific place the students might be interested in.
- Create a travel article and present it using a given organization, as well as information from resources, vocabulary connected to travel and appropriate future tenses.

Appendix 3: Contents of the Unit

The specific content has been selected from Apéndice II primera lengua extranjera (inglés) for the 3rd Year E.S.O. These contents are classified in four different groups according to the skill they are related to (comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts). Yet, although the contents appear separated depending on the skill, they should be introduced in the classroom and taught integratedly.

- Block I: Comprehension of oral texts:
 - Comprehension strategies:
 - Comprehension of general and specific information of oral texts adapted to their level and experience produced by the teacher, the students and other sources
 - Activating previous knowledge about a specific topic
 - Sociocultural and sociolinguistic aspects:
 - Social conventions and linguistic registers (formal, informal, specialised)
 - Nonverbal language
 - Communicative functions:
 - Description of places
 - Expressing plans, intentions and future predictions
 - Interchange opinions and points of view
 - Provide and ask for instructions and directions
 - Expressing interest and agreement
 - Syntactic structures:
 - Verbs and verbal clauses: future tenses (present continuous, *be going to* and *will*)
 - Prepositions and prepositional clauses: place prepositions related to position (*on, in, at, by, under, over, below, behind, between, opposite, next to*) and place prepositions related to direction (*to, onto, into, towards, up, down, along*)
 - Oral vocabulary:

- Travel, holidays and ways of transport
- Block II: Production of oral texts: Expression and interaction
 - Production abilities and strategies:
 - Oral production of descriptions
 - Participating in spontaneous communicative situations that take place in the classroom
 - Planning: using digital resources appropriately in order to develop a presentation in group
 - Execution: use previous knowledge (grammar structures and social skills)
 - Execution: express clear and coherent messages with an appropriate structure based on a given model
 - Execution: use auto-evaluation strategies
 - Execution: use linguistic, paralinguistic and paratextual strategies in order to compensate for lack of knowledge (ask for help, use gestures, point objects...)
 - Sociocultural and sociolinguistic aspects:
 - Social conventions and linguistic registers (formal, informal and specialised)
 - Nonverbal language
 - Communicative functions:
 - Descriptions of places
 - Narrating plans, intentions and future predictions
 - Interchange opinions and points of view
 - Provide and ask for instructions and directions
 - Expressing interest and agreement
 - Syntactic structures:
 - Verbs and verbal clauses: future tenses (present continuous, *be going to* and *will*)
 - Prepositions and prepositional clauses: place prepositions related to position (*on, in, at, by, under, over, below,*

behind, between, opposite, next to) and place prepositions related to direction (*to, onto, into, towards, up, down, along*)

- Oral vocabulary:
 - Travel, holidays and ways of transport

- Block III: Comprehension of written texts
 - Comprehension abilities and strategies:
 - Comprehension of general and specific information in authentic or adapted texts (blogs, brochures and texts related to travelling)
 - Autonomous reading of texts related to the students' interests
 - Activating previous knowledge about a specific topic
 - Distinction of the different types of comprehension (general, specific and detailed)
 - Using digital resources in order to solve comprehension problems
 - Sociocultural and sociolinguistic aspects:
 - Social conventions and linguistic registers (formal, informal, specialised)
 - Communicative functions:
 - Description of place.
 - Expressing plans, intentions and future predictions.
 - Provide and ask for instructions and directions
 - Syntactic structures:
 - Verbs and verbal clauses: future tenses (present continuous, *be going to* and *will*)
 - Prepositions and prepositional clauses: place prepositions related to position (*on, in, at, by, under, over, below, behind, between, opposite, next to*) and place prepositions

related to direction (*to, onto, into, towards, up, down, along*)

- Oral vocabulary:
 - Travel, holidays and ways of transport
- Orthographic conventions:
 - Recognising punctuation marks
 - Comprehension of basic digital language (*http://, https://, www, .com, ...*)

1. Block IV: Production of written texts: Expression and interaction

- a. Production abilities and strategies:
 - i. Creating written texts (descriptions, travel articles, ...)
 - ii. Planning: activating and coordinating the students' communicative competences in order to accomplish a task (revising previous knowledge, brainstorming, organising information, ...)
 - iii. Planning: use linguistic resources appropriately (dictionaries, ICT resources, ...)
 - iv. Execution: use previous knowledge (grammar structures and social skills)
 - v. Execution: writing texts taking into account given models
 - vi. Execution: writing clear messages imitating a given model
 - vii. Execution: use auto-evaluation strategies
- b. Sociocultural and sociolinguistic aspects:
 - i. Social conventions and linguistic registers (formal, informal, specialised)
- c. Communicative functions:
 - i. Description of places
 - ii. Expressing plans, intentions and future predictions
 - iii. Provide and ask for instructions and directions
- d. Syntactic structures:
 - i. Verbs and verbal clauses: future tenses (present continuous, *be going to* and *will*)

- ii. Prepositions and prepositional clauses: place prepositions related to position (*on, in, at, by, under, over, below, behind, between, opposite, next to*) and place prepositions related to direction (*to, onto, into, towards, up, down, along*)
- e. Oral vocabulary:
 - i. Travel, holidays and ways of transport
- f. Orthographic conventions:
 - i. Using all the punctuation marks
 - ii. Using word processors and dictionaries in order to solve orthographic doubts
 - iii. Using basic digital language (*http://, https://, www, .com, ...*)

Appendix 4: Evaluation Criteria of the Unit

	Evaluation Criteria	Standards of Learning
Lesson 1 (Listening + Template)	1.1 & 2.1	<p>Est.IN.1.1.2 The student listens oral texts between the interlocutors and is able to understand the general information and answer the template provided</p> <p>Est.IN.2.1.2 The student engages in formal conversation with his/her partners to interchange information and give opinions. (10%)</p>
Lesson 2 (Reading + exercises)	3.1 & 2.1	<p>Est.IN.3.1.1 The student understands the information provided through authentic material about traveling and answers the questions showing the understanding of said text</p> <p>Est.IN.2.1.2 The student engages in formal conversation with his/her partners to interchange information and give opinions. (15%)</p>
Lesson 3 (delivery of text)	4.1	Est.IN.4.1.1 The student is able to write a formal text in groups about planning a trip. (15%)
Lesson 7 (working time in groups evaluation through observation)	2.1	Est.IN.2.1.2 The student engages in conversation with the rest of the group in order to achieve their common goal, organising and working on their own. (30%)
Lesson 8 (PowerPoint slides + Presentation)	2.1, 2.2, 4.1 & 4.2	<p>Est.IN.2.1.1 The student is able to perform a presentation delivering the basic point of information for the rest of the class to understand.</p> <p>Est.IN.4.1.2 The group develops a suitable presentation in which the parts are clearly described explaining why they think the city or country selected is suitable for a trip. (30%)</p>

Attention to diversity

As the group this unit has been designed for is quite homogeneous, there is no need to modify any content, activity or evaluation criteria. Yet, this unit has been designed with the intention to offer opportunities for learning to every student.

The activities are varied, which means that they involve several and different skills and, some of them, such as activity 1 in lesson 4 (appendix 5.4 pg 48), offer graded options so that advanced learners have access to challenging activities that allow them to continue learning. Thus, all the students will be able to find learning options that fit in their needs and preferences. Moreover, in some of these activities, such as in the final task, the learners are offered certain freedom so that they can choose to search for information and talk about places and topics they are interested in.

In addition, this unit fosters group work and cooperative work, which may benefit attention to diversity. According to Torrego and Negro, working through cooperative structures the students can motivate and support themselves cognitively and emotionally and coordinate their efforts in order to learn (2012:23). This means that working together cooperatively encourages the students to combine their efforts, no matter their interests, needs or capacities, in order to continue their learning processes.

During the lessons, monitoring and assessment will be continuous, which means the teacher will control the students' work and progress. The teacher will observe the performance of the students directly, as if the classroom was set in a face to face format. Since Discord allows the manager of the role to hop between servers, the teacher will be able to check on any student at any time, even when they are segregated into groups, in order to monitor their progress and difficulties they may face. When monitoring and assessing, the teacher will observe not only each student's progress, but also their lacks and needs. Consequently, s/he will be able to act accordingly, for instance, by providing extra instructions or clarifications or by proposing additional activities that may help them to achieve the established objectives. In addition, while doing the activities or when they have just finished, the teacher will provide some oral assessment to the students. Thus, the students will have knowledge about their performance, which may help them to correct errors.

Appendix 5: Lesson Plans

5.1 Lesson Plan 1 (50')

Activities	Materials	Timing
<ul style="list-style-type: none"> -Pre-task: brief discussion with the students asking for their thoughts on the subject. -Listening exercise -Repetition of the Listening exercise filling the template provided -Discussion in groups about places they would like to go -Collection of templates 	<ul style="list-style-type: none"> -Video from: https://app.fluentize.com/lesson/top-travel-destinations -Template (appendix 6.1) 	<ul style="list-style-type: none"> -3rd term: 22/05/2020 -Pre-task: 10' -Task': 30' -Post-task:9' -Delivery 1'

Teacher talk: The teacher is going to present the new unit in this lesson, this one should be one of the latest if not the last unit in the course due to the grammar learned in it. The teacher will begin with an introduction of the topic asking the students what they think about traveling and what vehicles they have used before to do so. Then, the class is going to listen to (and watch) a segment of a tv morning program in which one of the guests presents various places suitable for traveling to. After the initial play, the teacher will upload the template and give some minutes to the students to fill some of the parts if they remember the information. Then the teacher will replay the segment and encourage the students to pay special attention to the parts the template focuses on. The next part of the class will be assigned to a discussion in groups about the places they have been and the places they would like to go, being part of the template, they have to deliver at the end of the class. The students will go to their respective voice chat rooms in order to

discuss and work on the template and at the end everyone will enter again the general chat room.

5.2 Lesson Plan 2 (50')

Activities	Materials	Timing
<p>-Reading in which the students have to highlight keywords for later usage.</p> <p>-Two different exercises to check their reading comprehension.</p> <p>-Sharing experiences of themselves when traveling abroad searching for similarities with the text.</p>	<p>-Reading (appendix 6.2)</p> <p>-Exercise 1(appendix 6.2)</p> <p>-Exercise 2(appendix 6.2)</p>	<p>-3rd term: 25/05/2020</p> <p>-Pre-task:15'</p> <p>-Task:20'</p> <p>-Post-task:15'</p>

Teacher Talk: The teacher is going to make an introduction for the second lesson that is going to be focused on a travel guide to a specific country (Thailand). The students will then proceed to do the reading exercises on their own (when working individually the students will remain in the main chat room), trying to highlight the keywords they find important and answering the first exercise. After putting the answers in common they will go on to the second exercise, then the class will revise the answers and check if someone has troubles in some questions. The class will then put on common the keywords each student considered important and the teacher will highlight the ones that match the unit topic and the ones that can be useful for the final project. The students will then be distributed in groups in their respective voice chat rooms and they will share their own experiences when traveling abroad and then choose one of them, which will be told in the general voice chat room by a vocal to the rest of the class.

5.3 Lesson Plan 3 (50')

Activities	Materials	Timing
<p>-Listening plays focusing on the inductive methodology, the students have to deduce altogether the situations in which the tenses are used in.</p> <p>-Revision of the grammar with the teacher sharing screen and distribution of the cheatsheet.</p> <p>-Writing of the planning of a trip using the tenses revised.</p>	<p>Listening: https://www.linguahouse.com/es/esl-lesson-plans/general-english/travel-plans</p> <p>-Cheatsheet (appendix 6.3)</p>	<p>-3rd term: 27/05/2020</p> <p>-Pre-task:15'</p> <p>-Task:15'</p> <p>-Post-task:20'</p>

Teacher talk: The teacher will explain how the lesson is going to challenge them so that the inductive methodology does not catch them off guard. Once the first explanation is given the teacher will play the Audio-listening and the students will be given some time to take notes, and after replaying it a second time they will be asked about the situations in which they think each tense is used. After this the teacher will upload a cheat sheet for everyone to check the theory, the teacher will explain the tenses while the students read the cheat sheet so they can ask questions alongside. The class will be divided into groups and each group will have to plan a trip altogether using the tenses they just learnt in their

respective chat rooms. Then the group will send the work to the teacher via private message.

5.4 Lesson Plan 4 (50')

Activities	Materials	Timing
<p>-With a word cloud the teacher can engage the students with learning new vocabulary, in this lesson the vocabulary will be vehicles.</p> <p>-Exercises using the verb tenses, propositions and vocabulary. Some in groups, some individual, all written since they will engage in communication when they are in groups.</p>	<p>-Word cloud (appendix 6.4)</p> <p>-Activities (appendix 6.4)</p>	<p>-3rd term: 29/05/2020</p> <p>-1st activity: 20'</p> <p>-2nd activity:30'</p>

Teacher talk: This lesson will begin with the teacher asking the students which vehicles they know or if they remember some from the previous lessons. Then, a short explanation of what a word cloud is, and the teacher will make use of it by using a word cloud to expand the vocabulary of his/her students on the topic of the unit plan, all of this in the general chat room to promote questions and interaction. In this lesson they will learn about the vehicles used in the transportation of passengers traveling abroad. The teacher will then propose a series of exercises for the groups to complete both written and oral at the end of the class, in order to check on the use of the vocabulary and the pronunciation of it. The exercises have variants in case there are advanced students, I used an example in which the class has to choose between two prepositions in order to

complete the sentences of a text. And in this example the advanced students won't have the option to choose, they will have to guess the correct preposition which implies a harder challenge. The written exercises will be delivered through private messages and the oral ones shared in the general chat room.

5.5 Lesson Plan 5 (50')

Activities	Materials	Timing
<p>-The students are going to play several games of kahoot, related to the topics of the unit plan and the grammar they have seen so far.</p>	<p>Kahoots: https://play.kahoot.it/v2/?quizId=7290a226-ef9a-45a0-8366-cc127cdbc1a3 https://play.kahoot.it/v2/?quizId=95826cfb-48d5-4e8f-b2f3-1eb723283e04 https://play.kahoot.it/v2/gameblock?quizId=2d8d984c-c24a-4e51-bd87-0a5ceb5d94f5 https://embed.kahoot.it/5b5ef6cc-5d69-4505-abf4-128f6c2722f6 https://play.kahoot.it/v2/?quizId=05aabad1-2fd7-4033-ae83-d68ede976eb2</p>	<p>-3rd term: 01/06/2020 -kahoots: 45' -Sharing thoughts about the session: 5'</p>

Teacher Talk: The teacher will begin this class by introducing the Kahoot application and will explain how it works to the students that have never played it. This class will serve the purpose of revising vocabulary and grammar while the students have fun. The idea is to revise the content while having interaction altogether in the main chat room.

5.6 Lesson Plan 6 (50')

Activities	Materials	Timing
<p>-Explanation of the two lessons ahead, especially the group project the students will design to present in the last class</p> <p>-Use of examples to facilitate the understanding of what is expected from them.</p>	<p>-Wagolls, Examples of other students, Rubric. (appendix 6.5)</p> <p>-Examples from different blogs and website (since we are working online)</p> <p>-</p> <p>https://www.travelmag.com/articles/searching-for-mongolias-dinosaurs/</p> <p>https://www.thetravelmagazine.net/4-night-private-aurora-escape-a-covid-safe-bubble-in-sweden.html</p>	<p>-3rd term: 03/06/2020</p> <p>-Pre-Task Session</p> <p>-Explanation of the rest of the unit: 15/20'</p> <p>-Presentation of Wagolls and examples: 25/30'</p>

Teacher talk: This lesson is going to be more focused on explaining the rest of the unit than giving a normal class. The teacher will proceed to explain the final project, which is going to be a cooperative task in which the students will work in groups in order to develop each group a page in a travel magazine. The cooperative methodology applies in the outcome of the project which will let the class select the destination of the school trip. The teacher will explain that the students can make use of ICTs to design their page and that at the final class, each group will have to make an exposition of their selected country or city.

In order to exemplify this, the teacher will share some WAGOLLS in which the students can see how the project can be done. The teacher will also play some videos of different students making presentations of various topics. The explanation and the videos will all take place in the general chat room and the teacher will either share the screen or

ask the students to watch the videos by themselves in their group chat rooms, depending on the class behaviour.

5.7 Lesson Plan 7 (50')

Activities	Materials	Timing
-The class is going to work on their projects in their respective groups, asking for assistance when needed.	-Same examples of the previous class that the students can revise -Checklist (appendix 6.6)	-3rd term: 05/06/2020 -Task Session -50' of working in groups

Teacher talk: In this lesson, the students will be given the time to design their pages for the final project. They have to design a page for a fictional travel magazine of a country, city or village they would like to visit and, with the presentation of lesson 8, they will try to convince the rest of the class to do so. Thus, they will all have to contribute as a class in order to gain the final trip and at the same time choose the destination of it in the process. The students will have time for searching information and craft the page in this lesson. They will be given a checklist and the rubric they will use to evaluate the rest of the groups so they can adapt and adjust their content in order to have a better mark. the students can ask the teacher questions at any moment whether in the general classroom or via private message, though a general question will be encouraged in order to clarify hidden doubts amongst the students. Each group will work on their own chat rooms, having no interaction with the rest of the class except for the teacher.

5.8 Lesson Plan 8 (50')

Activities	Materials	Timing
<p>-The students will perform their presentations in groups, and the rest of the class will have a rubric to evaluate in groups the speakers.</p>	<p>-PowerPoint/ICT Tools -Rubric for the rest of the students (see appendix 6.6)</p>	<p>-3rd term: 08/06/2020 -Task and Post-task session -35' presentations and whereabouts -8' sharing interesting words and useful vocabulary idioms and forms -7' survey</p>

Teacher talk: This lesson will be dedicated to the different presentations of the groups; the students will have one rubric per group for them to complete evaluating the rest of the presenting groups. The groups will present in the general chat room and one of the members of each group will share the screen for the rest of the class to observe. The rest of the students will have a rubric also and will grade the rest of the groups' performance and content. The rubric will have the name of the student and the results will be delivered directly to the teacher in order to prevent conflicts. After the presentations the students will share the vocabulary and idioms they found interesting in the presentations of their partners. And finally, the teacher will provide some time to answer the survey provided to gather feedback.

Appendix 6: Materials

6.1 Template Lesson 1

What places does the guest describe?	How many different countries does she mention?	What can the traveller do in each place?	Which of these places would you choose for holidays and why?	What places did your partners choose and why?

6.2 Reading lesson 2

Reading text

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

Task 1

Sukhumvit

Chao Phraya

Wat Pho

Phra Kanong

Khao San Road

Yaowarat Street

a place that you might see in the film 'The Beach'

a place where local Thai people go

an alternative route through the city

a place to go for shopping and bars

a place to go for food

Task 2

0 items remaining

1. One night is enough time to see Bangkok.

True False

2. Khao San Road is an authentic Thai area of the city.

True False

3. Phra Kanong is further away from the main tourist sites than Khao San Road is.

True False

4. The river boat taxis often get stuck in traffic too.

True False

5. Taking the Skytrain is a faster way to see the city than going by taxi.

True False

6. You need to choose where to eat carefully, as not everywhere is good.

True False

 Finish

 Try again

*From British Council:

<https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/a-travel-guide>

6.3 Cheatsheet

Use of PRESENT SIMPLE:

- Timetables:

My flight leaves at 10:45 next Monday.

Use of PRESENT CONTINUOUS:

- Fixed arrangements, especially social and travel arrangements:

I am travelling to London next Tuesday.

Use of GOING TO:

- Intentions or possible plans:

I am going to visit my sister this month.

- To make predictions based in evidence for an immediate event:

Look at that tree moving with the wind! It is going to fall.

Use of WILL:

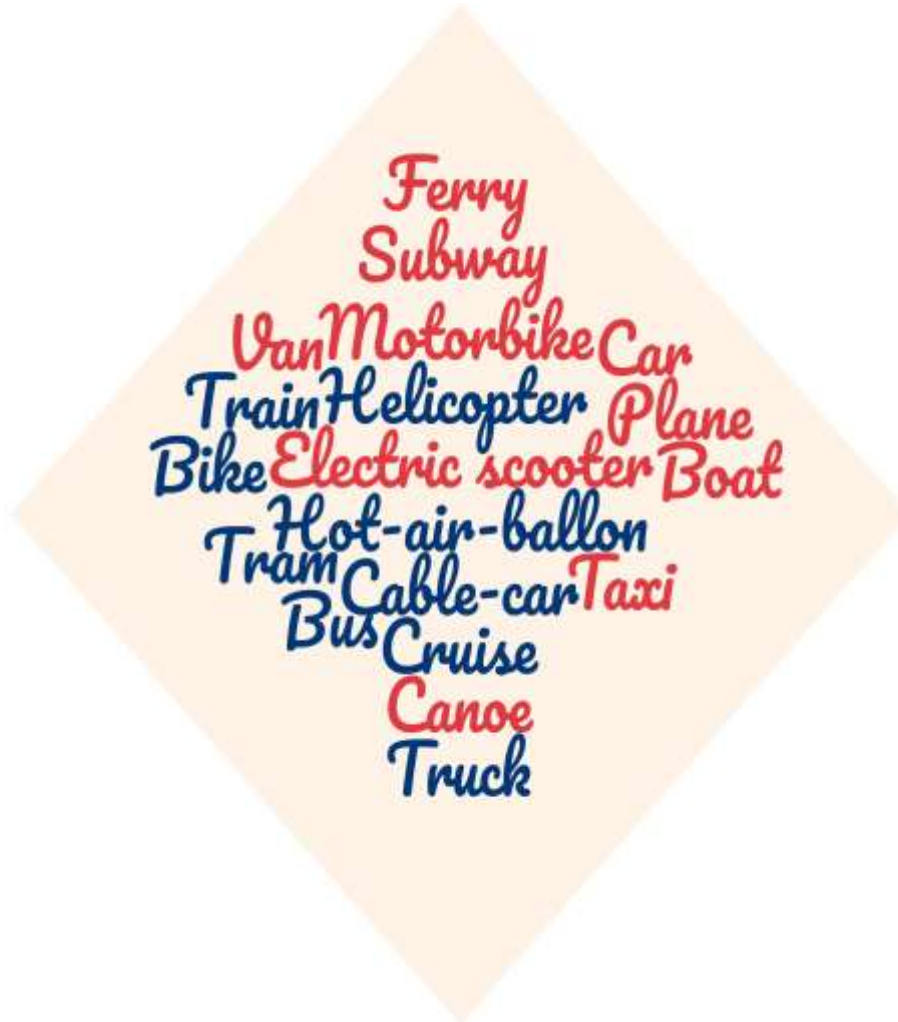
- Predictions of events happening in the far away future (more a hope than a real prediction):

The mobile phones will be completely different in 20 years.

I will be a doctor in 7 years.

6.4

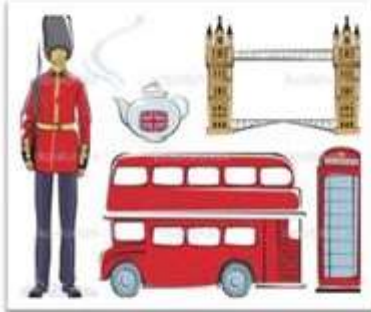
6.4.1 Word cloud



6.4.2*

B Choose the correct preposition.

UNSEEN LONDON



London is famous **1)** *with/for* its attractions like Big Ben and the Tower **2)** *from/of* London. Millions **3)** *off/of* tourists look **4)** *to/at* these buildings every year but not far **5)** *from/of* these places, there are other interesting sights. Next time you set **6)** *up/off* **7)** *to/in* visit London, why not plan **8)** *of/to* go **9)** *for/to* some **10)** *of/off* the places close **11)** *next/to* the centre **12)** *to/of* the city that tourists rarely go **13)** *in/to*? Get **14)** *into/onto* a taxi and ask the driver **15)** *for/to* take you **16)** *to/in* Billingsgate fish market, **17)** *in/for* example. When you arrive **18)** *at/in* the market, you will be amazed **19)** *at/with* the sights and the sounds **20)** *in/of* real London. You can ask the fish sellers **21)** *about/for* their work – and you don't have **22)** *to/on* wait **23)** *for/on* hours **24)** *in/to* get a ticket!

Advanced material

A Complete the gaps in the text with missing prepositions.

UNSEEN LONDON



London is famous **1)** its attractions like Big Ben and the Tower **2)** London. Millions **3)** tourists look **4)** these buildings every year but not far **5)** these places, there are other interesting sights. Next time you set **6)** **7)** visit London, why not plan **8)** go **9)** some **10)** the places close **11)** the centre **12)** the city that tourists rarely go **13)**? Get **14)** a taxi and ask the driver **15)** take you **16)** Billingsgate fish market, **17)** example. When you arrive **18)** the market, you will be amazed **19)** the sights and the sounds **20)** real London. You can ask the fish sellers **21)** their work – and you don't have **22)** wait **23)** hours **24)** get a ticket!

6.5

How to do a Powerpoint/ a Powerpoint presentation

<https://www.youtube.com/watch?v=e5tnF8TMdb0>

<https://www.youtube.com/watch?v=ewVCnfMGnFY>

Wagoll of an oral presentation

<https://www.youtube.com/watch?v=EAGGkvcGT2I>

6.6

Checklist Page (for students)

Content: appropriate details, accurate and detailed information, use adequate information that supports the purpose of the visual.	
Focus: Selected a country or City and does not diverge from the topic, all illustrations complement the purpose of the visual.	
Visual appeal: outstanding use of color, design and space; original and creative design.	
Mechanics: free of grammatical errors, words are legible and pertinent to the topic, variety of vocabulary learnt during the Unit plan.	

Checklist oral presentation (for students)

Body language*: Movements are fluid and helpful for the audience to comprehend	
Eye contact: Hold attention of the audience	
Speaking skills: Clear articulation, proper volume, enthusiasm, confidence.	
Organisation: Clear opening and closing, the segments of the project are related following a structure	
Voice: Use of fluid speech and intonation.	
Language: Correct grammar, usage of the topic's vocabulary	

*If all the class is able to give the presentation with a camera

Rubric oral presentation (Teacher)

	0	1	2	3	Score
Body language*	-No movement	-Little movement	-Movements or gestures that enhance articulation	-Fluid movements	
Eye contact*	-No eye contact	-Minimal eye contact	-Direct eye contact	-Holds the attention of the entire audience	
Speaking skills	-Inaudible or too loud -Fast/slow -Uninterested	-Some mumbling -Uneven rate -Little or no expression	-Clear articulation but not polished	-Clear articulation -Proper volume -Enthusiasm	
Organization	-No introduction nor closing -Does not present the segments -Irrelevant statements	-Some level of organization -Introductory and closing remarks are missing	-Introductory and closing remarks but segments of the body are missing or vice versa	-Opening and closing remarks -Roadmap for the audience -The segments are related	
Voice	-Monotone	-Some level of inflection	-Satisfactory level of inflection	-Fluid speech	
Language	-Multiple grammar errors	-Elemental vocabulary -Some grammar errors	-Correct grammar -Adequate vocabulary	-Correct use of grammar -Advanced language -Appropriate vocabulary	
Total					

*If all the class is able to give the presentation with a camera

Rubric for the writing activity

	0 very poor	1 poor	2 ok	3 Very good	4 Exemplary
Organization: There is a clear organization of the text and a structured use of paragraphs, in order to divide the content of the same.					
Grammar Usage: The students have used the correct tenses of the verbs used, the sentences are well structured and the message is understandable.					
Vocabulary: The students are able to deliver a text rich in vocabulary related to the topic of travelling, using the knowledge learnt in previous lessons.					
Use of Punctuation marks and spelling: The text has enough pauses for the reader to not fatigue. The words in the text are written without spelling mistakes.					

6.7 Feedback Survey

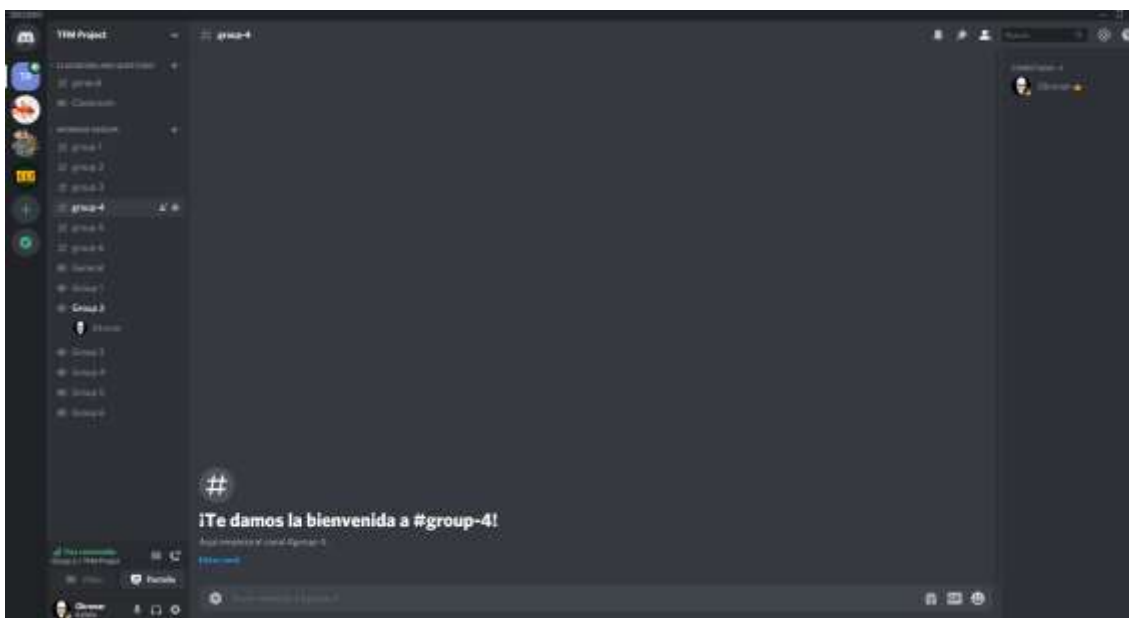
	1-Disagree	2-Partially Disagree	3-Partially Agree	4-Agree
I was able to coordinate myself with the rest of the group through the online unit using Discord				
I enjoyed working cooperatively in the online format with the help of Discord				
The management of the server worked adequately				
The final project was achievable working via Discord and with the time provided				
I found the tasks adequate to the unit plan				
The input sources (listenings and reading) were easy to follow and correctly transmitted via Discord				
I would use Discord from now on to elaborate group works from any subject				
I found working in groups a pleasant experience				
I prefer working individually than in groups				
I would be able to follow any subject using the Discord application from now on				
I think that using Discord encouraged the class to become more communicative				

6.8 Discord Tutorial

<https://www.youtube.com/watch?v=rnYGrq95ezA>

Discord is an application that works with servers, the first thing you will have to do is create a username for using the program. Once you have an account you can either download the application for you to have it on the desktop or phone or you can just use it from the very same website you have created the account in. There are different ways of accessing a server, in our case you want to access our classroom server, to do so you can enter the link the school will provide you or wait for a partner (or teacher) to give you a link invitation.

Once you are in the server there are a few aspects you have to be able to do in order to follow the lessons.



The first one is accessing the chat rooms; you just have to click on one of the different chat rooms you want to access. If you access any of the voice chat rooms you will see your avatar pop up in the room, thus you will know that you are connected and whenever you talk your icon will mark it by appearing a red circle in your avatar. To disconnect yourself from the voice chat room you just have to click on the hang up button located in the bottom left part of the interface.

You can also send private messages to your friends and the teacher by clicking in the top left discord icon and selecting a friend of yours to text to. You will have to deliver some of the exercises this way so it is important to remember the process. Finally, when

the teacher requires you to move to your respective group chat rooms you just have to click on yours. Since you cannot be active in more than one voice chat room whenever you click on a different one you will move to it.

6.9 Rubric for evaluating teaching-learning processes

Evaluation of teaching-learning processes				
Lesson:				
Date:				
Indicators	Ineffective	Improvement necessary	Effective	Exemplary
Methodology	It has little or no connection to the activities and the planned objectives	It is somehow connected to some of the activities and the planned objectives	It is integrated in the activities and it contributes to the achievement of the objectives	It is completely integrated in the activities. The objectives are reached because of the methodology used
Activities: appropriateness	They are not varied or do not follow a logic progression from simple to more complex	They are varied but the progression they follow is not logic, simple and complex activities are distributed randomly	They are varied and follow a logic progression, from simple to more complex	They are varied and follow a logic progression that is interrelated to the planned objectives
Activities: engagement	They are not challenging nor motivating for most of the students	They are sometimes challenging and motivating for most of the students	They are challenging and motivating for the great majority of the students	They include variations and options so that they are challenging and motivating for all the students
Materials: appropriateness	They are not suitable for the activities nor for the students' level	They are suitable for the activities but, sometimes, not for the students' level	They are appropriate for the activities and for the level of most of the students	They are appropriate for the activities and varied, so that they are also appropriate for every student's level
Materials: engagement	They are not challenging nor motivating for most of the students	They are sometimes challenging and motivating for most of the students	They are challenging and motivating for the great majority of the students	They are varied enough so that they are challenging and motivating for all the students

Comments: