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Desarrollando la competencia en gramática inglesa a través del uso de la multimodalidad

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DEVELOPING ENGLISH GRAMMAR PROFICIENCY THROUGH THE USE OF MULTIMODALITY

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Abstract / Resumen

ABSTRACT

The present dissertation corresponds to the final project belonging to *Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas*. Particularly, it is specialized in the teaching and learning of English as a foreign language, and it is structured in three intertwined sections. Section one is a theoretical framework dealing with the teaching-learning processes of the English subject. Section two is a course syllabus which contains ten didactic units, being one of them fully developed. This syllabus and didactic unit have been designed bearing in mind the third and final section of this paper, that is to say, they already include the multimodal resources around which the innovation project spins around. The innovation project and final section of this dissertation focuses on the Information processing cognitive theory which states that people process and recall information in different ways. Thus, with the intention of leaving aside the traditional way of instruction based just on a textual mode, in this final section we propose the use of multimodality for the teaching and learning of the English grammar in a group of Spanish students in their fourth year of Secondary Education, studying English as a foreign language. For this purpose, we take into consideration Paivio's Dual-Coding Theory and discuss which type of images (static or animated) are more efficient for learning and recalling the English grammar. The outcome is supposed to reveal that any carefully designed multimodal explanation brings better results in the students' performance than the use of a textual mode alone. This research bears in mind students' motivation and the teachers' necessity of having the desired (appealing but well designed) materials at their disposal. Likewise, it opens up a path for future research on the topic.

Keywords: Teaching-learning processes, English grammar, Dual-coding Theory, multimodality, textual mode, static images, animated images

RESUMEN

El presente trabajo se corresponde con el proyecto final del *Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas*. En particular se especializa en la enseñanza y el aprendizaje del inglés como lengua extranjera, y se estructura en tres secciones conexionadas. La sección uno es un marco teórico que describe los procesos de enseñanza-aprendizaje de la asignatura de inglés. La sección dos es una programación didáctica que contiene diez unidades didácticas, estando una de ellas totalmente desarrollada. Esta programación y unidad didáctica se han diseñado teniendo en cuenta la tercera y última sección de este trabajo, es decir, incluyen los recursos multimodales alrededor de los cuales gira nuestro proyecto de innovación. Este proyecto de innovación, y sección final del trabajo, se centra en la teoría cognitiva de procesamiento de la información, que expone que las personas procesan y recuerdan la información de diversas maneras. De este modo, con la idea de dejar de lado el tradicional modo de instrucción basado exclusivamente en el modo textual, en esta sección final nos proponemos usar la multimodalidad para la enseñanza y el aprendizaje de la gramática inglesa en un grupo de estudiantes españoles en cuarto de ESO y estudiando inglés como lengua extranjera. Para este propósito, consideramos la Teoría de codificación dual de Allan Paivio, y discutimos qué tipo de imágenes (estáticas o animadas) son más eficientes para aprender y memorizar la gramática inglesa. Se espera que el resultado obtenido revele que cualquier tipo de material multimodal bien diseñado traerá unos mejores resultados en el rendimiento académico de los estudiantes que cuando éstos utilizan únicamente el modo textual. Esta investigación tiene muy presente la motivación de los estudiantes y la necesidad de los profesores de contar y disponer del material necesario (atractivo pero bien diseñado) para llevar a cabo este tipo de enseñanza. De la misma manera, abre un camino a futuras posibles investigaciones sobre este tema.

Palabras Clave: Procesos de enseñanza-aprendizaje, gramática Inglesa, Teoría de codificación dual, multimodalidad, modo textual, imágenes estáticas, imágenes animadas

I.   THEORETICAL FRAMEWORK

This first part of my final Master's degree Project will be devoted to a theoretical framework in which I am going to explain they key aspects I have learnt throughout this academic year and that have been of utterly importance for the development of the following sections, that is to say, the teaching program, the didactic unit and the innovation project.

Of course, after taking the *Máster Universitario en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas*, we have learnt numerous notions that are outstanding and necessary for us as future teachers. These notions spin, among others, around the importance of knowing the curriculum established for Compulsory Secondary Education and Baccalaureate, the current educational system, the students' psychological development, the role that society, friends and family play in the lives of our students, the main constituents of a secondary school, the notions that need to be taken into account when planning a teaching program and a didactic unit, and the new trends in the educational field while considering the importance of moving with the times so as to innovate and improve the teaching-learning process.

That being said, the six subjects taken throughout this year were divided into two main modules, generic and specific, therefore, the following pages will be dedicated to a review of the main contents learnt thanks to each of the subjects belonging to the two modules. Due to space constraints, these contents have been thoughtfully selected within a much wider group, and as I said before, are required in order to understand and develop the subsequent sections of this dissertation but also for the attainment of the knowledge we need in order to optimize the future teaching-learning processes we might witness and ought to take part in. Finally, we will devote a section to the main aspects we have come to know thanks to our internship period.

Generic module.

Subjects in this module are compulsory for all the students in the Master's degree. They are three, and deal with the teenagers' psychology (*Aprendizaje y Desarrollo de la Personalidad*), with didactics and teaching (*Procesos y Contextos Educativos*) and with sociology (*Sociedad, Familia y Educación*).

To begin with, after taking the subject dealing with *Aprendizaje y Desarrollo de la Personalidad*, I have discovered notions regarding the main psychological variables that need to be taken into account when teaching and trying to comprehend our students.

Students at the stage which concerns us, adolescence, are going through a difficult period in which they are experimenting changes at various levels. These changes are not only physical and developmental, but also psychological. There are numerous variables which determine the way in which each student is: motivation, previous knowledge, expectations, self-concept/ esteem, intelligence, attention, memory, personality traits and learning strategies, and techniques. Of course, depending on how students accept and confront each of these variables their nature will be different, and as a consequence their academic performance will be in one way or another. Then, our role as teachers will be to know these traits and try to keep them at the highest level possible in order to reach the best academic performance in every student. This particular dissertation takes into account these adolescents' features while motivating students, activating their previous knowledge and offering them different learning strategies (as I advocate a multimodal teaching-learning mode as it will be explained later).

The other main contents learnt throughout this subject that have been applied in this work are the theories which ought to explain how our brain works and how people, and especially adolescents, learn.

Basically, the principles considered for the development of our dissertation are, firstly, the *Cognitive Theory of Information Processing*, and specially the *Dual-Coding Theory* by Allan Paivio, who claims that human beings process information throughout two independent but interconnected channels (one for textual information and the other one for visual information) which facilitate the

learning processes. Secondly, notions related to Lev Vygotsky's *Social Cognitivist Theory*, such as the *Zone of Actual Development*, always bearing in mind what the learner is able to do on his own in order to provide him with the adequate *input* that will allow him to reach the *Zone of Proximal Development*, that is to say, what the student will be able to learn, at first, with help. Thirdly, Howard Gardner's *Theory of Multiple Intelligences* will also be considered, for it states that each person possess different cognitive styles and therefore, different ways of thinking and processing the information. Besides, as our ultimate goal is the attainment of a meaningful learning, inevitably, notions related to David Ausubel's *Learning Theory* will also be considered, for learners, which will be given an active role, are to acquire a significant and autonomous learning. The teacher will be a guide and supervisor, and will provide the learners with support that will be gradually moved away (*scaffolding*), with the idea that at the end they are the students the ones who build their own knowledge. We are then considering a *Constructivist Theory* as well, where the learner will have to set up connections with the previous and the new knowledge.

Finally, in this subject we also learnt the concept of *Emotional Intelligence*, coined by Peter Salovey and John Mayer and later popularized by Daniel Goleman. This notion, described as the ability to recognize our own feelings as well as the feelings of others is essential for our role of transmitting knowledge to students, but also of helping and encouraging them through a difficult, changing and challenging stage so as to reach the mental wellbeing that will determine their lives.

Next subject I will talk about is *Procesos y Contextos Educativos*. This course of study has been relevant for the progressing of this work in the sense that it focuses on pedagogy and didactics understood as the teaching-learning processes that take place in different contexts.

The main concern of the teacher imparting this subject was to make us reflect upon the importance and the necessity of reaching a comprehensive education for everyone. As future teachers, he made us think about the importance of teaching our students to know, but also to know how to do

something and to be, features that I particularly contemplated when designing my course plan and didactic unit.

Furthermore, thanks to this subject, we have learnt organizational characteristics both at school (institutions, documents and agents in the teaching-learning process) and class-level (the three stages that each session should have to as to be effective: introduction, development and recapitulation), as well as the different elements that constitute the curriculum (competences, contents, goals, timing, assessment…), especially important for developing section two, where I present the syllabus and the didactic unit.

We discovered the main principles concerning the current law, LOMCE, and which we should apply when developing the aforementioned syllabus and didactic unit. But, above all, it allowed us to learn how the current Spanish Educational System is regulated, since each step we take should be measured by LOMCE.

Eventually, in this subject we deliberated about the three main constituents of the teaching-learning process, that is to say, the student, the teacher and the context. We explained that what influences the quality of the teaching-learning process the most is the way in which the students' perform and behave, as a consequence, this process should focus its attention on them. However, the teacher plays an outstanding role as the "agent" of this procedure, something we consider in this work when we treat the teacher as the "facilitator" of the information the learners must comprehend. We talked about the characteristics of a good teacher (objectivity, clarity, sensitivity, enthusiasm, expectations and organization), discovering that is not as important the amount of information that a teacher knows, but his way of communicating it.

Then we talked about the students as the focus of the teaching-learning process, as them being the most important figure, pointing out at the importance of activating their previous knowledge, a fact that we have also borne in mind when developing sections two and three.

Finally, the teacher in charge of this subject made us think about the importance of considering diversity in the classroom and he reminded us of the fact of having in mind the diverse interests, believes and previous knowledge of the students. In addition, he recommended us the use of a diagnosis test at the beginning of the academic year so as to determine the cognitive styles and

previous knowledge of our learners and act accordingly, something we have also applied in the syllabus developed in this dissertation.

Specific module.

Subjects belonging to this module of the Master's degree focus on the knowledge that needs to be acquired by future teachers of English. These subjects allowed us to learn how to instruct our subject and cope with the teaching-learning processes in a successful manner. The course studies which belong to this group are three: *Aprendizaje y Enseñanza de la Lengua Extranjera*; *Complementos para la formación disciplinar*, which reviews the main approaches, methods, and techniques that an English teacher can apply in the classroom; and finally, *Innovación docente e iniciación a la investigación educativa*, which makes us think of the importance of a continuous investigation in the English teaching field so as to move with the times, cover the necessities required in each epoch and always keep on improving the teaching-learning processes. As we did before, the following pages will be devoted to a reflection of the main aspects learnt after taking these subjects and that have been of utterly importance for the development of this work.

Concerning *Aprendizaje y Enseñanza de la Lengua Extranjera*, this was the most extensive subject of the Master's degree, as it was carried out throughout the whole year, in both semesters. The main contents learnt in this subject that have been applied in the development of this dissertation are the following. First, we learnt important notions related to the main theories of second language acquisition. Some of these theories and notions were Lado's *Comparison of Languages and contrastive Analysis* (1957), Chomsky's *Generative grammar* (1962), and Hymes' concept of *Communicative Competence* (1967, 1972), especially relevant in this work, for the communicative method is one of the three systems on which we based the methodology used in the syllabus and didactic unit.

These theories and the notions we have learnt thanks to them are pertinent in the sense that we came acquainted with some of the main principles that has been used throughout history in order to explain the way in which people learn a second language. Hence, as future English teachers, we will be able to apply the method which best fits a particular group of students, always paying more attention to the newer ones.

In this subject, we have also analyzed different kinds of syllabus, which apart from making us realize we need to be selective and critical when choosing a course book, it has also been quite useful when we had to plan our course plan.

Moreover, notions related to assessment and the best ways to evaluate students were also taught to us and quite relevant for the development of this work and for us as future teachers. We become acquainted with the conceits of summative and formative assessment and with the importance of using both, something we have considered in this work.

Also, teachers in charge of this subject made us think about the importance of incorporating new technologies in our teaching, and gave us tools, manuals and sites to find them, as well as guidelines for designing them in order to enrich our instruction and benefit students, something we particularly apply in this dissertation.

Another notion we discovered in this subject and that has been taken into account in this work is the concept of "gamification", especially needed in order to motivate students and make the teaching-learning process more dynamic. This idea refers to the fact of using games in a context that would not normally required its use so as to implicate people, or in this case learners.

The following subject I will comment on is *Complementos para la formación disciplinar*. This specific course study has been important for the progressing of this work inasmuch as we have learnt some of the main theories of language learning thanks to it. More specifically, the three methods or approaches that we have used for the development of our paper are, firstly, Mary Finocchiaro and Christopher Brumfit's Notional-Functional approach (1980), which "emphasizes dividing a language syllabus into units of analysis in terms of the communicative

situations in which language is used (content rather than form). Thus, the language-learning curriculum is organized in meaning elements called notions (contexts in which people communicate) and functions (speech acts for specific purposes)" (Sánchez-Reyes, 2011, p.37). As we will appreciate in our syllabus and didactic unit, these elements are indeed developed following this approach.

Secondly, we have also followed the Communicative approach (Sánchez-Reyes 2011) in the sense that we have carried out a learner-centred expansive and overall approach which makes use of contextualized real-life situations that necessitate communication and the aim is to develop communicative competence in the students.

The third approach I should also like to mention is Krashen's Natual approach (1980), in which the language is seen as a set of messages that can be understood. Besides, meaningful *input* is presented in the target language taking into account the students' needs while providing them just the input that is one step beyond their current stage of linguistic competence (Sánchez-Reyes 2011).

Basically, these are the three methods which have been of most help for the development of my teaching program and didactic unit. Moreover, I have also implemented a Multimodal method based on the combination of various modes of presenting the information to students to make their learning and recalling processes easier (we will revolve around this idea later, when talking about the methodology used in the course syllabus and didactic unit).

As we might appreciate, we have not used just one method of the wide variety we have learnt throughout this year, but a combination of several of them. In other words, we have used an *eclectic method*, since thanks to this subject we also discovered that there is no one perfect, ideal method which may grant us the desired results in every student. Instead, teachers should be flexible, and adjust and combine their teaching techniques to fit each particular group of students, always choosing what they believe is going to work better for a given group of learners within a particular context. In the case which concerns us, the group of undergraduates in 4º ESO studying English in Colegio Purísima Concepción y Santa María Micaela in Logroño, I believe that the most suitable was to combine the four approaches that have been just abovementioned.

The last subject of this specific module is *Innovación docente e iniciación a la investigación educativa*. Thanks to the teacher in charge of this subject, I have become acquainted with a number of research traditions, tools and concepts which have been of great help for the development of the third section of this paper: the innovation project.

Besides, we also discovered types of research and theoretical notions (triangulation, experimental studies or action research among others) regarding it which have been of utterly importance at the time of carrying out our research and innovation project.

Moreover, the teacher provided us with useful guidelines for developing a good research project by making us read several chapters of a book created for first-time researchers. These guidelines have helped me insofar as they have taught me how to plan and to start my project, how to carry out the literature review, how to write a good abstract and how to develop the different sections of my project (methodology, expected results, conclusion…).

Finally, in this subject we also elaborated an innovative project in groups and individually, activities which were of great help considering what we would have to create later in the final Master's degree project, when thinking of an innovation that could benefit in some way the current teaching-learning process taking place in the English educational field.

Conclusively, I would like to devote a few lines to the *Practicum*, which instead of a subject could be considered as the time in which I have had the chance of putting into practice all that was learnt throughout the Master's degree and in which I have comprehended what being a teacher actually means, while realizing that it is actually what I want to do in the future.

Most of my reflections were depicted in another document known as *Memoria de Prácticas*, so I believe that this dissertation is not the space for fully developing what I have learnt after my internship. Nevertheless, as was the case with previous subjects, I should like to mention a couple of things that has been useful for the unfolding of this work.

First, this two-month period in which I had the experience of getting in contact with all the people participating in the education of students in compulsory Secondary Education seemed to be quite necessary for our training

as future teachers. It is true that all the theory is important, but at the end of the day, there is no point in knowing a lot if we do not know how to transfer this information to our students. Hence, this period is outstanding particularly for learning to do so and realizing if we will be able to cope with a group of teenagers.

Another aspect I have realized is the importance of being flexible and capable of adapting the teaching-learning process to a particular context and group of students. In that sense, all the theories learnt throughout the Master's degree have been of great help.

Besides, during this internship, I have also discovered the beauty of this profession by exploring the human part behind all processes and the satisfaction and reward one might feel after helping young people throughout their learning career.

Finally, this phase served me to realized that my innovation project later developed and based on multimodality could be of great help for students insofar as it is motivating (and motivation is something that many students lacked) and inasmuch as I believe it will actually help students understand and memorize some parts of the English grammar in which learners usually encounter difficulties.

In closing this theoretical framework and first section of this dissertation it could be said that all that has been learnt after taking the subjects belonging to both modules has contributed to our understanding of how the teaching-learning processes take place particularly in the context of Secondary Schools. All the contents related to the Law, the approaches, methodologies and techniques, the students' psychological variables, the organizational systems, the information provided in order to develop a syllabus, a didactic unit or the innovation project, and the internship period, among others, will definitely be of help for us as future teachers. Of course, flexibility will later be required, as well as an adaptation of our teaching to the context and students' circumstances, but this Master's Degree has provided us with the basis from which we will built the good education our students deserve. This education has been quite fervently looked for in the last few years, and aims at making of this world a beautiful place to live in, with healthy people capable of making the most of their lives

and being happy. Subsequently, in section number two, the course syllabus designed for this dissertation will be presented. As it will be appreciated, it is connected with the last section of this paper, the innovation project. This connection is displayed insofar as section two already shows us the multimodal materials and resources that will have to be used in every unit present in the syllabus and that constitute the axis around which the third section of this work: the innovation project, spins.

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II. COURSE SYLLABUS

1. INTRODUCTION

The present syllabus has been designed bearing in mind the several variables which might influence the teaching-learning process throughout a particular academic year. For its development, we have specially taken into account the Decreto 19/2015, de 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria y se regulan determinados aspectos sobre su organización así como la evaluación, promoción y titulación del alumnado de la Comunidad Autónoma de La Rioja. Hence, the syllabus here presented is based on LOMCE's concern for the importance of developing a series of competences that will allow the students to transfer their knowledge into practice in the real world. Consequently, this syllabus, grounded on the curriculum established for Compulsory Secondary Education in La Rioja, proposes a number of activities so as to develop the learners' knowledge, but also their knowing-how and knowing-to be dimensions. Besides, we have considered the fact that nowadays we live in a world where the English language is used as a Global language for international communication, thus, we aim at making the students realize about the importance of that language as well. Moreover, as the current educational system finds one of its main benchmarks in the Common European Framework of Reference, we have also taken it into account for the design of our syllabus.

Finally, as every syllabus, the one depicted in the subsequent pages has been conceived accordingly to the contextual needs and opportunities offered by a certain school: Colegio Purísima Concepción y Santa María Micaela, in Logroño. Therefore, we must consider that the planned activities, which are designed to cover and reach the curricular goals, will be developed in accordance with the learners' necessities and the available resources in the school.

2. CONTEXT

This syllabus has been designed for students in Colegio Purísima Concepción y Santa María Micaela, in Logroño, a Catholic state school located in Juan XXIII street. It is placed in the city-center and counts on a high percentage of immigrants; besides, learners in this school mostly belong to low/middle- income families. The school follows the Micaeliano Charisma, which stems from The Love Pedagogy.

The course plan here depicted is designed for the Foreign Language (English) subject and will be implemented in three Spanish groups in their fourth year of Secondary Education (4ºESO A, 4ºESO B and 4º ESO C). Students' age in this group range from 15 to 17 years old and are found at a stage where they have to decide what to do next year, whether continuing with their studies, quit studying or following a professional training program. In each of the aforementioned groups which are currently studying their fourth year of Secondary Education there are twenty students, which makes a total of sixty students in that course. Regarding diversity, it is not as present as we might expect. Of course, there are students who belong to different countries, but they are totally integrated in the group. In addition, there are no students with special needs in fourth year.

As for the atmosphere in which the teaching-learning process takes place, it is suitable for the correct development of the sessions, with no disruptive behaviors which may hinder that process. With reference to the equipment, the school is provided with Internet connection, one projector and digital board per classroom, speakers and as many chairs and desks as students in the classroom. There are no computers in the classrooms, but the teachers can bring their laptops and there are also a couple of computer rooms where the teacher and the students can go whenever they wish to complete an activity which might require the use of the Information and Communication Technologies, as it is the case in the syllabus we have designed.

3. COURSE OBJECTIVES

As stated in Decreto 19/2015, de 12 de junio, the course objectives are the achievements that students are expected to accomplish at the end of an

academic year as a result of the teaching- learning process in which they have participated. Thanks to the course plan here presented, by the end of the present academic year students will be able to:

- Review grammatical contents studied in previous terms and academic years
- Review vocabulary studied in previous terms and academic years, such as words belonging to different semantic fields
- Understand and use the new grammatical contents correctly
- Look for parallelisms in their mother tongue and use both in a short oral presentation
- Develop the four skills in order to improve their ability to give presentations
- Read and understand various texts within their capacities in order to extract general and specific information
- Give an informal, oral presentation and react to their classmates' in an adequate manner
- Strategies that will allow them to be more autonomous when learning, such as predicting the content of a text
- Listen to and understand general and specific information from oral texts in various communicative situations from a respectful and cooperative perspective
- Write simple texts with various aims about different topics using the adequate cohesion and coherence resources
- Use learning strategies, as well as all the resources within their research, including Information and Communication Technologies (ICT), in order to obtain, select and present information orally and in writing
- Raising motivation through the use of ICT, as well as improving the processing, understanding and recalling of the English grammar
- Appreciate the foreign language and ICTs as tools that give them access to information and allows them to learn diverse contents
- Value the foreign language as a tool that allows the understanding among people with different cultures and backgrounds, avoiding discrimination and stereotyping.

4. KEY COMPETENCES

As established in Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato, the current educational system is characterized for a learning based on competences. We could briefly define competence as the ability to respond to complex demands and carry out diverse tasks in the appropriate manner. As depicted in the same order, the key competences in the Spanish Educational System are the following:

- Competence on linguistic competence (CLC)
- Mathematical competence and basic competences in science and technology (CMST)
- Digital competence (DC)
- Competence on learning to learn (LTL)
- Social and civic competences (SCC)
- Sense of initiative and entrepreneurship (SIE)
- Cultural awareness and expression (CAE).

These seven competences will be defined later, when we develop one of the didactic units of the present course plan.

Hence, throughout this syllabus we will find activities that have been planned with the intention of training the just mentioned competences established by LOMCE and whose aim is the comprehensive development of students, in this case encouraged from the knowledge area of the English subject.

5. COURSE CONTENTS

The course contents are the combination of knowledge, abilities and skills that contribute to the achievement of the course objectives and competences. The contents develop in this syllabus are based on Real Decreto 19/2015, de 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria y se regulan determinados aspectos sobre su organización así

como la evaluación, promoción y titulación del alumnado de la Comunidad Autónoma de La Rioja (BOR, 19/03/2015).

Besides, contents are divided into four main sections. Section one refers to the comprehension of oral texts (listening), section two alludes to the production of oral texts (speaking), section three refers to the comprehension of written texts (reading) and section four makes reference to the production of written texts (writing). Furthermore, each section is subdivided into five parts, namely:

- Comprehension and production strategies
- Sociocultural and sociolinguistic aspects
- Communicative functions
- Syntactic- discursive structures
- Frequent oral lexicon in connection to different semantic fields.

The contents we will be working with in the course plan outlined in subsequent pages will be specified for each of the didactic units. However, due to the extension of this work, only the ones I considered were the most suitable for the attainment of the established goals has been included. Notwithstanding, for a detailed analysis of the contents found in each of the sections, you can have a look at the abovementioned Real Decreto 19/2015, de 12 de junio.

6. METHODOLOGY

The methodology used in this course plan will be eclectic, for as in all subjects, there is no one specific method for L2 learning which guarantees the perfect, ideal results. What we know is that we must focus on the students' needs and that is what I have taken into account.

Again, the methodology of this syllabus will be later explained when developing the didactic unit, but basically, we have kept in mind that our ultimate goal is the achievement of a significant learning and then, we have acted accordingly to the principles and methods we believed were most suitable for our purposes.

Firstly, we will take into account the school's identity based on a Love Pedagogy. Then, we will use three main methods, specifically, the notional-

functional, for the units hinge upon a specific topic selected in accordance with communicative situations in which the language is used; the communicative method (with all its components: grammatical, sociolinguistic, discursive and strategic), since we want to take the language out of the context of the classroom and bring it to a real scenario; and a multimodal method, as the information will be presented to the students in different modes (textual and visual mainly), with the aim of making it easier for them to learn and remember the grammatical contents and also with the intention of keeping the students' interest and motivation at a high level.

Finally, we will consider some of the most outstanding notions stemming from the main current theories of language learning, such as Paivio's *Dual-Coding Hypothesis*, Gardner's *Theory of Multiple Intelligences*, Krashen's *Monitor Model,* Lev Vygotski's *social cognitivist theory* and the notion of Zone of Proximal Development, or the prevailing cognitive theories of information processing. Interactions will take place between teacher and students but also among students, and the use of the new information and communication technologies will be specially favored throughout the didactic units present in our syllabus.

7. ATTENTION TO DIVERSITY

As it will be later explained, when talking about intervention strategies and curricular adaptations, students in fourth year of Secondary Education of the school where I had my internship do not present any kind of curricular adaptation as they do not show any kind of special educational need.

Nevertheless, I am quite aware that this is not always the case and I have developed the present course plan thinking of a teaching that could reach as many students as possible. The methodology I stand for in this syllabus bears in mind the fact that students process information and learn in many different ways, and that is the reason why a multimodal method can reach learners in a better way that a unique method would do.

Education will be as individualized as possible, hence, multimodality will cover many of the learner's necessities and will grant them the same

opportunities by offering them the chance to process information in the way that best suits them.

All kinds of activities will be combined and presented in quite different formats (textual, visual-static and animated-, and aural mainly) so as to reach students and keep their motivation alive. Besides, students will work individually as well as in groups.

Although it will be later explained, when talking about intervention strategies and curricular adaptations in the developed didactic unit, despite the fact that students in 4º ESO do not present any special educational need, and thus, all of them would follow the methodology established for students at that level, if any kind of learning difficulty would emerge, the reinforcement measures (organizational or curricular) established for students in ESO will apply.

Among these criteria, we could mention the support in the regular group, flexible grouping or curricular adaptations, more in detail, the following intervention strategies would be put into effect.

- The teaching of contents will take place in a more detailed way
- Meaningful curricular adaptations, modifying or removing some curricular objectives, contents and evaluation criteria
- Individualized, frequent explanations in the development of the lessons
- There will exist a possibility to arrange flexible grouping, teaching some contents within a reduced group
- The splitting of groups in areas and instrumental subjects
- The supply of more extensive and long-lasting explanations
- Rhythm adaptation to the students' necessities and contents' complexity
- The support of written explanations with visual and aural information
- The accompaniment in the completion of exams, explaining each exercise in an individualized way, providing organizational guidelines so as to favor the learners' interest throughout the test
- The increment of the completion time for exams and tasks
- The enrichment and extension of the ordinary curriculum so as to make the most of students with high-intellectual ability

Besides, the students' support will take place in class as well as outside the classroom.

8. ASSESSMENT

In order to assess every unit of the present syllabus the assessment criteria and evaluation standards established by Real Decreto 1105/2014, del 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato will be taken into account. Due to the extension of these criteria, they will not be specified here, but we can always access them if we have a look at the law (the link is included in the references section). Besides, some of the most relevant criteria have been included in the developed didactic unit we will find later. These criteria aim at evaluating the students' performance in each of the skills they need to develop when learning English as a second language. In addition, they also measure the attainment of the competences determined by LOMCE.

Assessment will be both formative (students will receive feedback about their performance as soon as possible and they, in the same way as the teacher, will be able to identify areas where they might need to work harder) and summative, for students will get a numerical mark for each task or test they complete so as to get a mark at the end of each test, term and academic year. When possible, peer assessment will also take place in order to make the learners reflect upon what is expected from them.

Bearing in mind the requirements of the law, the evaluation of the English subject will be continuous, global, regulative and guiding.

Moreover, at the beginning of the academic year the students will take a diagnosis test with formative nature, just in order to provide the teacher with a general idea of the learners' level and whether s/he must modify in any way the course plan s/he has designed so as to meet the students' necessities.

The instruments used to evaluate students will mainly be tests, tasks, presentations and a portfolio which will help them reflect upon their own learning process. Nevertheless, attitude towards their classmates, the teacher and the subject will also be considered, as well as their behavior.

Finally, the percentage devoted to each of the skills and attitudes which need to be cultivated when learning English as a foreign language will in general terms be the one presented in the chart that follows:

SKILL/ ATTITUDE	PERCENTAGE	ASSESSED THROUGH
Reading	25%	Activities, tests
Writing	25%	Activities, tests
Listening	20%	Activities, tests
Speaking	20%	Activities, tests
Performance (in class/ at home)	5%	Direct observation, portfolio…
Attitude	5%	Direct observation

9. MATERIALS AND RESOURCES

The materials and resources that have been chosen for the development of the syllabus here described are the following:

✓ Textbook:
- McBeth, Catherine (2014). *Pulse 4 Students' Book*. MacMillan. London.

✓ Workbooks:
- Crawford and Reilly (2014). *Pulse 4 Workbook*. MacMillan. London.

✓ ICT:
- Computers, Projector, Digital board, The Internet, Kahoot, Socrative, EdPuzzle, Infographics, Online crosswords, PowToon, FlipQuizz, Connect fours, Inklewriter and any other online platform we might find suitable for any of our purposes.

In fact, it is here where the novelty of the present dissertation lies in, for what I advocate is the use of new multimodal materials and resources for the aim of teaching, learning and recalling the English grammar better. These new materials we have just mentioned will be appreciated both in the syllabus next developed (especially in the elaborated didactic unit) and in the innovation project, where we can recognize that multimodal resources will be used to teach as well as to assess students.

10. TIMING

Timing in this syllabus is also planned from the students' perspective. This course program counts on 10 didactic units planned to be dealt with throughout the more or less thirty five weeks that one academic year is supposed to have. Students in fourth year of Compulsory Secondary Education attend English lessons four times a week, hence, each didactic unit will be carried out throughout two weeks, more or less, always depending on the students' difficulties, necessities and interests and making the necessary schedule adjustments accordingly.

Furthermore, a safety margin will be established in order to guarantee some safety and realism in the development of the teaching-learning process. Besides, it might help the teacher selecting the main goals if s/he finds himself in the necessity to do so. This margin will also allow making any adjustment throughout the development of a didactic unit without breaking the unit's integrity.

We will also consider a notion termed as "inclusive reconciliation", a concept coined by Vygotski, Ausubel and other cognitivist thinkers and which makes reference to the fact of leaving a space for students to reflect upon what they have learn, so that the learners find why and for what purposes their work have a sense.

The following chart summarizes the time devoted to each didactic unit and when these units will approximately be carried out:

TERM	DATES	UNITS	SESSIONS PER UNIT	SESSIONS PER TERM
FIRST	From 12th September to 23rd December	0. Starter 1. Skills for life 2. Survival 3. Future possibilities	9 (+1)[1] 10 (+1) 9 (+1) 10 (+2)	43 (38 for teaching and 5 for assessment)
SECOND	From 9th January to 12th April	4. Let's communicate 5. Innovation 6. Personal identity	10 (+1) 9 (+1) 10 (+2)	33 (29 for teaching and 4 for assessment)
THIRD	From 24th April to 26th June	7. Entertainment 8. Advertising 9. Prepare for your exams (developed didactic unit)	10 (+1) 10 (+1) 9 (+2)	33 (29 for teaching and 4 for assessment)

SESSIONS PER ACADEMIC YEAR: 109

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[1] Sessions in parentheses (+1, +2) are those we will use in order to assess students.

11. SYLLABUS

TERM: FIRST	NO. OF SESSIONS: 9 (+1)

| UNIT 0: *STARTER UNIT* ||

Introduction: The aim of this unit is to review the most important contents of the English language that students at that stage are supposed to have. It is intended for activating the learners' background knowledge and getting them ready for the new course.

Objectives:
- To learn how to describe places.
- To review the Present Simple and Present Continuous.
- To review when to use Gerunds and Infinitives.
- To complete a holiday activity: Verb + noun collocations.
- To review the Past Simple and the Past Continuous.
- To review the grammatical expression *used to*.
- To prepare an informal presentation.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- Diagnosis test on listening and speaking skills.
- Listening about *Holiday snaps.*
- Orally expressing how the students' life has changed since they were young using sentences with used to.
- Reviewing guidelines for giving an informal presentation.

SECTIONS III and IV:

- Diagnosis test on reading and writing skills.
- To read a text about Holiday destinations around the world.
- To complete grammar exercises in connection to the Present Simple and Continuous, Gerunds and Infinitives, used to and Past Simple and Continuous.
- To learn Verb + noun collocations related to holiday activities.
- To read a text about Summer holidays in Wales and complete exercises related to it.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: FIRST	**NO. OF SESSIONS:** 10 (+1)

UNIT 1: *SKILLS FOR LIFE*

Introduction: The teaching of the contents established by LOMCE to be learnt in 4° ESO starts here. Students build up their knowledge of the English language on previously learnt contents and new ones are added. This unit focuses on life skills and abilities.

Objectives:

- To learn the Present Perfect with *just*, *yet*, *already*, *for* and *since*.
- To combine the Present Perfect with the Past Simple.
- To write a blog entry about the challenge of a lifetime.
- To listen to a workshop: Making a video blog.
- To learn how to pronounce endings in *–tion.*
- To listen to an interview for the youth club committee.
- To write and speak as if students were in an interview for the youth club committee.
- To promote the students' digital competence through a Web quest dealing with Expedition websites.
- To discuss a topic.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To listen to a workshop.
- To practice an interview with their classmates.
- To listen to a recording dealing with life skills.
- To orally express themselves using the expressions *How long?* and the Present Perfect.

SECTIONS III and IV:

- To complete grammatical exercises in relation to the aforementioned grammar.
- To read a text about Why life skills are important.
- To practice with grammar in context: complete a text about the film *Slumdog Millionaire.*
- To read a blog entry about a pop band.
- To read a blog entry about The challenge of a lifetime
- To learn vocabulary related to life skills and abilities.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: FIRST	NO. OF SESSIONS: 9 (+1)

UNIT 2: *SURVIVAL*

Introduction: Students activate their background knowledge on rescue and survival. They broaden their comprehension of the topic and discuss their new findings thought the use of their previously and currently acquired knowledge of English linguistic elements.

Objectives:

- To learn vocabulary related to rescue and survival.
- To learn how to form extreme adjectives.
- To learn the past Perfect and Past Simple.
- To learn Subject and Object questions.
- To read a news article: disaster strikes twice for dancing duo.
- To learn skills for conflict resolution.
- To listen to a news report.
- To learn how to pronounce difficult sounds and word stress in multi-syllable words.
- To read a text with instructions for a survival game.
- To listen to a group discussing about useful survival objects.
- To write a news report after having learnt connectors of sequence.
- To describe a photo orally.
- To promote the students' digital competence through a Web quest dealing with Survival stories.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To listen to a news report about an unlucky accident.
- To listen to a group discussing about useful survival objects.
- To describe a photo orally.
- To discuss about a topic in a group discussion.

SECTIONS III and IV:

- To complete grammar and vocabulary exercises about the aforementioned grammar and vocabulary.
- To read a news article about natural disasters.
- To read a text dealing with instructions for a survival game.
- To read a text about leaders who have helped to try and solve a conflict
- To write a news report

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: FIRST	**NO. OF SESSIONS:** 10 (+2)

UNIT 3: *FUTURE POSSIBILITIES*

Introduction: Students come acquainted with vocabulary and grammatical expressions required to express future possibilities in the English language. They activate previous knowledge and broaden it by means of learning new linguistic elements in English.

Objectives:

- To learn vocabulary related to future aspirations and time management.
- To learn and adequately use the Future tenses.
- To read a text about frequently asked questions.
- To learn life skills about Career planning.
- To listen to an informal interview.
- To learn how to pronounce the contractions *'ll* and *won't.*
- To read a poster.
- To learn how to write a CV.
- To speak orally about a prepared topic.
- To promote the students' digital competence through a Web quest dealing with *Pueblo Inglés.*

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To listen to a A Q (question) & A (answer) session: A school trip.
- To listen to an informal interview for work experience.
- To speak as if students were in an informal interview.
- To talk about a prepared topic

SECTIONS III and IV:

- To complete exercises in connection to the Future tenses.
- To read a text about the *Pueblo Inglés.*
- To learn vocabulary about time management.
- To read a text about Looking for a part-time job.
- To see grammar in context: England.
- To read a text about work experiences.
- To write an essay about any imaginary or real work experience the students might have faced.
- To read and learn how to write a CV.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: SECOND	**NO. OF SESSIONS:** 10 (+1)

| **UNIT 4:** *LET'S COMMUNICATE* | |

Introduction: In this unit students come acquainted with vocabulary and grammatical expressions required to express notions related to communication in the English language. They activate previous knowledge and broaden it by means of learning new linguistic elements in English.

Objectives:

- To broaden their knowledge on phrasal verbs.
- To learn non-verbal communication.
- To learn the first, second and third conditionals.
- To learn and use new adverbs of possibility and probability.
- To see grammar in context: *Romeo and Juliet*.
- To read a review.
- To learn life skills related to active listening.
- To listen to a radio phone-in.
- To learn how to pronounce diphthongs and the adequate intonation in conditional sentences.
- To read a quiz about moral dilemmas.
- To learn how to write instant messages using everyday expressions.
- To promote the students' digital competence by means of a Web quest about Reality TV shows.
- To speak in a pairwork activity.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To listen to a radio phone-in: Non-verbal communication.
- To listen to a group debate about moral dilemmas.
- To listen an extract dealing with the listening skill.
- To talk about a dilemma in pairs, presenting the students' opinions and agreeing or disagreeing with their partners.

SECTIONS III and IV:

- To complete exercises and tasks related to the grammar and vocabulary dealt with throughout this unit.
- To read a review dealing with An inspiring program about family relationships.
- To read a fragment about *Romeo and Juliet*.
- To write an instant message using everyday expressions.
- To read a text dealing with the listening ability.
- To read a text about moral dilemmas: What would you do?.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: SECOND	**NO. OF SESSIONS:** 9 (+1)

UNIT 5: *INNOVATION*

Introduction: In this unit students come acquainted with vocabulary and grammatical expressions required to express notions related to the topic "Innovation" in the English language. They activate previous knowledge and broaden it by means of learning new linguistic elements in English.

Objectives:

- To learn vocabulary related to innovation and inventions.
- To review different kinds of adverbs.
- To understand and correctly use the Passive voice and combine it with the Active voice.
- To see grammar in context: China.
- To read an online article.
- To learn life skills in connection to problem-solving.
- To listen to a TV show.
- To learn how to pronounce linking words: Final consonant + vowel sound.
- To listen to a factual presentation and being able to talk and write about it.
- To write a formal letter.
- To promote the students' digital competence by means of a Web quest about The Google Science Fair.
- To listen to a TV program and complete a fill-in the gap exercise.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- Complete a listening about a TV technology show: 3D printing.
- To listen to a factual presentation about mobile phones.
- To talk about a chosen gadget.
- To give a short presentation about the new technologies and great innovations.

SECTIONS III and IV:

- To complete exercises dealing with the Passive and Active voice and the vocabulary learnt throughout the unit.
- To read an online article about Young innovators.
- To write a formal letter.
- To read a text about the History of books.
- To read a text about Problem-solving in five easy steps.
- To read and write a formal letter.
- To complete a Quiz dealing with fact and fiction.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Assessment: Formative, summative.

TERM: SECOND	**NO. OF SESSIONS:** 10 (+2)

UNIT 6: *PERSONAL IDENTITY*

Introduction: In this unit students come acquainted with vocabulary and grammatical expressions required to express notions related to Personal identity in the English language. They activate previous knowledge and broaden it by means of learning new linguistic elements in English.

Objectives:

- To learn vocabulary related to identity theft and personal identity.
- To learn and adequately use modals of possibility, obligation, prohibition and deduction.
- To read a feature article.
- To develop life skills in relation to Digital competence.
- To see grammar in context: *The Invisible Man*.
- To listen to a radio discussion.
- To learn how to pronounce silent letters and schwa in *have to* / *had to*.
- To read an article.
- To listen to a debate and being able to write and speak about it.
- To write a personal profile using connectors of cause and effect.
- To develop the students' digital competence by means of a Web quest dealing with personal identity.
- To read some fragments of books by H G Wells.
- To listen to a program information and complete a true or false exercise.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To do a pairwork debate about online identity using for and against arguments.
- To listen to a radio discussion about ID cards.
- To listen to a debate about social media.
- To listen to a true/ false activity about an informative program.
- To listen to a pairwork debate about online identity.
- To listen to an extract about the rise of the selfie.

SECTIONS III and IV:

- To complete exercises dealing with modal verbs and vocabulary related to personal identity.
- To read a feature article about Stolen identities.
- To read an article about online identity: The rise of the selfie.,, Are you in the picture?
- To write a personal profile

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: THIRD	**NO. OF SESSIONS:** 10 (+1)

UNIT 7: *ENTERTAINMENT*

Introduction: Throughout this unit students come acquainted with vocabulary and grammatical expressions required to express notions related to the topic: "Entertainment" in the English language. They activate previous knowledge and broaden it by means of learning new linguistic elements in English.

Objectives:

- To learn vocabulary related to film-making and reporting verbs.
- To learn and adequately use Reported Speech and Reported Questions.
- To see grammar in context: *Casino Royale*.
- To read a newsletter.
- To develop life skills about Entrepreneurship.
- To listen to a phone call and message and being able to identify the main information.
- To learn and practice the correct intonation in Reported Speech.
- To read a survey.
- To listen to a survey and being able to write and comment about it.
- To write a report.
- To develop the students' digital competence by means of a Web quest dealing with New films.
- To read fragments taken from James Bond stories.
- To listen to an announcement and being able to complete a multiple-choice exercise.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To listen to a phone call and messages: A rock festival.
- To listen to a survey to collect data and being able to speak about it.
- To complete a multiple-choice exercise about an announcement.
- To ask indirect questions.
- To tell their classmates about an imaginary interview using reported questions, reported speech and some typical phrases for surveys like: *I'm doing some research into…*; or *Could you tell me…?*.

SECTIONS III and IV:

- To complete exercises related to Reported Speech and Questions and the vocabulary dealt with throughout the unit.
- To read a newsletter: Tales of a movie extra.
- To read an entertainment survey and learn the main guidelines for writing one.
- To read fragments taken from James Bond stories.
- To read a text about entrepreneurship: Calling all young entrepreneurs.
- To write a report about entertainment facilities in the students' town.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

TERM: THIRD	**NO. OF SESSIONS:** 10 (+1)

UNIT 8: *ADVERTISING*

Introduction: In this unit students come acquainted with vocabulary and grammatical expressions required to express notions related to "Advertising" in the English language. They activate previous knowledge and broaden it by means of learning new linguistic elements in English.

Objectives:

- To learn vocabulary related to Advertising and easily confused verbs.
- To learn and correctly use Relative, Indefinite and Reflexive pronouns.
- To see grammar in context: *The Pearl*.
- To read an opinion article.
- To learn life skills related to critical thinking.
- To listen to an advert.
- To learn how to pronounce difficult sounds: *s + consonant*, *theta* and *eth*.
- To read a charity advert.
- To listen to a pairwork presentation and being able to talk and write about it.
- To write a *for* and *against* essay using connectors of addition and contrast.
- To promote the students' digital competence by means of a Web quest about advertising in American and British schools.
- To read fragments from John Steinbeck.
- To listen to a teacher explaining to the class the contents of a class entrepreneurship project and complete a matching key information exercise.

Competences:	CLC	CMST	DC	LTL	SCC	SIE	CAE

Contents:

SECTIONS I and II:

- To listen to adverts about different products.
- To listen to a pairwork presentation about Charity fundraising and comment about it.
- To complete a matching key information exercise.
- To give an informal presentation about a product the students want to sell using emotive language and phrases for persuading.

SECTIONS III and IV:

- To complete exercises dealing with different kinds of pronouns and vocabulary related to advertising.
- To read an opinion article about advertising in school.
- To read a charity advert.
- To write a *for* and *against* essay about whether adverts for unhealthy food should be banned.
- To read fragments by John Steinbeck.

Interaction: S-T; T-S; S-S.

Methodology: Notional- functional; Communicative and Multimodal.

Materials and Resources: Students' Book, Workbook, computer, projector, digital board, ICTs.

Assessment: Formative, summative.

11.1. DEVELOPED DIDACTIC UNIT: <u>UNIT 9</u>

Didactic Unit 9: Prepare for your exams (designed for 4º ESO).

A) Introduction

The present unit has been designed for the English subject. It has been developed thinking of the students belonging to the group 4º ESO A, whose features have already been exposed when talking about the context for which this unit and course syllabus are designed. Likewise, this unit has been outlined in accordance with a series of objectives and general competences which the students ought to accomplish. For that purpose, we will pay attention to the context in which this unit will be carried out. Also, we will pay special attention to the social and cultural characteristics of the students in the aforementioned group. In the same way, I have taken into account the psychological variables of the students, the ones which were referred to in the theoretical framework, and which determined the way in which our students learn as well as their academic performance. Awareness to diversity and notions related to motivation and meaningful learning have also been considered at the time of designing this unit, with the aim of reaching every student and optimizing the teaching-learning process.

Equally, motivational factors have been quite present for this unit's development, hence, the students' stimulation has been considered to make learning better. Four our purposes, we will use a multimodal methodology, based on a combination of different modes used to present the information to the learners. This methodology has two main targets, on the one hand, it is intended for students to process and recall data better, on the other hand, it is aimed at keeping the scholars' attention and emotion on a higher level that it would be provided we only used a unique mode of instruction. In relation to the rest of methods I have adopted here, as it will be later explained, I must clarify that they are the same ones which were used in the school during my internship period. In the same way, I consider it important to devote one section to the intervention strategies and curricular adaptations that are essential for the implementation of the present didactic unit. Finally, we will talk about the

activities planned for the unit, its sequencing and timing, along with the way in which it could be assessed.

With reference to the law, I must say that all the legal framework has been established by the Ley Orgánica 2/2006 de Educación, del 3 de mayo, así como por el Real Decreto 19/2015, del 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria y se regulan determinados aspectos sobre su organización así como la evaluación, promoción y titulación del alumnado de la Comunidad Autónoma de La Rioja.

B) Context

The present didactic unit will be implemented in Colegio Purísima Concepción y Santa María Micaela, placed at Juan XXIII street, in Logroño. Particularly, it has been developed for students in 4º ESO A, for this is the group with which I have spent more time during my internship, and the group with which I carried out my practical performance when the university tutor came to see me at the school. Besides, the didactic unit here detailed is precisely the same one I was teaching the day of her visit. As I have spent a lot of time with students in this group, my treat and knowledge of them is better than the one I have developed with other groups with which I have spent fewer time.

The textbook learners use in this group is Catherine McBeth's *Pulse 4*, published by McMillan. It is an edition from 2015, and the students have already become acquainted with it, since they are going through the third and last semester and as a consequence, students have already been working with it in the previous months. The Students' Book counts on a *Starter* unit (intended for revisiting contents) and nine fully developed didactic units.

Regarding multimodality, especially important in my final Master's degree project, the book is replete with plentiful images with no other aim than making it more attractive. Thus, we could claim that the textbook is just based on a textual mode, and which does not pay attention to the facilitation of the students' learning. It is the teacher the one who must look for visual and flashy explanations to make learning easier once again.

Finally, the didactic unit that will subsequently be developed corresponds to unit number nine (*Prepare for you exams*) in the Students' Book. The unit is the last one of the third and last trimester of the present academic year, 2016/2017. Thereby, this is the last didactic unit the students will be dealing with in the present school year. As we may infer after reading its title, the unit is designed to review the main grammatical and vocabulary contents learnt throughout the year. Everything there is therefore explained, and that is the reason why I will not focus my attention on explanations but on revisiting contents, paying special attention to the language areas in which the students presented more difficulties. Likewise, it is my concern that the revisiting of these contents will be useful for the students' future, and also for the accomplishment of the final exam and other external exams which might interest them. It interests me as well that learners leave the Secondary Education with a well-shaped base in the English subject, from which they can build everything that may be necessary in their future.

C) Overall Objectives

Throughout this unit, students will learn:

1. To review grammatical contents studied in previous academic years, mainly the following verbal tenses: present continuous, present perfect, past perfect, passive voice, future simple, future continuous, modal verbs, the conditionals, reported speech, gerund and infinitive forms and the expression *used to*.
2. To review vocabulary studied in previous terms and academic years, such as words belonging to different semantic fields.
3. To understand that the English vocabulary and the English verbs are classified in groups such as *reporting verbs*; *phrasal verbs*; *extreme adjectives*; *adverbs of degree and manner*; y *noun suffixes*, among others.
4. To understand and use the presented grammar in the right way.
5. To look for parallelisms in the students' mother tongue and to use both in a short oral speech (to express their opinion about a particular topic:

whether learners believe that exams are the best way to assess students or not), using expressions like: *in my opinion*; *it's an interesting point, but…*; *another argument is*; y *I'm sorry, but I completely disagree*, among others.

6. To develop the four skills in order to promote the students' ability to give a presentation.
7. To read a text and identify the main information.
8. To perform and informal, oral presentation and to react to their classmates' speech.
9. To learn strategies that will help them develop an autonomous learning, like predicting the content of a text.
10. To review the strategies required in order to produce a well written composition, using the adequate sequence and coherence connectors and the appropriate register.

D) Competences

The present didactic unit is based on learning through competences. We understand competence as the knowledge teenagers much reach when they finish the Secondary Education and that will grant them an integral development. Competences were a set of practical skills which conceptualize as know-how. These skills, combined with factors like motivation, emotion or social and ethical values among others, should guide the students towards their personal fulfillment. Students are to become autonomous and active humans, being able to start their adult lives adequately, and being able to develop their learning throughout their whole life.

The seven competences established by LOMCE are:

- Competence on linguistic competence (CLC). Among other features, it is characterized by the knowledge that language and communication differs depending on specific contexts; by the understanding of different kinds of texts; and by the person's disposition to a critic and constructive dialogue.

- Mathematical competence and basic competences in science and technology (CMST). It is characterized by the knowledge of mathematical representations and scientific language; by the analysis of graphics and mathematical representations; as well as by the assumption that there exist ethical criteria in connection to science and technology.
- Digital competence (DC). It is defined by the knowledge of the rights and risks in the digital world; by the use of technological resources in order to communicate and solve problems; and by a critic, active and realistic attitude towards technology and technological means.
- Competence on learning to learn (LTL). It is identified by the knowledge of learning processes (how do people learn); by the knowing how to plan the resolution of a task, as well as by possessing an innate motivation for curiosity and learning.
- Social and civic competences (SCC). It is distinguished by the comprehension of the different behavioral codes accepted in society; by knowing how to communicate in a constructive way in different settings, showing tolerance; also, it is defined by the individuals' interest in favor of socioeconomic development and the contribution to a greater social welfare.
- Sense of initiative and entrepreneurship (SIE). It has as its main concern the students' acquisition of the knowledge and opportunities in the personal, professional and commercial activities; it is characterized by the analysis, planning, organization and management capacity, as well as by the fact of acting in a creative, imaginative way.
- Cultural awareness and expression (CAE). This kind of competence is defined by the knowledge of the different cultural and artistic manifestation heritages; by the implementation of the different thinking, communicative, sensitivity and aesthetic sense skills; and by the respect towards the right of cultural diversity and freedom of speech.

Hence, as we can infer after reading the description of each competence, this kind of learning is concerned not only with the acquisition of the students' knowledge, but also with the know-how and the how-to be dimensions of the learners.

Being based on skill learning, and as LOMCE establishes, this didactic unit will be characterized by transversality and dynamism. With the intention of promoting the students' integral development, the seven competences arranged by Orden ECD/65/2015, de 21 de enero will be worked, in this case from the knowledge area of the English subject.

E) Contents

The following contents are based on Real Decreto 19/2015, del 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria para la comunidad autónoma de La Rioja. Due to the extension of this work, I have selected only the ones I considered were the most suitable for the attainment of the established goals. Notwithstanding, for a detailed analysis of the contents found in each of the sections, you can have a look at Real Decreto 19/2015, de 12 de junio, por el que se establece el currículo de la Educación Secundaria Obligatoria y se regulan determinados aspectos sobre su organización así como la evaluación, promoción y titulación del alumnado de la Comunidad Autónoma de La Rioja (BOR, 19/03/2015).

SECTIONS I and II: LISTENING COMPREHENSION AND SPEAKING: EXPRESSION AND INTERACTION

Comprehension and production strategies:

- Mobilization of previous information in connection to task and topic
- Identification of textual type while adapting its comprehension
- Distinction of different types of comprehension (general sense, essential information, key aspects, relevant details)
- Contemplation of hypothesis about content and context
- Understanding of a message in a clear way, distinguishing the main ideas and basic structure
- To adjust the text to the addressee proficiency, context and channel, making use of the adequate register and discourse structure

- To express the message in a clear, coherent way, giving it the adequate structure and adjusting it to the models and formulas of each kind of text.

Sociocultural and sociolinguistic aspects: social standards, courtesy and register guidelines, customs, values, beliefs and attitudes; non-verbal language.

Communicative functions: starting and keeping personal and social relationships, depiction of a person's, object' s, places' and activities' physical and abstract qualities; narration of exceptional or regular past events, description of present states or events, and expression of future events.

Syntactic- discursive structures: expression of logical and temporal connections; affirmation, negation and interrogation; time expressions (past, present and future); modality and existence expression; space, time and mode expression.

Frequent oral lexicon in relation to: personal identification; home and environment; daily routines; family and friends; jobs and occupations; free time, leisure and sports; travelling and holidays; health and bodily awareness; education and study; shopping and commercial activities; food and catering; transportation; language and communication; the environment, climate and natural environment and Information and Communication Technologies.

SECTIONS III and IV: READING AND WRITING: EXPRESSION AND INTERACTION

Comprehension and production strategies:

- Mobilization of previous information in connection to task and topic
- Identification of textual type while adapting its comprehension
- Distinction of different types of comprehension (general sense, essential information, key aspects, relevant details)
- Contemplation of hypothesis about content and context
- Reformulation of hypothesis after the understanding of new elements
- Mobilization and coordination of one's own general and communicative competences with the aim of completing the task successfully (revisiting

what it is already known about the topic, what it is advisable to say or what someone wants to say, etc.)

- Locate and adequate use of linguistic and thematic resources (utilization of a dictionary or grammar, asking for help, etc.)
- To express the message in a clear, coherent way, giving it the adequate structure and adjusting it to the models and formulas of each kind of text.

Sociocultural and sociolinguistic aspects: social standards, courtesy and register guidelines, customs, values, beliefs and attitudes; non-verbal language.

Communicative functions: starting and keeping personal and social relationships, depiction of a person's, object' s, places' and activities' physical and abstract qualities; narration of exceptional or regular past events, description of present states or events, and expression of future events; asking and offering help, indications, opinions, advices and warnings, expressing knowledge, certainty, doubts and conjectures; expressing will, intention, decision, promise, order, permission and prohibition; expressing interest, approval, appreciation, sympathy, satisfaction, hope, confidence, surprise and its opposites; formulating suggestions, wishes, conditions, hypothesis; establishing and keeping communication and discourse organization.

Syntactic- discursive structures: expression of logical and temporal connections; affirmation, negation and interrogation; time expressions (past, present and future); modality and existence expression; space, time and mode expression.

Frequent oral lexicon in relation to: personal identification; home and environment; daily routines; family and friends; jobs and occupations; free time, leisure and sports; travelling and holidays; health and bodily awareness; education and study; shopping and commercial activities; food and catering; transportation; language and communication; the environment, climate and natural environment and Information and Communication Technologies.

F) Intervention strategies and curricular adaptations

As it was previously mentioned, students in 4º ESO A do not present any kind of curricular adaptation because none of them showed any special educational need.

Hence, the intervention strategies in this group follow the ordinary methodology designed for students in ESO who do not require any kind of curricular adaptation. These strategies will be described in the section dealing with methodology.

However, if any kind of learning difficulty would emerge, the reinforcement measures (organizational or curricular) established for students in ESO will apply. This measures were already explained when we talked about attention to diversity in the description of the course plan.

G) Methodology

The methodology is based on the school's own features, hence, it is defined by the identity of the school whose ultimate goal was the attainment of a better society from the Micaeliano Charisma (Love Pedagogy). In addition, the methodology will be eminently eclectic since it gathers conditions belonging to different systems. Besides, as there are no students in 4º ESO A who present curricular adaptations, the teaching-learning process takes place in a quite dynamic way.

Also, although the methodology will always be adjusted in accordance with the necessities of the group, we will mainly use three methods: notional-functional, for the didactic unit structures the language around diverse topics (all the issues that have been dealt with in connection to grammar and vocabulary); communicative, with its four main components, for language to be carried to a real scenario, outside the classroom context; and multimodal, in order to transmit the information to our students we will use several unalike modes (mainly textual and visual), just to make them learn and recall grammar contents better. This last method, again, is the less frequent one in the school, but the one I stand for in the development of this unit, for I consider that apart from helping learners understand and recall information better, it will help

keeping the students' attention and motivation at a high level. For that purpose, we will bear in mind the cognitive theory of information processing, and specially the *Dual-Coding Theory* by Allan Paivio, who claims that human beings process information throughout two independent but interconnected channels (one for textual information and the other one for visual information) which facilitate the learning processes. Besides, Gardner's *Theory of Multiple Intelligences* will also be considered, for it states that each person possess different cognitive styles and therefore, different ways of thinking and processing the information.

Equally, the use of the new technologies will be favored and the combination of practical and theoretical methods will be implemented with the objective of making the sessions more dynamic. Special attention will be paid to diversity, providing the students with an individualized teaching in a community environment of peace and dialogue. Likewise, there will be informative transparency in relation to the evaluation criteria and the completion of tasks. Also, notions related to Lev Vygotski's social *cognitivist theory*, such as the Zone of Actual Development, will be considered, always bearing in mind what the student is able to do on his own in order to provide him with the adequate input[2] that will allow him to reach the Zone of Proximal Development, that is to say, what the student will be able to learn, at first, with help.

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[2] The notion of *input* comes from Stephen Krashen's theory, initially known as *The Monitor Model* and later referred to as the *Input Hypothesis*. This theory stated that the best way to improve a second language learner's proficiency was through exposure to information which the learner could comprehend, that is to say, information which was just one level beyond what the speaker was already able to understand.

H) Activities for unit 9: sequencing, timing and resources

*Unit 9: Prepare for your exams!*							
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
1 50'	**Introduction** Presentation of the new unit. The teacher explains the students that in this unit, they will be revisiting the main grammatical and vocabulary aspects they have been dealing with throughout the whole academic year. **Development** As a way of refreshing what the students already remember, most of this session is going to be devoted to do a Kahoot[3] specially self-elaborated for that purpose. Individually, the students will decide the correct answer and will raise a paper with the colour of the response in the game, which will be projected in the digital board. **Recap** The teacher explains the correct answers aloud as a way of introducing what the students will be working with in the subsequent sessions devoted to this unit.	Reading Grammar Vocab. Listening	To introduce the students to the topic: *Prepare for your exams*. To refresh previous knowledge in connection to the core vocabulary and grammatical aspects they have dealt with throughout the academic year and that will be useful for them in subsequent years.	CCL CD SIE	Digital board Projector Computer Internet Red, yellow, green and blue papers	10' 25' 15'	T-S S-T S-S	

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[3] See Annex I: Kahoot: Diagnosis grammar test for 4º ESO.

*Unit 9: Prepare for your exams!*							
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
2 50'	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students do exercises on pages 94 and 95 in their Students' Books[4] which deal with a vocabulary revision. Then, students read the text on page 96 and make the comprehension activities on pages 96 and 97. If there are some words the students do not understand, they ask the teacher and s/he explains them orally or in the blackboard. **Recap** The teacher explains homework, summarizes the session and introduces the next one.	Reading Vocab. Listening	To review the main vocabulary and the groups in which English words are usually gathered. To develop reading strategies: predicting content, skimming a text and scanning for specific information.	CCL CPAA	Student's Book Workbook Blackboard	5' 35' 10'	T-S S-T	Work book: pages 72, 73

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[4] The exercises the students will be completing belong to McBeth's book *Pulse 4* (Students' Book and Workbook) cited in the bibliography.

Unit 9: Prepare for your exams!								
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
3 30[5]'	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students and teacher correct homework aloud and explain doubts. Then, they do exercises on pages 98 and 99 on the Students' Books, which deal with a grammar revision. Also, in order to remember the main relative pronouns and their use (because students present more difficulties with this particular grammar aspect), they watch and complete aloud the EDpuzzle[6] video specially self- designed for that purpose. This video will be projected on the digital board. **Recap** The teacher explains homework, summarizes the session and introduces the next one.	Reading Grammar Listening Listening	To refresh the main grammar aspects of the whole academic year. To listen to a video and being able to identify key information in relation to a grammatical aspect (relative pronouns) that is usually difficult to understand by students.	CCL CD CPAA	Digital board Projector Computer Internet Students' Book Workbook Blackboard	2' 25' 3'	T-S S-T	Work book: Pages 74, 75

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[5] This session only lasts 30 minutes because the other 20 minutes will be devoted to work with the conversation assistant.
[6] See Annex II to have a look at some sections of this self-elaborated EDpuzzle.

Unit 9: Prepare for your exams!								
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
4 50'	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students and teacher correct homework aloud and explain doubts. Students read the text on pages 100 and 101 on their Students' Book. The topic of the text is whether exams are the best way to assess students. Then, they complete the exercises on the same pages. Students review some expressions useful to express one's opinion. Next, they write a few arguments for and against the use of exams to assess the student's knowledge. The class is divided in two groups. One group is in favor of and the other is against the use of exams to assess students. Students start a debate expressing in an orderly way their opinion. **Recap** The teacher explains homework, summarizes the session and introduces the next one.	Reading Vocab. Listening Speaking Listening	To learn how to express one's opinion about a given topic orally and using the appropriate formulas. To be able to identify (in a text and in an audio) what others think about a particular topic, analyzing their opinion critically and developing one's own.	CCL CPAA CSC SIE	Student's Book Workbook Notebook Blackboard	5' 25' 15' 5'	T-S S-T S-S	Work book: page 76

Unit 9: Prepare for your exams!								
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
5 50'	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students and teacher correct homework aloud and explain doubts. As a way of practicing with the core grammatical and vocabulary aspects of the academic year, students will play FlipQuiz. Students will be divided into five groups of five people each. Then, a spokesperson will be randomly chosen in each group. The teacher will project the FlipQuiz[7] board on the digital screen, divided into six different categories, each of them divided at the same time into 5 different punctuations, with increasing difficulty. One person of each group chooses a category and a specific punctuation, and then a question related to that category is shown. They have to answer it properly to obtain the whole score. **Recap** The teacher summarizes the session and introduces the next one.	Vocab. Grammar Speaking Listening	To practice the main grammar and vocabulary aspects of the whole academic year.	CCL CD CPAA SIE	Digital board Projector Computer Internet Workbook Blackboard	5' 40' 5'	T-S S-T S-S	

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[7] Have a look at Annex III to see this FlipQuiz.

Unit 9: Prepare for your exams!								
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
6 50'	**Introduction** The teacher reviews previous sessions and presents the planning for the current one. **Development** Students presented special difficulties in unit 4, when they dealt with conditionals. Hence, as a way of reviewing them, we are going to devote this sessions exclusively to the revision of the first, second and third conditionals. The students play a quick Kahoot[8] about conditionals to see what they already remember before the teacher looks over them. Then, the teacher explain conditionals 1,2 and 3 with the aid of an infographic[9]. Next, students complete some songs in which some of the words related to conditionals have been removed. Then, they correct them aloud. Finally, in pairs, the students play a game in which they have to give some advice to their mates. **Recap** The teacher summarizes the session and introduces the next one.	Grammar Listening Reading Writing Speaking Listening	To review and practice the key aspects concerning the first, second and third conditional	CCL CD CPAA CSC SIE CEC	Digital board Projector Computer Internet Blackboard Infographic Handout about conditional sentences in songs[10] Blue, red, yellow and green papers Board Game[11] Dices and tokens	5' 40' 5'	T-S S-T S-S	

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[8] See Annex IV: Kahoot: Conditionals Review
[9] See Annex V to have a look at this Infographic
[10] See Annex VI to have a look at the Handout: Conditional sentences in songs
[11] See Annex VII to have a look at this Board Game.

Unit 9: Prepare for your exams!								
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
7 30[12]	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students make exercises on pages 102 and 103 in their Students' Book, which remind them there were some rules they must follow in order to produce a coherent piece of writing. Then, they do exercise 5 on page 77 in their workbooks, which is also aimed at developing the students' writing skills. Next, students will have to produce a short piece of writing of writing (an email) in which they apply for a grant to study abroad. (If they do not finish it in class they can do it at home. Then the teacher will correct them individually) **Recap** The teacher summarizes the session and introduces the next one.	Vocab. Grammar Reading Writing Listening	To develop the students' writing skill. To remind them the connectors they can use to write a coherent piece of writing and the register (formal or informal) they should use.	CCL CPAA CSC SIE CEC	Students' Book Workbook Notebooks Blackboard	2' 25' 3'	T-S S-T	

Unit 9: Prepare for your exams!								
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
8 50'	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students complete practice with Socrative, an online tool that will allow the teacher to check if students need further instruction in some grammatical or vocabulary aspect. If they need so, part of the last session will be devoted to explain it. This Socrative[13] has been self-elaborated and includes the main grammatical and vocabulary aspects covered. In order to complete it, the students will go to the informatics room. In that way they will be able to complete the 20 questions individually, and the teacher will be able to download their individual results and see whether the main grammar and vocabulary aspects are understood or not. **Recap** The teacher comments the main right and wrong answers aloud and introduces the next session.	Grammar Vocab. Listening	To review and practice the main grammatical and vocabulary aspects explained throughout the whole academic year.	CCL CD	Computers Internet	10' 25' 15'	T-S S-T	

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[13] See Annex VIII to have a look at this Socrative: Grammar and Vocabulary 4º ESO.

*Unit 9: Prepare for your exams!*
Session	**Activities**	**Skills / Language areas**	**Goals**	**Comp.**	**Material**	🕐	**Interaction**	**HW**
9 50'	**Introduction** The teacher reviews previous sessions and presents the planning for the current session. **Development** Students complete the Progress check exercises on pages 78 and 79in their workbooks. These exercises cover the vocabulary and grammar of unit 9. The students ask any doubts they have in connection to the unit, for this is the last session before they complete the test. Finally, they complete the self-evaluation on page 79 in their workbooks, which will help them to reflect upon their own learning process and identify the areas in which they will have to work harder. **Recap** The teacher reminds the students to ask any doubts they have and the principal aspects they need to review for their final exam. By way of conclusion, the teacher shows the students a video[14] about the worldwide importance of English.	Grammar Vocab. Reading Writing Listening	To review and practice the main grammatical and vocabulary aspects explained throughout the whole academic year. To provide the students with a time to ask any question they have in relation to the core aspects of English they have dealt with. To make students realize about the importance of English as world language, a language that might grant them a better life, but also as the language which may grant all human beings a better world to live in.	CCL CD	Computers Internet	5' 30' 15'	T-S S-T	

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[14] See Annex IX to have a look at this video: Walker's *The world's English mania.*

I) Assessment

To carry out the assessment of unit number nine we will consider the assessment criteria (CE) and the evaluable learning standards (EA), which are established for each of the subdivisions we talked about in the contents section. These criteria and standards are widely explained in the schedule for 4º ESO designed to the present academic year and referenced below. At the same time, they are the ones that Real Decreto 1105/2014, del 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato establishes. In short, we could point at the following as a thoughtful selection:

- EC1.1. Understanding the general sense, essential information, main points and the most relevant details in short and well-structured oral texts, dealing either with everyday matters or with topics of general or personal interest, in order to participate with progressive autonomy in habitual situations within the personal, public, educational and occupational domains.
- EC2.1. Applying the most appropriate strategies to understand the general sense, essential information, or main points and ideas or relevant details of messages delivered verbally or through technical means, in order to gradually take responsibility for their own learning, develop their autonomy and take advantage of the mutual enrichment that group learning entails.
- EC2.2. Applying the most appropriate strategies to develop short monologic or dialogic oral productions, with a simple and clear structure, delivered verbally or through technical means, in order to gradually take responsibility for their own learning, develop their autonomy and take advantage of the mutual enrichment that group learning entails.
- EC3.1. Understanding the general sense, essential information, most relevant points and important details of short written texts, "authentic" or adapted, well-structured and dealing with everyday issues of general or personal interest, in order to participate with progressive autonomy in

ordinary situations within the personal, public, educational and occupational domains.

- EC3.2. Applying the most appropriate strategies to understand the general sense, essential information, main points and ideas or relevant details of texts, in both print or in digital formats, in order to take gradually responsibility for their own learning, develop their autonomy and take advantage of the mutual enrichments that group learning entails.

- EC4.1. Writing short and simple texts with clear structure, appropriate to the addressee and the context, dealing with everyday and well-known issues, by respecting the commonly used conventions of written English in order to participate with progressive autonomy in habitual situations within personal, public, educational and occupational domains.

- LS1.6. Distinguishes, with the support of an image, the main ideas and relevant information in presentations about educational, occupational or topic of his/her interest (e.g. on a curricular subject, or having a chat to organize the team work).

- LS2.4. Takes part in formal conversations, meetings or academic or job interviews (e.g. to gain a place on a summer course or to join in a volunteer group), exchanging sufficient information, expressing his/her ideas about habitual topics, giving his/her opinion on practical problems when asked directly, and reacting in a simple way to comments, as long as he/she can always ask that the key points are repeated when he/she needs it.

- LS3.6. Understands essential specific information on web pages and other clearly structured reference materials or consultation about issues related to academic subjects, occupational matters, or of his/her interest (e.g. about curricular subject, a computer program, a city, a sport or the environment), as long as he/she may reread the difficult sections.

- LS4.7. Writes basic and brief formal correspondence addressed to public or private institutions or business entities, requesting or giving the required information easily and observing the formal conventions and basic courtesy norms in these kinds of texts.

Hence, once the student has accomplished these criteria and standards halfway, we will consider that he has fulfilled a half of the required goals, he will obtain a passing grade, and he will pass the exam.

In the test of unit nine, all the standards will be taken as basic, and their difficulty will be graded in the exam questions, alternating basic, intermediate and advanced standards. As for the percentage devoted to each of the skills, in this exam they will be distributed as follows:

- 20% Oral comprehension (listening)
- 30- 40% Written comprehension (reading and vocabulary)
- 40- 50% Production of written texts (grammar and writing)
- The production of oral texts (speaking) will be evaluated throughout the whole semester and will account as another test.

Besides, as established in the schedule for 4º ESO, assessment will be continuous, regulative, formative, summative and guiding.

The mark which students obtain after the accomplishment of the exam devoted to this unit will account one-ninth of the total punctuation (85%) that students can get at the end of the academic year for the English subject (the amount of the nine exams, one per didactic unit). Another 10% will correspond to the way students perform at home and in class (notebook, homework, material). The 5% left over will correspond to the attitude the student presents in class and towards the subject.

Furthermore, for the implementation of this kind of assessment we will be using the following instruments: direct and systematic observation and the analysis of the tasks completed by students; oral exchanges with the students; voluntary assignments, the submission of notebooks; written tests; and the reading of a book (students will take a reading comprehension exam that will account as another test, but within the percentage devoted to homework).

If a student is found cheating in one test, he will fail the whole trimester and will have to take the second-chance examination. If that student reoffends, he will have to take the final exam in September. If he does not show up, the exam will take place as soon as the student reincorporates to the classroom. However, the teacher and the student could also affix the date for another

occasion. There will be no second chances, though, if the student does not present an absent note which fits the guidelines established by the Internal Rules and Regulations of the school. The exam may or may not be the same that the rest of students completed when taking the ordinary test.

Finally, as a way of self-assessment of the didactic unit I have designed for students in 4º ESO A, I consider that thanks to the outlined tasks, it is possible to cover the main goals that we wished to accomplish. As this group is going through his last year in Secondary Education, and as there are no students with special educational needs, I have been able to design activities of all kinds, with the aim of making the teaching-learning process easier and motivating students while reaching their sensations. Moreover, the developed activities will allow the students to work the diverse competences and skills required by the current law, and which focuses its attention not just in knowing, but also in knowing-how and in being.

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Ministerio de Educación, Cultura y Deporte, Gobierno de España, LOMCE. Accesible en línea: http://www.mecd.gob.es/educacion-mecd/mc/lomce/el-curriculo/curriculo-primaria-eso-bachillerato/competencias-clave/competencias-clave.html

Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato. Accesible en línea: https://www.boe.es/diario_boe/txt.php?id=BOE-A-2015-738

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. Accesible en línea: https://www.boe.es/boe/dias/2015/01/03/pdfs/BOE-A-2015-37.pdf

III. INNOVATION PROJECT

DEVELOPING ENGLISH GRAMMAR PROFICIENCY THROUGH THE USE OF MULTIMODALITY

1. INTRODUCTION

If images are worth a thousand words, then, why don't we benefit from them? Brochures, diagrams, posters, advertisements…no matter where we look at, we live in a society where pictures are used to accomplish the simplest aims, but not only that. Visual explanations are becoming more and more popular in the media, in presentations and in public places as they communicate more effectively than verbal explanations alone. What is more, images have been used to explain complex systems in the mechanical, biological, physical, operational or computational domains among others, showing that it was easier for people to understand these systems when they presented something more than just text. Hence, as the combination of more than one means of communication seems to possess some benefits for instruction, we might as well think that it will also bring advantages in the educational field.

It is my concern that many people present difficulties when it comes to learning a new language, especially its grammar and syntactic structures. For that reason, I started to think that using images or diagrams with more intention than that of decorating the pages of books, would improve the understanding, recalling and performance of students of English as a foreign language.

Thus, I started to enquire into the way people have traditionally thought of images and words, discovering that it was not until the XX century when people started to think about the possibility of the interconnection of both.

Bearing this in mind, I developed the present study in which I will be covering the subsequent points: first, a review of the literature concerning the topic of this work: the use of multimodality to improve the learning of the English grammar as a foreign language. Here, I will make a tour through history in order to display the shift of human's representation of thought; then, I will explain the current theory regarding human's processing of verbal and non-verbal information and the notion of multimodality; besides, I will discuss the

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effectiveness of the visual in the learning of the English grammar. Later on, I will describe the methodology I will be using for the study, the participants, the instruments for data collection and the procedure and data analysis. Then, the expected results will be briefly explained, and finally, the conclusion, together with the limitations of the study and further research will be exposed.

2. LITERATURE REVIEW

2.1 From the use of isolated imagery Vs. isolated verbal representations to the interconnection of both

Nowadays it seems clear that a combination of a textual plus a visual mode of communication is more effective than the use of one of the modes alone. Nevertheless, this view has not always been accepted.

Although the interconnections between the verbal and the non-verbal cognitive systems are essential to human intelligence (Paivio, 2014, p.142), such interconnections have been historically neglected. In this section, I intend to explain the major historical influences that eventually gave place to what we know nowadays as the interactive Dual-Coding Theory (subsequently referred to in this study as DCT).

At first, graphics portraying things that were essentially visual were widespread across many cultures. Also, it could be appropriate to point out that the origins of written language are in pictures (Tversky, Bauer and Betrancourt, 2002, p.249). This shows the origin of a non-verbal imagery epoch which saw Aristotle as one of its main emblematic thinkers. Aristotle discussed the connection between imagery and intelligence and expounded that "knowledge derives from sense impressions that are treated by the imaginative faculty to become images that are essential to thought. Thus, the thinking faculty thinks of its forms in mental pictures and the soul never thinks without a mental picture" (Paivio, 2014, p.142). The philosopher's views on thought and imagery have influenced succeeding writings including Rudolf Arnheim's Visual Thinking.

Later on, in the XVII century, Johan Amos Comenius, also known as the father of modern educational science, created his work "The World in Sensible pictures", already displaying his thought on the importance of teaching children

in a way that both things and words would be presented to the intellect at the same time.

The major shift, however, happened with iconoclasm in the Protestant Reformation, when the prohibition and destruction of the idols of the Catholic Church was extended to the prohibition of mental images. From this moment onwards, emotionally-neutral verbal memory techniques were to be used instead (Paivio, 2014, p.143).

That way we reach the verbal dominance epoch. Ramon Lull and Peter Ramus particularly influenced this epoch, as they developed a memory system in which images were totally absent, and everything was reduced to verbal abstractions, letters and names, which they applied to memory, intellect and will, the three powers of the soul according to the Christian doctrine. This system was known as the Art of Intellect (Paivio, 2014, p.144).

Later on J. B. Watson, the father of Behaviorism, rejected all mental concepts, especially imagery, and reinforced verbal processing views by insisting that "thinking is nothing but talking to ourselves" (Watson, 1930, p.238). Verbal processes also dominated the studies of Hermann Ebbinghaus, who claimed that episodic memory benefits of presenting verbal information.

The verbal emphasis became generally associated with intelligence in the XX century with the emergence of IQ tests, which for hundreds of years have been based on verbal ability (Paivio, 2014, p.145). During the XX century a number of non-verbal representations started to supplement but did not interact with verbal abilities, and it was not until the 1960s when modern imagery and DCT appeared as a reaction to the non-verbal imagery and the verbal dominance epochs.

DCT was originally proposed by Paivio in a research review article in 1969, in which among other issues he included findings about picture superiority over words in free recall and an hypothesis concerning differences in the way non-verbal and verbal information is organized and processed mentally (Paivio, 2014, p.145).

This article would be subsequently reviewed until 2007, when Paivio published in one of his works that "the signature DCT features are the referential interconnections that enable nonverbal mind and verbal mind to be interlocked in a synergistic relation that evolved into the nuclear power source

of our intellect" (Paivio, 2007, pp. 3-4). Hence, DCT was born as an assumption that would explain the interconnectedness of both the verbal and the non-verbal systems, leaving aside the unconnected distinction made decades ago, and bringing the benefits that the interplay of both schemes has in a number of different fields, including the educational one. In fact, DCT emphasizes both non-verbal and verbal knowledge even when language itself is the object of study (Paivio and Begg, 1981, p.272).

2.2 Human's processing of information: Paivio's Dual-Coding Theory and the use of Multimodality

Before keeping on the development of this study, it might be appropriate to clearly state what we understand as DCT. As we expressed before, Canadian Professor Allan Paivio proposed this theory in the 1970s, an empirical study of the mental processes defined as follows,

> dual coding theory explains human behavior and experience in terms of dynamic associative processes that operate on a rich network of modality-specific verbal and nonverbal representations (Clark & Paivio, 1991). Dual coding theory assumes that cognition occurs in two independent but connected codes: a verbal code for language and a nonverbal code for mental imagery (Sadoski, 2005). Information can be processed through both the verbal and nonverbal channels. This occurs, for example, when a person sees a picture of a dog and also processes the word "dog". Information processes through both channels has an additive effect on recall (Mayer & Anderson, 1991; Paivio & Csapo, 1973, cited in Aslandağ and Yanpar, 2014, p. 4814).

Moreover, DCT has been supported by other studies which suggest that "there is a distinction between discursive and imagery-based information processing […] and that there is a difference between the two forms of information in terms of hemispheric lateralization, noting that the processing of verbal information is sequential, and exhibits left-brain dominance (e.g., McKeever & Hulling, 1971), whereas the processing of imaginal information is holistic, and exhibits right-brain dominance (e.g., Rizzolatti, Umilta & Berlucchi, 1971)" (Lwin, Morrin and Krishna, 2010, p.318). Also, Childers and Jiang, 2008, cited in Lwin *et al.*, 2010, asserted that the verbal and imaginal systems are proposed to function largely

independently, but they have the capacity to interact to enhance memory performance.

Furthermore, thanks to the Concreteness Effect which states the superior cognitive processing and recall of concrete compared to abstract words (Jessen *et al.*, 2000, p.103) and to the fact that images make verbal representations more concrete, DCT is also believed to speed knowledge acquisition by "concretizing" or making more concrete verbal or language-based information (Paivio, 2007, cited in Lwin *et al.*, 2010, p.318).

Therefore, now we know what DCT actually is and that it counts on a number of scholars and advocates who believe in it as the way of making new concepts more understandable and easier to recall. But still, DCT would not be applicable without the new advances and discoveries in the field of science.

Thanks to the latter developments in the information processing cognitive theories, we know that people learn in many different ways, as learning requires mental activity and an inner codification and structuring of information on the part of the learner. Consequently, as each person codifies and structures information in a different way, it might be logical to think that everyone receives, represents, retains, recalls and therefore, learns things distinctly. Then, the question which arises is, if people learn things in various ways, why do we only apply the traditional way of instruction based on the textual mode? If our intellect can take advantage of the interconnection of at least two modes of communications, as exposed by the DCT, then, reconsidering the application of this theory in the English language teaching field could be an interesting idea for more than one. However, it is important to mention that the DCT has only been applied for the learning of vocabulary in previous studies, but what we want to put into practice in this project is something different, since it is for the learning of the English grammar for which we intend to make use of this theory. In fact, it is in the use of DCT together with the use of multimodality for the learning and recalling of the English grammar where the novelty of this innovation project lies in.

In this regard, it might be worth mentioning a couple of theories which also consider the learning of vocabulary alone. These theories are the *Bilingual dual coding theory* and the *Context availability method.* The *Bilingual dual coding theory* assumes that "conceptual representations include image

representations, and that learning two languages in separate contexts can result in differences in referential images for L1 and L2 […]. Besides, it also supports the view that some image representations are more strongly connected to one language than the other" (Jared, Poh and Paivio, 2012). For its part, the *Context availability method* focuses on abstract concepts and "argues that the faster recognition of concrete vs. abstract nouns results from a larger contextual support of concrete words and not from a distinct nonverbal system" (Schwanenflugel & Shoben, 1983, cited in Aslandağ and Yanpar, 2014, p. 4815). In the same way Schwanenflugel & Stowe (1989) has an explanation in line with this theory. "Concrete nouns activate more associative information, resulting in faster recognition of these items. If however, abstract nouns are presented in a meaningful context with sufficient verbal information, the concreteness effect disappears and abstract nouns are recognized as rapidly as concrete nouns" (Schwanenflugel & Stowe 1989, cited in Aslandağ and Yanpar, 2014, p. 4815). Moreover, it is worth mentioning that there are studies, such as Aslandağ's and Yanpa's *Dual-coding versus context-availability: Quantitive and qualitative dimensions of concreteness effect* which evidence that no significant differences are found between these theories at the time of determining which one is better or worse for the learning and retention of vocabulary. Notwithstanding, it should be indicated that this study focuses its attention more on the DCT than on any other of these two recently explained postulates.

As we pointed out in the introduction, modes of communication which combine textual plus visual codes are already found in the media and in some instructional fields as the biological or computational. However, the English language teaching field does not seem to have taken advantage of the benefits that presenting the information in a verbal and a non-verbal way may have. Few studies are devoted to the use of non-verbal means of communication in the teaching and learning of English as a foreign language, and the ones found were devoted to the learning of vocabulary. Notwithstanding, we are especially concerned with the learning and retaining of the English grammar, and that is the reason why we intend to shed some light on the possible advantages that we believe the use of images combined with text might have for that purpose.

The combination of various modes of communication is known as "multimodality". More explicitly, "multimodality refers to the diverse ways in

which a number of distinct semiotic resource systems are both codeployed and co-contextualised in the making of a text-specific meaning" (Baldry and Thibault 2006, p.21, cited in Martínez Lirola, 2014, p.90). Hence, in this project, we will be working with multimodality, for we will use different ways of presenting the information (textual and static and animated images) in order to see which mode is more effective for the teaching and learning of the English grammar.

Consequently, following Paivio's idea that cognition occurs in two independent but connected codes: a verbal code for language and a non-verbal code for mental imagery, and that information can be processed through both the verbal and non-verbal channels (Aslandağ and Yanpar, 2014), it is reasonable to suggest that if we use multimodal resources for teaching the English grammar, students will improve their performance as a result of processing the information given to them through two or more channels instead of just one.

A number of studies have already demonstrated that people learn better when the learning material involves both (verbal and non-verbal modes). In a study carried out in 2014 about the efficiency of DCT for vocabulary learning, Aslandağ and Yanpar (2014), stated that "the visual effect of the method was very useful for vocabulary learning recalling the words after internalizing them, [and that] some of the students cited that the associations of pictorials enable students to remember the words easily and permanently without any doubt" (Aslandağ and Yanpar, 2014, p.4817). Clark and Paivio (1991) also maintained that,

> generating images produces better recall than repeated encoding conditions (i.e., repeating target words aloud or silently), and even better memory than such deep encoding operations as translating into another language or generating synonyms… [Besides], imagery also benefits memory because of the special organizational capacities of the imagery system. Specifically, separate elements can be integrated into a unified or compound image that subsequently permits part of the image to reactivate the whole. [In addition], visual illustrations help comprehension and retention of lessons by activating concrete referents and increasing the arousal of mental images in students (Clark and Paivio, 1991, pp. 166,175).

In a subsequent study, Bobek and Tversky (2014) insisted that "creating visual explanations confers extra benefits over and above the benefits of using them for comprehension. [It] provides a check for completeness and coherence, and intuitive platforms for inference" (Bobek and Tversky, 2014, p.206). Lwin *et al.*, (2010), also found that "numerous studies have confirmed that pictorial information improves memory for verbal information (e.g., Anderson & Bower, 1973; cf. Wyer *et al.*, 2008, cited in Lwin *et al.*, 2010, p.318). Moreover, Kang and Tversky (2016) signaled the importance of graphics and diagrams to abstract, segment, and integrate information to be conveyed or understood, and that they were typically multimodal, integrating marks in space, sizes, formats, words and symbols to create more complete messages. Finally, Klingner, Tversky and Hanrahan (2011) stated that visual presentations boost students' performance since they provide an external representation that reduces load on working memory.

As research has shown, images can contribute to make verbal explanations richer, thus, multimodality is expected to have many advantages for the purpose of our concern.

2.3 The effectiveness of the visual in the learning of the English grammar as a foreign language

With the intention of supporting students' understanding, learning and recalling of the English grammar, we want the notion of multimodality to stop being underused and start making it more present particularly in the English lessons devoted to that aim.

As we said a few lines above, multimodality is generally useful for instruction, although not many studies have been devoted to its application to English grammar explanations. Thus, what we want to check with the present study is precisely that.

Then, what arises next is, which kind of images are more suitable for our goal? Thereby, with the intention of giving an answer to this question, we have divided all kind of images (pictures, graphics, diagrams, infographics…) in two main groups: static and animated. Some examples of the kinds of images belonging to these two groups would be, for instance, for the group of the static

images, the infographic dealing with modal verbs that we show here, or the state images that we find in the self-elaborated EDpuzzle in order to help students understand the relative pronouns (figures 1 and 2[15]).
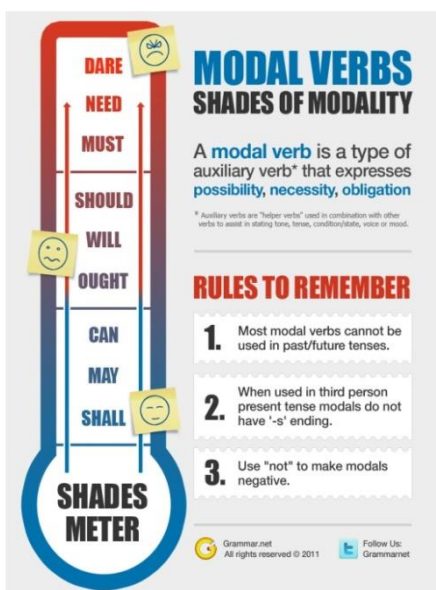

Figure 1: Infographic: Modal Verbs

Figure 2: EDpuzzle: Relative Clauses

A couple of examples of animated images would be for instance the ones found in the following videos, one of which corresponds to a TED Ed talk about when to use commas in subordinate clauses and conjunctions[16], and the other one to a PowToon video[17] which explains to the learners the phrasal verbs built out of *get*.

Figure 3: TED Ed: Comma story - Terisa Folaron

Figure 4: PowToon: The tragic story of Get! – Andrea Ramírez

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[15] See Annex II to have a look at some sections of this self-elaborated EDpuzzle.
[16] You can access this video online: *TED Ed: Comma story*, by Terisa Folaron
https://www.youtube.com/watch?v=GHnl1O3NGJk
[17] You can access this video online: *The tragic story of Get!*, by Andrea Ramírez
https://www.youtube.com/watch?v=qpwwjL9i8LI

What we plan to check then is which of the two kinds of images accomplish our intention better. Regarding the differences between static and animated representations, research is not encouraging, for conclusions seem difficult to reach due to a number of different reasons.

Firstly, both types of images (static and animated) seem to attract attention, motivate students and usually save words by showing what otherwise would need to be explained. However, apart from that, little is shared between the two types. As explained in Tversky *et al.* (2002), "scrutiny reveals lack of equivalence between animated and static graphics in content or procedures" (Tversky *et al.*, 2002, p.247). Hence, reaching conclusions in this regard is an arduous task, in order to know which kind of images facilitate the students' learning of grammar more, the information provided by the two types should be equivalent, and it is not usually the case.

Besides, some authors (Tversky *et al.*, 2002) even claim that sometimes simpler, graphics with less detail are more effective than more realistic ones and that in some cases there is little differences between two dimensions or three dimensions representations, or even that there is disadvantage to three dimensions displays (Zacks, Levy, Tversky & Schiano, 1998, cited in Tversky *et al.*, 2002, p. 250). As stated in the same article,

> the apparent success [of animation] turned out not to be success […], the animated graphics in fact were not equivalent to the static graphics, that is, in the animated graphics, more information was presented or the same information was presented differently, better, in the animated than in the static graphics. In other studies, animation was confounded with other factors known to facilitate learning, interactivity or prediction or even the presence of graphics. In some of the most carefully controlled cases, the animations conveyed detailed information about the fine structure of the processes that was not available in the static graphics. It may be that some kinds of information are more easily conveyed in animations than in static diagrams […]. (Tversky *et al.,* 2002, p.257).

Therefore, as we may appreciate, the superiority in the amount of information and content, and factors like interactivity (reinspection, close-ups, zooming…) or prediction, only attributable to animated images, make it difficult to establish comparisons with statics ones, precisely because the latter lack those factors.

Moreover, it is true that sometimes simpler graphics with less detail are more effective for learners. It might happen that animations are too distracting, resulting harmful to convey important ideas while encouraging students to attend to perceptually salient information, forgetting about the rest of information presented. In addition, at times, animations may result too complex or too fast to be accurately perceived and comprehended, being in this regard at a disadvantage in comparison with static images.

Consequently, both static and animated images present advantages and disadvantages for the purpose of providing students with English grammar explanations. Fortunately, most of the disadvantages here displayed have already been anticipated by a number of scholars, including Barbara Tversky, Julie Bauer and Mireille Betrancourt (2002), who have proposed a couple of principles which do not guarantee the total efficacy of animated and static images, but improve significantly their effectiveness. Hence, for our two kinds of images to be effective, the following two principles should be accomplished:

- The Congruence Principle, which states that the structure and content of the external representation should correspond to the desired structure and content of the internal representation.
- The Apprehension Principle, which suggests that the structure and content of the external representation should be readily and accurately perceived and comprehended (Tversky *et al.,* 2002, pp. 257-258).

Taking into account these two principles, and also bearing in mind that for animations to be more effective they should be slow and clear enough for observers to perceive movements and changes, and that sometimes schematizing and annotation (using arrows and highlighting) is better than providing very realistic images, we would probably get an appealing, but also efficient tool for our students.

Considering all the information exposed in this section, we could conclude that although research is not encouraging as for what kind of images are better for instruction, it is expectable that our students will learn better when we accompany our textual explanations with any kind of carefully designed images,

as they will have the chance to process and recall information in two ways rather than one.

Besides, independently of the results we get in this study, it is usually agreed that visual explanations are more appealing and motivating for students, so maybe that would be sufficient reason to use them.

This being said, and taking into account all the information here exhibited, we propose two research questions:

- Do students who have used multimodal means of communication for learning English grammar possess a higher proficiency than those who not?

- Which mode is more effective for learning the English grammar? The habitual, textual mode, a combination of text plus static images, or a combination of text, plus animated images?

3. METHODOLOGY

The present research represents an experimental study combined with a longitudinal design (since the aim is to study the experimental groups over a period of time). As stated in Searle (1999), experimental studies are mainly characterized by three elements: the control group (CG), the experimental group (EG) and the treatment. In this study, a different treatment would be applied to each of the three groups involved, in the sense that one element will be altered (the main mode in which information is presented to them). This alteration will be caused by the researcher with the intention of finding out which of the three applied modes is more effective.

This research has been designed to check if the English grammatical competence of Spanish students studying English as a foreign language is improved by means of the use of multimodality in the classroom. As the traditional way of teaching usually based on a textual mode does not seem to be especially motivating for students, and also taking into account the general proficiency of Spanish people (often under average), I have developed this

study with the purpose of boosting the student's impetus towards the English subject, thus supporting at the same time the learner's performance.

3.1 Participants

This research will be carried out with students in fourth year of Secondary Education enrolled in a school in La Rioja. However, the project could be implemented with students in any term of Secondary or Baccalaureate Education.

The sample will be composed of 60 students. These 60 students will be divided into three groups of 20 students each: the control group, working only with a textual mode; and two experimental groups, one working with textual plus static images and the other one with textual plus animated images. The ages of the students in all groups range from 15 to 17, and they will be instructed by the same teacher, so that the only difference depends on the treatment and no other condition.

According to the school year they are taking, and keeping in mind the levels of reference established by the Common European Framework, the students are supposed to reach A2 proficiency at the end of the current term.

3.2 Instruments for data collection

In this section I explain the different instruments I will use in order to measure the student's results. As the intention is to measure the students English grammar proficiency, I have developed two tests. These tests will be completed by each of the students belonging to the three groups at the beginning of the course and after it has been completed, and then comparisons could be established so as to determine which group has improved his performance the most. Hence, we will also get to know which modality (text alone, text plus static images or text plus animated images) has worked better for our aim.

These tests have been designed thinking of the grammatical aspects that will be covered during the whole academic year of the aforementioned students in fourth years of Secondary Education. For that purpose, I have handled the

syllabus found in the book they are using: Catherine McBeth's *Pulse 4*, edited by Macmillan. Thus, both tests will include the main grammatical aspects covered throughout the year, and also those aspects in which students usually manifest difficulties. Of course, the questions will not be identical in both tests, but the grammatical aspects will do be the same so that we clearly see if the students' understanding of those exact contents has improved.

Moreover, as keeping students' motivation is one of our main concerns, I have developed these tests in a more appealing way than the usual, traditional, paper format, by using two online tools that I find particularly stimulating: Kahoot[18], for the diagnosis test, placed at the beginning of the course and that will allow us to form an idea about the class' general knowledge of the English grammar and identify areas where students might need further instruction, and Socrative, placed at the end of the course and that will allow us to check if any improvement has taken place in our student's grammatical performance.

Although the intention of both tests is the same, measuring the student's performance and detect if grammar competence has been boosted, it is my thought that students will like the new format provided by Kahoot and Socrative better, for they are presented to students as if they were games, and they feel motivated to compete against their classmates, and the "winner" can even be rewarded by the teacher, which is always encouraging.

Both tests will be run individually in the computer lab, then, results will be saved by the teacher in order to establish outcomes.

Of course, for the fulfillment of the tests we need online access, something we count on in the school for which this research is intended. However, technological problems are always there, so in order to anticipate them the teacher will have the same tests prepared in a printed format, just in case some problem in connection to the new technologies arises the day of the test, and schedule does not permit to change dates.

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[18] Both tests have been self-elaborated by using the two tools (Kahoot and Socrative). You can check them out by having a look at annexes I and VIII, in which I have incorporated the two tests completely developed. Also, you can find the link for both tests in references, but you need to have an account in order to access them (as I have made both of them public). If you don't have an account but want to have a look at them you can always ask me about the details of mine.

3.2.1 Diagnosis test: Kahoot

Kahoot is an online tool designed to collect questions on specific topics. These questions can be created by teachers, students or any social user and then be asked in real time to an unlimited number of "players" creating a social, fun and game-like learning environment.

For this study I have specifically developed the Quiz type. Students will have to join in the platform and then answer a total of twenty questions dealing with the main grammatical points they will be dealing with throughout the course, including the present perfect and past simple, future tenses, conditionals, the passive voice, modals, reported speech and relative pronouns among others.

Students have twenty seconds to answer each question by choosing the correct answer (I provide them with four multiple choice questions). Each question will be displayed in the students' computer screen, and they will feel motivated to answer the questions correctly and as soon as possible to score the most points. The faster someone answers the question the more points he gets. Finally, the top five highest punctuations will be displayed in the computer screen together with the student's name, and the teacher will be able to download the results, including who answered what for each question. The teacher is allowed to export the results to excel or Google Drive and establish the outcomes of each student and of each group as a whole, determining their general proficiency. Furthermore, the teacher can also get to know what the students' thought about the Kahoot, for at the end of the Quiz students are asked to rate the game, say if they learned something, state if they would recommend it and announce how they feel after it has been completed.

Figure 5: Diagnosis Test: Kahoot

3.2.2 Final test: Socrative

Socrative is the online tool I will use to evaluate the students' final performance on grammar. This instrument is quite similar to Kahoot, but it offers different possibilities and the format is not alike. Nevertheless, I will also be using the questionnaire type, in which I have included another twenty questions that will be displayed in the students' computer screen once they have joined in the platform. This questions deal with the same grammatical contents than the diagnosis test and for its elaboration I have paid special attention to those areas in which students manifested special difficulties and were, therefore, looked at a little bit deeper and in detail during class-time.

For each questions I offer the students four possibilities again, so that they have to choose the right one. The students will count on the same amount of time (twenty seconds) to answer each questions and the teacher will be automatically be able to check each of the learners' answers.

As was the case with Kahoot, Socrative also offers the teacher the possibility to download the results of the questionnaire (exporting them to excel or in PDF), and offering him the possibility to establish individual as well as group outcomes.

In contrast to Kahoot, in Socrative students do not score any point if they answer the questions correctly, but feel equally motivated due to the quiz-like format in which interrogations are presented.

If we rewrite the following first conditional sentence: "Mum will tell me off if I don't get home early" replacing *if* with *unless*, we get...

Q zoom

A   I will get home early unless mum will tell me off

B   Unless I get home early, mum will tell me off

C   Unless I will get home early, mum will tell me off

D   Unless I got gome early, mum will tell me off

SUBMIT ANSWER

Figure 6: Final Test: Socrative

3.3 Procedure and data analysis

The present study will be run during a nine-month period, that is to say, the whole academic year, from September to June. As aforementioned, there will be three groups of students: one CG and two EGs, all of which will take the diagnosis and final tests we have just explained (in the form of Kahoot and Socrative) both at the beginning and at the end of the academic year.

These exams will be completed during class time, and the results, instantaneously generated, will be also collected during class time, although the teacher will look at them carefully as soon as s/he is available to do so.

Besides, both the initial and the final test will be completed during a 50 minutes session and at the beginning of the lesson, clear instructions will be given to the students so that they clearly know how the platforms work and what they will be asked to do. Although it is possible that students complete their tests in less than 50 minutes, the whole session will be required in order to give them explanations as to how the online tools work. In addition, if at the end of the session there is time left, the students and the teacher can comment the most common right or mistaken answers aloud.

The following working plan has been developed taking into consideration the curriculum established to students in fourth year of Secondary Education, and also bearing in mind that the academic year is split into three terms, each term lasting three moths approximately, being four sessions per week devoted to the English subject. Also, the book (Catherine McBeth's *Pulse 4*) contains one Starter plus nine didactic units, therefore, during the first term the students will complete the Starter plus another three didactic units and during the second and third terms the students will finish up another three units per term.

Term 1 (from September to December):

- At the beginning of the course (September, 2016) students in fourth year of Secondary Education will be divided into three groups (one CG and two EGs). The CG will be composed of twenty students in 4º ESO[19] A; twenty students in 4º ESO B will constitute the EG working with text plus static images; and finally twenty learners in 4º ESO C will belong to the EG working with text plus animated images. Every member of each of the groups will take the diagnosis Kahoot test.

- Then, results will be collected and analyzed by the teacher so as to establish if special requirements are needed for the correct development of the research. For instance, thanks to this test the teacher will be able to identify if it would be advisable to review some contents before moving on, and if the students have the level that is expected from them (A2) or if they are above or below that level. If there is some noticeable linguistic aspect that needs to be reinforced, this will be easily identified with the diagnosis test.

- Next, all the groups start receiving the contents in the way that has been established for them. The CG will follow the traditional method based on the textual mode alone and the EGs will start using multimodality (infographics, videos or any other resource (looked for or self-elaborated) the teacher might find suitable for the purpose).

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[19] ESO are the initials we use in Spain when we want to refer to students who are taking any course in Secondary Education. It stands for *Educación Secundaria Obligatoria*, which in English literally means *Compulsory Secondary Education*.

- The grammatical contents covered by the three groups during the first term will be the ones that the curriculum establishes for this academic year and term, in this case the ones that correspond to units 1, 2 and 3:
  - The present perfect with *just*, *yet*, *already*, *for* and *since*
  - The present perfect and the past simple
  - The past perfect and the past simple
  - Subject and object questions
  - Future tenses.

Term 2 (from December to March):

- The EGs continue their instruction based on multimodality and aimed at motivating students and improving their grammatical performance and recalling.
- The CG continues his instruction with no especial treatment, based on a pedagogical method exclusively focused on the book.
- The grammatical contents covered by the three groups during the second term will be the ones that the curriculum establishes for this academic year and term, concretely the ones that correspond to units 4, 5, and 6:
  - The first, second and third conditionals
  - Adverbs of possibility and probability
  - The active and passive voice
  - Modals of possibility, obligation, prohibition
  - Modals of deduction.

Term 3 (from March June):

- The EGs continue their instruction based on multimodality.
- The CG continues his instruction with no especial treatment.
- The grammatical contents covered by the three groups during the third term will be the ones that the curriculum establishes for this academic year and term, in this case the ones that correspond to units 7, 8 and 9:
  - Reported speech and reported questions

     o Relative, Indefinite, and Reflexive pronouns

     o Tense review.

- At the end of this term (last weeks of May or beginning of June), the final test with the Socrative format will be present to the students. As happened with the diagnosis test, each member of each of the groups will have to complete it. Then, the teacher will collect the results and establish the outcomes to determine if multimodality has had any significant effect on students, and if so, which of the modes (static images or animated images) was more effective.

4. EXPECTED RESULTS

The results of this project are expected to be quite positive in relation to the research questions stated in the literature review. Thus, students who have used multimodal means of communication for learning English grammar are expected to have acquired a higher proficiency than those who not. This higher proficiency is assumed to be the result of the hypotheses proposed by the DCT, which remarked that humans process information through two independent but connected codes: a verbal code for language and a non-verbal code for images, and that people learned and recalled data better when they were able to process that data through both channels.

 Besides, multimodality is believed to raise the learners' motivation, so we also believe that the project will be well embraced among students, but not just so. Motivation will also boost the students' learning, as feeling excited about knowledge is what will inspire them to move on and keep always learning. As we all know, the students' performance depends on their ability to do something as much as on their goodwill to do it.

Positive results regarding a better development of the English grammar proficiency in Spanish students who learn English as a foreign language would reveal evidence of agreement with the results obtained by Clark and Paivio (1991), Tversky and Bauer (2002), Lwin *et al.* (2010), Paivio (2014) and Lirola (2014), who found that students who have worked with visual explanations in a

number of domains performed better than those who have worked with a textual mode alone.

As for which of the three modes is more effective for learning the English grammar, although research found it difficult to reach an agreement, we could expect that it would vary depending on the way in which the multimodal grammar material presented by the teacher has been designed. If it follows both principles (congruence and apprehension), and if it is clear enough for observers to perceive movements and changes, then we might find animations to be more efficient than static images, but as previous literature suggests, it might not always be the case, being less realistic, schematic, static images sufficient for a clear understanding of the key grammar issues, avoiding distractions and allowing the learner to focus on what is really important.

In any case, I expect to find that any carefully designed visual mode (static or no) produces better results than using text alone. Thereby, the experimental groups are supposed to meet the grammar requirements demanded by the *Common European Framework* for their age better than the control group.

5. CONCLUSION

The purpose of this research and innovation project was to check whether the use of multimodality was efficient for the teaching and learning of the English grammar in a group of sixty Spanish students in their fourth year of Secondary Education who study English as a foreign language.

For that aim, we have first taken a tour through history to see the shift in people's thought in connection to the way humans have traditionally thought words and images influenced our intellect. We saw that there were two main epochs: one that was based on images and the other which was based on verbal dominance. These two epochs later gave way to a third one, in which people started to believe in the possibilities of the interconnection and interaction of both, allowing the birth of Paivio's Dual-Coding Theory, which currently counts on a number of advocates and has multiple benefits for instruction. Particularly, we were interested in the positive aspects that this

theory could bring to the educational field, and more concretely, to the teaching and learning of the English grammar.

Nowadays, thanks to the information processing cognitive theory, we know that people process information in different ways and that therefore, using different ways of instruction will help students to retain and recall knowledge better than if they use just one way. Hence, we arrive at the concept of multimodality, which alludes to the fact of using different modes (in this case of communication) in order to convey meanings.

Later on, we discussed the effectiveness of multimodal means of communication for the teaching and learning of the English grammar, focusing our attention on two main groups of images (static and animated) together with the traditional textual mode. We reached the conclusion that for multimodal materials to be effective they had to be carefully designed as we consider that especially for our purpose, the Gestalt's saying that goes something like "the whole is greater than the sum of its parts", should recover its importance. Besides, we expected that any kind of carefully designed multimodal (visual plus textual explanation) would bring better results in the students' performance than using material which only includes a textual mode. Subsequently we explained the methodology of our research and the expected results already described in the previous paragraph.

The implications that this project might have for secondary teachers of English as a foreign language are in accordance to which to my mind are the necessary requirements of a teacher in the XXI century. First, it advocates a new method that leaves aside the traditional way of teaching mainly focused on the textbook. Then it bolsters a creative way of teaching and learning based on images, which is usually more appealing and motivating for students than spending a whole lesson reading, repeating and completing fill-in the gap exercises. Furthermore, it promotes new technologies, as many of the material the teacher ought to use will be available on the Internet. Finally, it is more concerned with diversity than the traditional mode, for it takes into account that each student process information differently and offers them the possibility to process it in two ways instead of one.

One further limitation of the present research might be that for its execution, the teacher should count on the availability of visual materials and resources for

covering the grammar contents. If these resources are available on the Internet and they are designed in the desired way, containing all the aspects the teacher wants to cover in a clear way, then there is not much problem. However, if the teacher is not able to find them, then s/he may have to create them himself in order to bring and show them to the classroom, which might implies spending time that will not always be at his disposal.

Moreover, students working with multimodality might be especially concerned about the exam. As the method they will be working with is quite different from the ones they had been using till now, they may feel it is not as efficient as the traditional methods, which could result in them not taking the project too seriously, paying more attention to the textbook than what they should in order to feel better prepared for the exams.

Finally, this project opens up a path for further research that could be conducted to offset these deficiencies and refining the outcomes taking into consideration specific variables, such as age or gender, to see whether multimodality works better within concrete and more defined groups of students.

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