

Trabajo Fin de Máster

Writing as a process in the EFL classroom: a task-based proposal for 4th year ESO

La escritura como proceso en el aula de Inglés como Lengua Extranjera: una propuesta basada en tareas para 4º de ESO

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Abstract

Writing does not only imply the final version or end result of a draft or a composition. This view is associated with a more traditional approach. Rather, the writing process is more complex than that since it requires a recursive process that allows the repetition of the process several times. Considering this, the following dissertation presents a teaching proposal to be implemented in an EFL classroom of secondary education offering a recursive sequence of activities to develop learning processes. In this way, the main focus will be placed on communication with regard to the process of writing through digital means for a more engaging experience. This will be made through Willis' proposal of task-based sequence of activities. For the design of this teaching proposal, first, several needs were identified within a specific educational context. Then, an engaging topic was chosen in order to build a task-based sequence in the attempt to try to solve them. Finally, a theoretical framework based on Communicative Language Teaching, Task-based Language Teaching, writing as a process and curricular specifications were dealt in order to develop different lesson plans. Overall, this didactic unit will provide students with opportunities to communicate through a recursive process of writing.

1. Introduction

Education seeks to teach skills and knowledge useful for a global environment. Therefore, our role as teachers is to develop learners' competencies to prepare them for the globalised 21st century we live in. In order to do this, the following paper will describe and critically comment on a didactic proposal in the attempt to address and solve two identified needs according to a specific educational context. In this case, the teaching proposal is targeted at a 4th year ESO classroom of EFL that presents a high readiness learning level. Nevertheless, there were identified the following needs: (a) the ability to communicate a message meaningfully, (b) the conception of writing as product, and (c) learning as a process. In accordance with this context, the proposal presented along this dissertation will try to provide a solution to these needs in the following way: as indicated in the curricular specifications (Orden ECD/489/2016), learning should be task-based oriented as a way to enhance the communicative approach and learning processes. Accordingly, a recursive sequence of task-based activities will be proposed following Willis' cyclical proposal to foster learning and writing processes. To this end, social media advertising will be the topic addressed since it is an engaging topic related with learners' interests. *Instagram* will be the platform chosen to address these means.

In accordance with the curricular framework (ECD/65/2015), the proposed teaching sequence will also foster students' key competences. The most prominent will be the linguistic-communicative and digital competences. The first one will be enhanced throughout the development of the sequence through communicative and written purposes, whereas the other one will contribute to a critical view towards social media and a responsible use of digital means. In this regard, digital media, and more concretely, social networking has widened the scope to a new learning scenario providing a more interactive and exciting learning experience. Therefore, its contribution to EFL can be fruitful since the content shared on this platform can be the starting point for the development of tasks since it includes creative mechanisms and visual materials. Besides, it can be also used to work on concepts and processes, feelings, or cross-curricular values in class.

This dissertation will be disposed in the following way: First, the theoretical framework will be introduced based on the educational need that gives meaning to this proposal. To this end, I will refer to the background of the task-based learning, which entails communicative language teaching (CLT), the concept of writing as a process, and

Willis' sequence of activities. After this, the proposal will be analysed, explained, and justified according to the theoretical background and principles from a critical perspective. Finally, the different activities and tasks will be presented.

2. Purpose and Aims of the Dissertation

The purpose of this dissertation is to present an innovative proposal in the attempt to solve the identified needs detected through the observations made within the determined educational context. To carry out this purpose, a relation between the theoretical framework (CLT, TBLT, writing as a process, curricular framework) and these needs will be established to support this teaching proposal. Taking this into consideration, the focus will be placed on fostering learning processes as indicated in the curricular specifications (Orden ECD/489/2016). This will be made through a meaningful and relevant content so as to enhance students' communicative and interactive skills through digital means. In this case, a digital platform (*Instagram*) will be incorporated as a tool to help students address possible motivational difficulties related to writing. After this, the proposal will be analysed, explained, and justified from a critical perspective and the activities and tasks will be presented.

The aim of the dissertation is to provide learners with an opportunity for a more experimental practice to develop learning processes using the target language. For this, students will be intended to use their own linguistic resources to convey a meaningful message in order to achieve a determined outcome for communicative purposes. Another aim is it to motivate and engage learners' attention through linguistic and writing processes in a challenging way to promote language development. This will be done through active participation and the creation of opportunities for learners to apply and develop their knowledge and use of language in a practical way. The final aim is to provide learners with as many chances as possible to write throughout a recursive process of writing. Provided the nature of the didactic unit students will be encouraged to perceive errors as natural through activities that enhance self-assessment, reflection, autonomy, and responsibility to overcome possible problems with the process of writing.

With regard to the methodology, as stated above, the priority will be oriented towards teaching and learning processes in order to contribute to a meaningful learning. For this purpose, this unit will involve a procedural sequence of activities in combination with pedagogical tasks. The most striking feature of this sequence provides a distinctive nature since the input is dealt at the end of the sequence and not at the beginning as it is

usually done. In addition, this sequence will include strategies focused on comprehension and expression, as well as authentic teaching resources functionally adapted to the needs of learners.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1 Justification:

The didactic unit addressed throughout the following dissertation is targeted to a specific educational context with regard to the writing skill in the EFL class. After some weeks of observation and analysis throughout my placement period, I identified mechanised shortcuts when dealing with writing skill. For example, most of the students showed to have acquired key opening and closing sentences provided by the teacher for a successful written task. Another thing to consider is that students wrote whatever came to their mind without brainstorming or planning beforehand. Despite the lack of processes with regard to writing, students' good marks on the *for and against essay* proved their accuracy rather than the importance of communicating a meaningful message. This data was collected as part of a written activity. However, for privacy reasons I cannot include the results of the compositions in this paper.

For this reason, I decided to focus on writing as a process adapting a sequence of activities according to what Tribble (1996), Harmer (2004) and Hedge (1988) assume to be the process of writing. This sequence consisted of the following stages: pre-writing, drafting, and composing, and revising and editing. In order to develop this sequence on a *for and against essay* I included some strategies to foster generating ideas (brainstorming), structuring arguments (discussion map), and self-assessment guidance (checklist), which resulted successfully assimilated by the students on their marks. At first instance my intention was to place two questionnaires focused on students' motivation, interests, and difficulties to prove the efficacy of my implementation. However, I realised that the purpose was too ambitious for such a short period of time, and I only carried out the first questionnaire (see Appendix 8 questionnaire 1). The survey lacked validity and reliability since it was not based on academic readings. Furthermore, it was unfocused since it tried to cover too many variables rather than delving in depth into one of them. Nevertheless, it was implemented as starting point for detecting a specific need. Despite these findings, and according to the answers of the students I noticed that they lacked communicative skills and that they had acquired a product-based approach sense of learning with regard to the writing as a process.

Once I finished my implementation, I provided the students a questionnaire (see Appendix 8 questionnaire 2) about the process of writing based on Dörnyei's (1994) theoretical framework on motivational cognitive components of L2 and the strategies employed along the writing process. The results were heterogeneous since most of the learners presented a positive view of themselves towards the written skill giving themselves 7 out of 10. In general terms, learners showed a high degree of self-confidence and self-efficacy regarding their individual judgement on their ability to produce a writing task. Likewise, when they were asked about how previous failures would affect to their future writings, the majority manifested an inherent need for achievement. Despite these findings, other students did not consider these techniques useful arguing that they were equally able to organise their ideas without the tools provided. Others claimed that they had been helpful, whereas only a few students considered them useless. As it can be seen, the general overview of the class with regard to the written skills was optimistic. However, many students assumed their ability to write was good enough to reject any kind of assistive tool.

After analysing the context of the class and student's learning processes I think that this proposal was still conventional and could be improved. Due to this, I decided to suggest a new proposal based on the process of writing following Willis' (1996) sequence of activities (pre-task, task cycle, language focus) according to Ellis' definition of a task-based approach. The previous observations have proved the writing process to be usually conceived as a mechanical and monotonous learnt practice. For this reason, my new concept of proposal has been aimed at presenting an out of the ordinary and challenging process of writing to foster communication. To this end, the core is intended to be placed on the meaning and message rather than the form. Consequently, there is also a close relation between meaning and students' interests for the communicative purpose to succeed. In other words, the target is to let learners express freely and communicate what they want to say with regard an engaging topic. Taking this into consideration, these were some of the assumptions made in order to design the didactic unit: (a) writing was taught to the test and not necessarily to help students to become better writers (writing for learning instead of writing for writing), (b) students' written tasks lacked communicative content and purpose, and therefore, a meaningful message, (c) writing was perceived as a product rather than a process.

Now I have driven some of the basis of this proposal, I will refer to some of the main reasons for choosing Willis' sequence of activities. Firstly, one of the most important reasons for choosing this sequence was its nature of a progressive and recursive procedure composed of several stages that provide learners the opportunity to focus on processes. In this case, as already mentioned above, these students had been trained to the test since they had acknowledged the mastery of the product provided the successful results in written tasks. In this sense, it could be stated that the process itself had proved to be successful but not challenging for the learners. Yet, there was still a necessity to work on the process of learning so as to provide an opportunity for a more experimental approach. Another reason that positively influenced in my decision to build a didactic unit around Willis' proposal was the context of the class regarding students' ability to express and their acquisition of linguistic resources.

The proposal presented along this paper consists of a didactic unit. It has been designed and adapted according to the context of the school taking as a reference the available technological resources. Even though they were quite basic and limited in real life I have planned this unit to be fitted in a nearby scenario where students have their individual electronic devices (this programme will be incorporated at this school throughout the following academic year).

In the following section I will refer to the theoretical framework that will support the foundations of my proposal for a didactic unit, which is aimed at developing processes. For this reason, and since it is a task-based sequence of activities based on Willis' cycle, I will make explicit reference to the principals of CLT and the definition of a task according to Ellis (2003). In addition, since the proposal places the core at developing learning and writing processes, I will describe the process of writing as well as the curricular framework (Orden ECD/489/2016) in order to make connections with the digital and communicative competences.

3.2 Theoretical and Curricular Framework

3.2.1 The relationship between CLT, TBLT and the connection with the curricular framework

Providing that the current curricular framework (Orden ECD/489/2016) predetermines the integration of Communication Language Teaching (CLT), it determines the enhancement of the communicative approach to foster the development of the communicative competence. According to this, Brown describes Communication

Language Teaching (CLT) as a “theoretically well-informed set of tenets about the nature of language and of language learning and teaching” (2007, p.46). He provides the following seven characteristics to describe this approach: Firstly, CLT suggests the core of the communicative competence to be placed on the overall goals attending to the organizational and pragmatic aspects of the language. Secondly, CLT aims at using language pragmatically, meaningfully and in an authentic way focusing on the functionality rather than the form of the language. Meaning is paramount to communicate. Thirdly, on the one hand, there is an attempt to build fluency and spontaneity in unrehearsed situations providing students the opportunity to use language through communicative techniques. On the other hand, there is also place within CLT for a more accurate and a formal production of language depending on the context. Another aspect to consider within the CLT approach is the development of productive and receptive strategies, which foster students’ autonomy as well as their consciousness-raising of their learning process. The last outstanding characteristic of CLT is the learner-centered view of students regarding their own learning process, which is enhanced by cooperative and collaborative learning strategies. Therefore, the teacher’s role is conceived as a facilitator whose target is to keep the key conditions for learning.

Along history there have been many authors (Ellis, 2003; Willis 1996; Skehan, 2003) who have centred their attention on task-based language teaching. This concept has been closely related to Communication Language Teaching since it is a perspective within its framework. The concept of a task can be described in many ways according to the author. In this case, this paper will revolve around Ellis’ (2003) definition of a task to incorporate it into Willis’ sequence of activities. Ellis defines a task as a language teaching activity that must be satisfied by a sequence of criteria. For this author, a task should constitute a workplan for learner activity requiring the learner to employ a combination of receptive and productive skills. In addition, the central criterion of a task relies the importance on meaning bringing communication as the primary focus. In this way, the language use is left to the learners through their own linguistic resources (declarative knowledge). For this purpose, a task should incorporate a ‘gap’ engaging the demand of cognitive processes (HOTs) to achieve the defined communicative outcome of the task. Finally, a task should involve real-world processes of the language use as the ones that occur in real-world communication.

The following proposal aims to put together the process of writing basing the sequence of activities on Willis' cycle according to Ellis' definition of a task. Hence, it is out of the simplistic and general view of the typical instructional sequence of a task (task, during task and post task) since it tries to integrate the process of writing into Willis' cyclical sequence of activities. The focus on meaning is prioritised over the focus on form until the last stage, where the input and language use are dealt. Therefore, it is at this stage when learners are expected to work on specific errors detected along the process, this stage may involve mechanical processes of acquisition. According to the Aragonese curriculum (Orden ECD/489/2016), educational innovation aims at improving the outcomes and changes in teaching-learning processes. Therefore, its main objective is to develop processes as an element of knowledge construction. To this end, the curricular framework makes explicit reference to the need of tasks for the construction of learners' own learning. Finally, according to this view, Richards (2013) points out the role of tasks as "the mechanism that best activates language learning processes" (p.17).

Since this section has established connections between CLT, TBLT, and the curricular framework, I will now introduce Willis' cyclical sequence of activities following the definition of a task according to Ellis.

3.2.2 Willis' proposal for a task-based approach

Willis herself defines a task as "a goal-oriented communicative activity with specific outcome, where the emphasis is on exchanging meaning not producing specific language forms" (1996, p.36). She presents a pedagogical proposal based on three cyclical sequences of activities: pre-task, task cycle and language focus. In this sense, the kind of creative pedagogical task she suggests "is not something one would encounter in the real world. However, the interactional processes it requires provides useful input to language development" (Richards, 2006, p.31).

The first stage (pre-task) is intended to introduce the topic and the task of the sequence. The principal aim is to activate the schemata, elicit information and engage learners into the task to generate a motive for real communication. For this purpose, it is convenient to deal with topic-related language providing a relevant exposure for the main task. Another thing to consider is that there should be a showcase of the task in order to provide a chance for noticing to elicit students' attention meaningfully. Eventually, this phase should be aimed at facilitating learners understanding on the purpose and outcome of the task attending to a detailed specification and clarification of the instructions.

The second stage is the task cycle, which is constituted by three sub-stages: (1) the task itself, (2) planning, and (3) the report. Firstly, the task is intended to provide learners the opportunity to use the linguistic resources they already have in order to carry out the task encouraging the development of fluency. Thereby, students' focus is intended to be placed on getting their message across (meaning). Nevertheless, at this stage it also exists the possibility to focus on the use of language since throughout the development of the task there may arise wonderings about how to convey that meaning. In this case, the form would be considered as a means to an end and not an end as such. Provided these facts, Willis denominated this stage as "a holistic experience of language in use" (1996, p.40). Secondly, the planning is intended to organize students' ideas for the report allowing them to experiment with language placing their focus on accuracy. This stage will dictate the form of the report. Therefore, it should include clear information about what learners are expected to do including the purpose and outcome, organisation, timing, etc. At this stage, learners acquire an independent role, whereas the teacher is meant to be a 'facilitator' that aims to assist and support language learning throughout the process by "helping students shape their meanings and express more exactly what they want to say" (Willis, 1996, p.57). Along this stage, students will have to (re)draft, prepare and even rehearse their public performance working collaboratively. The last phase within the task cycle is the report, which proves and support the previous planning. Providing that this stage consists of a public performance, it is understood that learners would have developed a need for accuracy in order to avoid mistakes.

To finish with, Willis encourages an explicit consciousness-raising treatment of the language along the language focus stage. That is to say that it is at this point where learners are provided with new input and expected to notice and process the most salient features of the language. Likewise, analysis activities should deal with the study of these forms throughout the cycle "with the intention that any language which is focused upon is relevant to learners and required for a communicative purpose" (Skehan,1998, p.128). The last sub-stage (practice) entails practice-oriented activities useful for consolidation, revision, or acquisition of patterns.

Skehan (1998) makes a concise summary of Willis suggestion to Ellis' view of a task-based approach. For this, Skehan alludes to Willis' principles for the implementation of a task-based approach. Willis claims that students should be exposed to an authentic language use, and therefore, tasks should motivate learners to engage in language use.

Furthermore, she points that there should be a prominent focus on language along the cycle at different times (p.126).

In the follow-up section I will refer to the product-process relation of writing, the description of the process of writing itself, and the importance of feedback throughout this process.

3.2.3 Writing as a process

According to Hedge, “the traditional focus has been much more on the end result of the composition process, the *product* of writing, [than in the process itself]” (1988, p.19). Harmer (2004) has defined this concept as ‘writing for writing’. It consists of promoting accuracy through the language use for its development. In other words, provided that ‘writing for writing’ places the focus on the result of the learning process, it can be regarded as a product. On the contrary, he highlights the idea of ‘writing for learning’ placing the core at the process of writing. In consequence, this concept provides students the necessary tools and skills to become better writers and communicate efficiently. Therefore, the concept of ‘writing for learning’ has come to the surface to reframe a new meaning for the writing process.

With regard to the process of writing, authors such as Tribble (1996), Hedge (1988), Harmer (2004), and Sokolik (2003) agree that writing is a recursive process that aims to develop learners’ skills and learning processes as a way to engage them in the creation of a written text. It is a process that entails multiple operations going on at the same time consisting of three basic stages: pre-writing or planning, drafting, and composing, and revising and editing. In the pre-writing or planning stage three main issues should be taken into consideration: the purpose and function, which dictates the type of text and the information to be included, the target audience, that determines the choice of language, and the content structure, which involves organizational processes of a text (Harmer, 2004, p.4). Likewise, Hedge (1988) describes the sense of purpose and audience as ‘authoring skills and the coherence, cohesion, accuracy and complexity as ‘crafting skills’ (1988, p.146). In other words, it is essential to understand the context of the writing in order to generate a sense of purpose and audience. The second stage is considered to be as the process to develop ideas in order to think about what to convey in the first version of a piece of writing. Regarding to the process, it is assumed that drafting entails being corrected several times before the following stage, which is editing. This last stage is based on reflecting and revising the (re)drafts to amend possible mistakes. In

this sense, the editing process is meant to check accuracy and do the final readjustments to maximise the readability to the reader. For this reason, it is usual for the editing and review stage to occur more than once before the ‘final’ piece of writing. Thus, only when the (re)draft is edited the final version is ready to be read or published.

Feedback is another important aspect within the process of writing that enables assimilation and gives meaning to the process. To this end, they are provided before the performance of the task in order to help students to make sure they have followed steps or requirements of the task.

Tribble (1996) is one of the authors who conceive feedback as a way of improving writing. Therefore, he encourages students to use checklists as guidelines to edit their own work to provide opportunities for noticing different aspects of the language system. Furthermore, he claims that this self-assessment tool also fosters students’ autonomy and self-confidence. Sokolik is another author who suggests making feedback helpful and meaningful for the learners. For this, she proposes the necessity to understand the vocabulary and correction symbols for effective outcomes. Furthermore, this author also encourages considering the tone of the comments in order to avoid lowering learner’s affective filter (2003, p.93). Due to this, she believes on providing constructive feedback throughout tactful messages. Dörnyei, for his part, believes that feedback “should attribute success to effort and ability” (1994, p. 278), and therefore should be informational. Hedge (1988) also agrees on the idea of providing positive feedback. To enhance this view, she proposes peer-editing as a way to foster a critical behaviour on their selves and other’s work. Finally, Harmer (2004) also supports the belief that meaningful feedback takes place as long as it comes from other readers or editors.

Considering this, the proposal presented along this paper will be aimed at suggesting an instructional sequence of activities based on developing the process of writing. For this purpose, it will combine the abovementioned stages of writing within Willis’ cycle in order to enhance Tribble (1996), Harmer (2004), and Hedge (1988) view on the process of writing as a cyclical procedure. In this way, the core will be placed at allowing learners to move around the different stages along the process to build and refine the meaning they want to transmit. In summary, provide learners the opportunity to plan, draft, revise and edit their work as many times as needed enabling them to focus on their own process of learning as well on the process of writing.

Finally, in the following section I will allude to the specifications of the curriculum (Orden ECD/489/2016) with regard to the learning processes and the communicative and digital competences.

3.2.4 The curricular framework

With regard to the curricular framework (Orden ECD/489/2016), the Aragonese curriculum suggests focusing on the performance of tasks in different areas (knowledge, skills, attitudes, and values) to favour students' learning with sequences that allow personal processes through technology, interaction, and cooperation. It also suggests following the principles of the communicative approach for the design, implementation, and evaluation of tasks through the communicative competence, enhancing students' communication for different contexts and purposes (linguistic, sociolinguistic, and pragmatic). In this way, the functional and contextualised use of language would improve learners' ability to communicate in different environments (personal, public, academic, and professional). To this end, and regarding the Aragonese curricular framework of key competences, the digital competence enhances communication since it is related to learning, participation in society, accessibility to information, communication, and content creation. Therefore, the communicative approach demands a powerful content to generate students' thoughts and attitudes towards a specific topic. In the case of the following didactic unit, which is titled *Instagram for Business and Marketing*, it will be necessary the use of Computer Mediated Communication (social media) as means to foster the communicative and digital competence through the integration and use of Information and Communication Technologies.

3.3 Methodology

The foundation of this dissertation is based on the needs detected in a specific educational context through class observation and the placement of two questionnaires with regard to motivational and cognitive components of L2 (see Appendix 8). In this case, those needs are related to the absence of a communicative purpose in written tasks and the conception of writing as a product instead of a process (product-based approach). In order to solve these necessities, several steps have been followed for design of the didactic unit.

First, a series of academic readings were selected and read as a basis for the theoretical framework and the sequencing of the activities. Then, the instructional sequence was chosen, and the principles were identified, in this case, I decided to provide a more

experimental sequence of activities according to Willis' cycle to provide learners the opportunity to focus on their own learning process. After this, according to the needs of the context, an engaging topic for teenagers was determined. In this sense, I considered social media advertising to be an attractive and powerful topic within a communicative context to generate opinions. Then, the main task of the cycle was planned, and the objectives of the unit were unpacked from the curricular framework according to the Aragonese curriculum. The following step was to plan and design the activities and materials around the main task, which prepare the learners for the completion of the task cycle. With regard to the linguistic contents in the last stage, they will be somehow more difficult to establish since they will depend on the students' linguistic resources.

As to the effectiveness of the didactic proposal here presented, after the completion of the cycle students will be able to demonstrate a greater awareness of the writing process through the development and organisation of their ideas. And consequently, consider writing as a process rather than a product.

4. Critical Analysis and Discussion of the Didactic Proposal

This section will deal with the contextualization of the school centre and the characteristics of the classroom to provide a response to the concrete needs already mentioned above. In relation to these needs, I will introduce and justify the topic that will be addressed as well as the contribution of my proposal to the key competences.

4.1 Topic and contextualization

The following unit plan is intended to be implemented in the 4th grade of compulsory secondary education (ESO), more concretely in Escolapias Calasanz, the school where my placement period took place. It is a Catholic school with public financing located in the city centre of Zaragoza. With regard to the context of the class, it is a fifteen/sixteen-year-old class of twenty-seven students with a high level of proficiency for their academic year since they seem to present ease towards task performance. As referred above, the results of the questionnaire about the motivational components of L2 and techniques for writing carried out throughout my implementation period were not as successful as expected (see questionnaire 2 in Appendix 8). This was due to many students were reluctant towards the techniques and strategies employed regarding the writing skill. For this reason, I considered writing as an automatised and meaningfulness process. Due to this, I decided to address in my didactic unit an engaging topic to generate interest,

thoughts, opinions, and attitudes towards the message to be communicated by the students. In other words, suggest a topic students would be interested in, and they would want to say something about. In this case, the chosen topics to deal with are social media and advertising. In accordance with the study about social media made by IAB Spain and Elogía, the Master's in Digital Marketing (2021) draw the conclusion that users between 16-24 years old spent an average of 1 hour and 42 minutes on social media per day. In addition to this, and providing that in the last few years *Instagram* and other social networks have become potential platforms for marketing campaigns, teenagers have increasingly been more exposed to invasive advertising techniques. As a result of everything mentioned above, I have considered this topic to be beneficial for students' critical thinking since at the end of the unit they will be able to identify and analyse in a real and functional context whenever they are being addressed by social media advertising.

The sequence of the didactic unit is based on Willis' model for a task-based instruction. As has been explained above, she suggests a cyclical proposal constituted by three stages (pre-task, task cycle and language focus) aimed at developing the communicative competence and students' learning processes. In this case, the sequence will focus on developing the process of writing in a challenging way combining the task-based approach in Willis' cycle (see Appendix 7 to check my proposal). Writing is usually conceived as a guided activity in which students must satisfy specific aspects of the language according to some preestablished specifications. Conversely, Willis proposes the students to be the protagonists of their own learning process providing them the opportunity to choose whatever linguistic resources they have to convey meaning. With regard to the cycle, each sequence corresponds to a different stage of the writing process. Since it is a recursive process students will be encouraged to do the task twice. The first will be focused on the process, and therefore will be more experimental, whereas the second time will be aimed at checking the effectiveness or failure of acquisitional processes. In this way, the cycle is intended to provide learners with as many opportunities as possible to develop both learning and writing processes.

4.2 Contribution to key competences

This unit has been designed to contribute to the development of the communicative approach in order to foster learning processes through an attractive theme. That is to say that as stated in the curricular specifications (Orden ECD/65/2015) the communicative

competence should be at the core of any instructional sequence providing the learner appropriate communicative contexts to communicate in different settings and for different purposes (personal, public, academic, and professional scope). Therefore, the linguistic-communicative competence will have a principal role throughout the whole unit since students will have to listen, share ideas, and exchange opinions to convey meaning through different activities entailing interpersonal relationships and oral presentations. In this way, English can be considered as an essential means of access to information and knowledge resources, and thus, as an essential tool for the contribution of the development of Mathematical competence and competence in science and technology, and the acquisition of digital competence. In this regard it is important to mention the fact that both competences complement each other. For instance, the science and technology competence allow access to procedures and techniques to investigate many aspects, for example, in this case to search for information about different components of the language (activity 14) in order to formulate a hypothesis and classify data. Likewise, the digital competence requires the management of digital resources for the elaboration of digital content. For this, it is also necessary to enhance a critical view on digital marketing by making an appropriate use of the Internet.

Since this proposal is focused on fostering learning strategies and techniques to foster the development of the process of writing, it will also contribute to the development of the learning to learn competence. In this sense, the essence of this unit plan is found on the basis of autonomy as part of the development of the cycle. To this extent, the sequence involves: (self)reflection on the learning process (exit ticket and peer-assessment) and comprehension and organisation strategies (mind map, infographic, scaffolding and cheat sheets) for the accomplishment of the tasks. Other important competences that imply the effective use of the foreign language as an open and positive view for establishing relations with others are the social and civic competences. To this extent, Willis' instructional sequence of activities suggests dialogue and collaborative learning at the centre of the cycle fostering pair work and groupwork.

As indicated in the curricular framework (Orden ECD/65/2015), language learning involves the sense of initiative and entrepreneurship competence considering the learner as the protagonist of the teaching-learning process. Therefore, the main task of the sequence of this proposal is aimed at promoting decision making and creativity. For this, students are encouraged to freely plan and design a marketing campaign for social media.

To do so, they will have to make a lot of decisions (choose the product, audience, platform, and language use) in order to make a creative and original proposal. Providing that this task is intended to be carried out through digital means (social media), it fosters intercultural communication enabling different cultural backgrounds contributing to the cultural awareness and expression competence.

4.3 Specific objectives, contents, and type of syllabus

This unit plan incorporates a mixed syllabus, synthetic and analytic since it combines procedures from both models. On the one hand, it is synthetic because it places a focus on language. In this case, at the end of the cycle (language focus) and not at as a starting point as it is usually done. On the other hand, the syllabus is also analytic because it is based on communicative abilities. According to Finney, this kind of “mixed-focus product and process model” is the most suitable (2002, p.77). In this regard, this proposal entails a meaning-focused approach. Willis and Willis (2007) suggest a focus on meaning and focus on language before a focus on form. Therefore, in order to achieve the outcome of the task in a communicative way, the focus must firstly be placed on meaning and language use considering the *how to* instead of *what to*, for eventually focus on form. As a result, only if the meaning has been understood, the aim of the task will have been successful (p.5). Due to the nature of this approach, the syllabus involves a variety of unfocused and focused tasks (Ellis, 2003; Willis and Willis, 2007). On the one hand, linguistically unfocused tasks are aimed at focusing on meaning and outcome. In this way, it is the learner who is in charge of choosing the means to carry out the task. On the other hand, focused tasks are designed to pay attention to form considering the choice of language. This exemplifies the reason why Willis’ proposal fits perfectly into this syllabus model. Firstly, because the first stages of her sequence (pre-task and task) are meant to convey meaning. Secondly, because the stages of planning and report are intended to focus on language to transmit that meaning more accurately. And finally, because the last stages (analysis and practice) emphasize form.

Regarding the objectives, the learning outcomes, which are aimed to be performative (observable and measurable behaviours), have been specified from the curricular evaluation criteria according to the current pedagogical model. The syllabus follows a backward design process “as a basis for developing instructional processes and input” (Richards, 2013, p.20). As for the contents of this teaching unit, the procedure

followed was the following: First, the contents were selected and specified according to the four sections corresponding to each skill. In order to do so, the focus was mainly placed on the following aspects for a later reference to the assessment criteria: strategy and comprehension and production skills, communicative functions, syntactic-discursive structures and oral and written lexicon of common use (see the table of contents in appendix 3).

The most prominent learning outcome is referred to students' ability to communicate a determined message through a digital platform, *Instagram*. Regarding the contents, learners will use the necessary linguistic and communicative resources to get the message across to the targeted audience using appropriate means. In this case, to provide an oral description of a product inferring a clear and direct oral message with the help of appropriate digital resources. Consequently, they will contribute at the same time to the communicative and digital competences, which are also competence-based goals. Furthermore, other aspects considered when dealing with the alignment of these aspects, are the key competences. Therefore, as stated in the curriculum (Orden ECD/489/2016) this proposal will contribute to the development of key competences with regard to students' knowledge, abilities, skills and attitudes towards the subject, their personal development, and their active participation in society. Finally, this unit plan can be considered as process-oriented since it is intended to foster the enhancement of written skills within a cyclical proposal for communicative purposes.

4.4 Sequencing of activities and methodology

Despite the fact that Willis suggests a sequence of activities made of three main stages, the focus could be considered to be placed both on the task cycle and the practice stage. On the task cycle because it is intended to prepare students to achieve an outcome based on several stages (task, planning and report), and the practice stage because it expects the learner to reflect on the whole process leaving a room for improvement (including all the stages). In a real context of a fourth grade of compulsory education, there is a high probability of encountering learners of different learning paces. Therefore, a traditional approach, with significant priority on a grammatical syllabus, may be problematic as not all learners learn in the same way and with the same facilities. In some cases, they may even feel demotivated. For these reasons, and opposed to this traditional perspective, tasks would provide learners the same opportunities for learning in the same conditions. This unit plan is intended to be implemented along the last semester of the academic year

in the span of about two/three weeks. With regard to the methodology, a whole lesson will be devoted to each stage and sub-stage. Therefore, there will be a total of six lessons (pre-task, task, planning, report, analysis, and practice). As a whole, all the sequence is aimed at working collaboratively.

The pre-task stage is intended to introduce the topic and activities related to the task. This stage entails activities such as the *mind map question* and *Paddlet*, which would be regarded as the brainstorming within the process of writing. The third activity (*Matching the description*) is aimed at activating students' previous knowledge (schemata) about the topic (see Appendix 5, activities 1,2,3, p.44). In addition, this sequence also collects other activities (act. 4 and 5) which would be considered as pre-writing activities provided that they are intended to put pen to paper so as to develop written skills. The last activity will be essential for other stages since it provides input enhancement related to the vocabulary and expressions about the theme. At this stage, the primary focus of these activities is to convey meaning and promote fluency by sharing and exchanging ideas and opinions. For this purpose, most of the activities foster autonomy and interaction between students. Also, activities such as the *Dictogloss* and *Memorising and summarising* entail cognitive processes (decoding a specific message).

With regard to the second stage, it is subdivided into three phases (the task itself, planning, and reporting). The task is what gives sense and consistency to the whole cycle, since it is when learners take an active role for planning, designing, reasoning, and creating a written outcome involving cognitive processes and creativity. In other words, planning, drafting, and composing. The importance of this stage relies in allowing learners to communicate a determined message. For this purpose, students will have to exchange ideas and opinions through overt dialogues and rich negotiation in meaning to reach an agreement on the outcome of the task. In this case, they will make a written advertisement post for *Instagram* (see Appendix 5, activity 7, p.45). Consequently, this task can be considered as a decision-making task with an open outcome since the final outcome is not predetermined. Finally, to ensure the topic relevancy, this theme has been aligned with students' interests providing authentic processes of language use they would normally encounter in real life on social media.

The target of the planning stage is to prepare a report, in this case, an oral presentation for the following stage (report). It would be the equivalent to the replanning, redrafting, editing, and revising stages within the process of writing, since students have to reshape, reorganise, rehearse, or even reformulate their ideas from the task in order to

synthesize them for the oral presentation. Finally, they will have to assess their work with the help of a checklist for the oral presentation (see Appendix 5, activity 9, p.46). Thus, it is at this stage where students would start focusing more on accuracy but still with their own means. Hence, this stage will reinforce the relationship between form and function.

The third stage within the task cycle aims to give a presentation of the outcome by publishing the final version of the post (see Appendix 5, activity 10, p.47). Besides, students will have to make a short oral reflection about their experience and findings about the whole task cycle. Meanwhile, the rest of the class will have to assess the group that is presenting. With the completion of the task and the oral performance, the relationship between meaning and form would be enhanced since the first one requires a focus on fluency to convey a message, whereas the latter, focuses on form for a higher degree of accuracy. Therefore, so far, learners will have demonstrated to have acquired a protagonist and autonomous role of their own learning process.

Finally, the last of the three main stages (language focus) is divided into two sub-stages, analysis, and practice. It is at this stage where the teacher plays an active role. The analysis phase is aimed at examining and discussing specific features of the language with regard to the errors that have taken place throughout the whole sequence of activities. It is at this stage when the focus on form is addressed prominently. In a real context, the teacher would have focused on the errors of the written tasks made by the students. However, in this case, since this proposal has not been implemented, I am going to focus on the text presented at the pre-task stage (see Appendix 5, activity 5, p.45). This text provides both input and exposure to language as students are encouraged to identify, analyse, formulate a hypothesis, and classify specific components of the language, vocabulary, and expressions. Activities 14 and 15 (see Appendix 5, *Expert groups and sharing findings*, p.48) are intended to be worked collaboratively as a result of an information-gap activity. In this sense the target of the activity is to search for specific information to decode information demanding different cognitive processes (cognitive complexity). Once again, there is a defined communicative outcome since the importance of the activity relies on sharing their findings with the rest of the class by oral means. With regard to the input, the *expert groups* (activity 14) is one the most complex activities since it is intended to be carried out autonomously in teams working cooperatively. For this purpose, each team will be responsible for looking information about a specific component of the language found in the text for a later share on their findings. Even though the text includes a combination of high frequency and low frequency vocabulary,

the information of the text could be a bit complex to decode since it includes many aspects to be analysed and identified. For this reason, the input medium is supported by visual information appealing to the learners as well as with scaffolding and tables to facilitate organization. Regarding the process of writing, this stage would fit into the revising stage.

The practice stage is the last sub-stage within the language focus stage. This phase is intended to work on previous errors, vocabulary, expressions, etc. It is focused on raising-consciousness about the form, and thus, accuracy. Therefore, it is at this phase where the pedagogical classification takes place since most of the activities in the practice stage have a linguistic outcome entailing unpacking and repacking sentences and recalling information from the previous text (see Appendix 5, activities 16/17/18/19, p.49). However, there will be still a demand of cognitive skills since students will have to identify, analyse, extract, and reformulate meaning. The final activity of the sequence is intended to redo the task repeating the whole procedure again (see Appendix 5, activity 20, p.49). For this, students will have to consider the feedback and comments provided by the teacher in order to improve their advertisement post. The aim is to foster self-reflection about the process of learning and writing. As a consequence of this repetition, the process of writing would also be carried out once again (re-planning, re-drafting and composing, re-edited and revised). Taking everything mentioned into account, Willis' sequence of activities would fit into Ellis' task-based instructional sequence as follows: pre-task phase → pre-task, during task phase → task, and post task-phase → planning, report, analysis, and practice.

Regarding the methodology, as established in the Aragonese curriculum (Orden ECD/489/2016), this didactic unit will contribute to the combination and integration of the four basic skills. In contribution to this regard, the task cycle integrates oral comprehension (when learners listen to the instructions of the task and others' ideas), written comprehension and production (when writing their draft), oral expression (when giving their oral performances, and reading comprehension (when analysing a text or possible mistakes on their tasks). Likewise, the other activities along the sequence also involve at least two of the linguistic skills.

4.5 Materials

In the following section I will make reference to the type of materials used for this proposal as well as the principles according to which this sequence of activities have been designed (CLT and TBLT).

All of the activities of this proposal have been elaborated by the present author. Some of them have been inspired from different activities carried out all along the Master's. For instance, Activity 2, which enhance collaborative writing, and activity 4 (*Dictogloss*) from *Design of Learning Activities for EFL* (63266), and the *Exit ticket* and *Expert groups* (activities 12 and 14) from *Instructional and Curricular Design in EFL* (63265). Nevertheless, other sequences have been suggested by Willis herself, for example, the task, planning and practice activities, whereas others have been adapted (the report and the last activity of the practice stage).

The unit is based on the development and use of sources of information considering the integration of ICTs according to the curricular framework for an open access to virtual and rapid communication (Computed Mediated Communication). As proposed by the curricular specifications (ECD/489/2016), this will be made through the selection and adaptation of authentic materials related to their personal interests to facilitate their involvement and achievement of meaningful learning through engaging activities. To this end, the topic addressed will be social media advertising, which is nowadays becoming increasingly popular in society and provides a communicative digital context. Consequently, the priority of this proposal will be to foster communicative activities based on authentic materials so as to provide opportunities to communicate a meaningful message. As Willis (1996) suggests in her sequence, most of the activities will be carried out in pairs. For this purpose, it will be necessary to establish well-structured heterogeneous groups/pairs in order to encourage group cohesion. In this sense, the target will be fostering Kagan's (2000) principles of cooperative learning (positive interdependence, individual accountability, equal participation, and simultaneous interaction) to enhance interaction and help among students throughout the learning process.

To this end, activities 1 and 2 (*Mind map question* and *Paddlet*) are intended to foster collaborative processes to convey meaning and provide opportunities to interact and make connections to retrieve information. However, other activities such as the *Dictogloss* and *Sample task* (activities 4 and 6) are more individualistic since it looks for the promotion of listening skills to reconstruct a short text by listening and noticing key words. An example of this is the *Task sample*, which is aimed at providing supportive visual input flood through a determined model to engage cognitive processes. Other examples are the *Checklist*, *Peer-assessment*, and *Exit ticket* activities (activities 9, 11

and 12), which are meant to teach comprehension and expression strategies for Individual accountability with respect to other's work. *Matching the description* and *Memorising and summarising* activities (activities 3 and 5) entail all the processes for a cooperative/collaborative and communicative activity since students have to convey meaning for a communicative purpose. Activities 7 and 20 (*Task* and *Re-task*) meet the communicative and cooperative principles since they entail the four basic outcomes for communication (Positive interdependence, Individual Accountability, Equal Participation and Simultaneous interaction). Furthermore, providing that this task tries to develop new relationships through digital means (*Instagram*) there have been many things to consider: the visual and written medium, audience (private/public), register, communicative purpose (conventions: location, tags, hashtags, comments, likes), etc. Activities 8 and 15 (*Planning the report and Sharing findings*) also involve the abovementioned principles since they both promote interpersonal and interactional performances for a communicative purpose.

Providing the social nature of the activity 14 (*Expert groups*) it is more difficult to monitor students' performance. However, I would consider this activity to meet the communicative and cooperative/collaborative principles since it provides opportunities for interaction (equal participation and simultaneous interaction), look for a determined component of the task (individual accountability), and sharing the same the outcome (positive interdependence). With regard to the creation process of this task, it has been with difference one of the most complex activities to design since I had to adapt other useful and functional authentic resources in order to create the text. Finally, activities 16, 17, 18 and 18 (*Unpacking meaning, Unpacking a long sentence, Repacking a sentence, and Memory challenge game*) are intended to retrieve information from previous activities in order to notice the most salient features of language use. Therefore, even though they are intended to be done collaboratively, they do not meet the principles for cooperation, nor do they have a communicative outcome since they are focused on form.

4.6 Evaluation

As stated in the section 14 in the general provisions and the evaluation guidance of the specific provisions for ESL (Orden ECD/489/2016), the assessment is aimed at providing a continuous, formative, and integrative improvement of teaching and learning processes. For this reason, along this unit students will be assessed with regard to their achievement and performance considering their personal and academic processes towards learning. For this purpose, as indicated in the methodological guidelines for the course, students will

receive both oral and written informational feedback (Dörnyei 1994) all along the process as an element of continuous assessment. Nevertheless, they will not only be assessed by the teacher, but they will also have the opportunity to assess themselves and other classmates through self-assessment and peer-assessment. This kind of assessment will make learners participants of the teaching-learning processes as well as it will enhance their competence of learning to learn.

Providing that this proposal is focused on writing as a process, students will have the chance to improve their writing skill through ‘practice writing activities’. These practices will take part of the formative assessment, and therefore will not be graded. In this regard, Sokolik (2003) claims that the ability to write is almost always improved with practice, and thus, “not every piece of writing needs to be corrected or graded” (p.92-93). In accordance with this view, this proposal will include three rubrics based on the outcome of the task. They will be focused on the preselected contents of the task (see Appendix 3, table of contents) in accordance with the specification of the learning outcomes. These rubrics will be also aligned with the key competences since they will contribute to the degree of mastery of the competences through the task performance. In this case, special attention will rely on the digital and linguistic-communicative competences. The digital competence will be enhanced when dealing with the creation of the advertisement post on Instagram according to the criteria established in the checklist. Whereas the linguistic-communicative competence will take place throughout the task since students will have to exchange ideas and reach an agreement on how the message to communicate.

The first rubric is intended to assess the *Task* (activity 7) considering contents, the communicative purpose, and other aspects such as the spelling and punctuation, vocabulary, and language use. The second rubric will be directly related with the communicative outcome of the task. In this sense, learners will be able to orally demonstrate whether they have understood the task by giving an oral presentation (activity 10). The last rubric, related also to the task, will be the larger one. This rubric is aimed to cover the same aspects of the *Task* (activity 7) but also considering the process. For this purpose, it will be taken into account whether the students have improved their outcome (repeating the cycle and writing process) according to the feedback provided by the teacher. To ensure that students have followed these processes, they will be provided with two checklists, one for the oral presentation and the other one for the *Re-task* (activity 20). In other words, the development of processes will be considered satisfied

only when the written and communicative purpose were accomplished meaningfully. These checklists will include the evaluation criteria of the rubrics in a student-friendly language. For instance, “we have taken into account the digital format (Hashtags, emojis, and business tag)” so as to refer to the format and graphic patterns and spelling conventions. With regard to the other skills, they will be assessed through other activities such as *Dictogloss* and *Expert groups* (see Appendix 4, rubrics for listening and reading). All of these rubrics are divided into four different levels of performance and designed for teacher assessment.

To assess the processes and performances of the students, different evaluation instruments such as rubrics, checklists, and other activities will be employed to ensure a continuous formative assessment. This evaluation will consider the development of processes and key competences through the performance and results obtained from the tasks and activities corresponding to each skill 80% (*Re-Task*, oral presentation, *Dictogloss* and *Expert groups*). The other 20% will be devoted to vocabulary and grammar (10%), and attitude and participation (10%).

5. Conclusions

This didactic unit has been aimed to be implemented in an EFL secondary education classroom for students aged between 15 and 16 years old. Therefore, it has been designed according to the needs detected in this specific context in the attempt to solve them. In this case, as already mentioned these needs were the lack of a communicative purpose, and the product-based approach with regard to writing. For this purpose, methodologies such as CLT and TBLT, the writing as a process, and the curricular framework (Orden ECD/489/2016) were studied to respond to these needs.

Willis’ proposal of a cyclical sequence of activities has contributed to the solution of the necessities addressed since: First, her proposal focuses on the development of students’ learning process activating the use of language by providing learning opportunities through communication. Secondly, it has facilitated a sequence of pedagogical tasks that encourages both fluency and accuracy within a meaning-focused approach. Thirdly, the proposal has attempted to solve potential motivational difficulties towards writing through a powerful content. Finally, it has fostered cooperative and collaborative learning in order to share and exchange meaning for a common outcome.

Furthermore, another important contribution to solve these needs has been the process-oriented perspective from which the writing process has been approached.

With regard to the practices carried out, they have been intended to be communicative and functional so as to raise awareness about the computer-mediated society we live in and the importance of social media in today's reality. It is a fact that using social media for educative purposes may imply risks. Nonetheless, the advantages are many. For instance, it makes the learning process a more meaningful and enriching experience. Therefore, considering all the benefits that ICTs offer to education, this teaching proposal has employed social media (*Instagram*) as an instructional tool through which to work on processes. To this end, it has been aimed at trying to provide a challenging perspective of the process of writing fitted into a cyclical teaching sequence under the umbrella of task-based instruction.

As for the benefits of this proposal, it has contributed to learners' fluency and accuracy with regard to written and oral skills. In this sense, this proposal has attempted to foster motivation and self-confidence stimulating learning opportunities. Besides, it has enhanced a critical introspection leaving a room for autonomy, self-reflection by providing a new perspective to other instructional ways to teaching and learning. In addition, as it is a learner-oriented approach it places the core at students' participation allowing them to acquire a protagonist role along their own learning process.

As for the limitations, one of the main constraints of the cycle could be that it may be misleading for students since they are used to a mechanical and product-based oriented approach to writing. To solve this, a suggestion would be providing further explanation on the purpose, aims, and principles of the type of sequence. To this end, it could be a good idea presenting the framework of TBL and let them identify and analyse the stages and aims of the cycle. Generally, the sequence does not directly address the specific language use, but the focus is predominantly placed on communication. However, this was not the problem in the described context since the learners already mastered the product and therefore there was no challenge.

Although this proposal has not been carried out due to lack of time in the implementation period, this proposal has tried to satisfy the main objectives addressed in this paper. On the one hand, it proposes an innovative and challenging approach to the development of learning processes and writing skills by means of a cyclical sequence of activities. On the other hand, it tries to achieve one of the main objectives in order to

develop the linguistic-communicative competence through an attractive topic familiar to the learners and connected to their interests. Finally, this was successfully achieved by CMC, more specifically through the use *Instagram*.

In other words, with the design of this teaching proposal it has been proved that it is possible to create a didactic proposal that does not prioritise form over students' needs and the communicative purpose. Instead, it focuses on learners' processes and the identified needs.

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Appendices

Appendix 1 Assignments used as evidence of the necessity of improvement

Link to the google folder where the assignments can be found:

<https://drive.google.com/drive/folders/1IzB35ujp6qcFQyekKAxbhFW3Q1up96FT?usp=sharing>

(63265) *Instructional and Curricular Design in EFL:*

- Course plan for 2nd of Compulsory Secondary Education students of English as a Foreign Language

The aim of this project was to design a course plan considering a determined school year for a specific school context. The procedure was very similar to this work but in larger scale since it was made up of 12 didactic units. This proposal also aimed to develop the communicative approach; therefore, the focus was placed on meaning. With that being said, this course plan has positively contributed to my own proposal.

(63267) *Innovation and Classroom Research in EFL:*

- Writing as a process: an action plan to develop secondary education students' writing skills (Poster)

The investigation about the process of writing carried out for this work has beneficially contributed to my proposal since the academic readings and useful information dealing with aspects such as feedback have been the essence of this proposal. For this reason, it has been designed a recursive sequence of activities so as to provide learners the opportunity for improvement.

- Questionnaire 1

Questionnaire 1 was the basis to start developing the didactic unit despite the fact that it did not meet sufficient validity. This questionnaire was helpful to identify the needs of the context of the class.

(63268) *Practicum II (Especialidad Lengua Extranjera: inglés)*

- Questionnaire 2

The results of this questionnaire placed at Escolapias Calasanz on Dörnyei's (1994) theoretical framework and techniques for writing showed there was a lack of communicative purpose and a necessity to work on learning and writing processes. These results were the starting point for the development of this proposal to solve those needs.

Appendix 2 Learning Objectives of *Instagram for Business and Marketing*

Learning outcomes

At the end of this unit learners will be able to...

1. ... to identify and analyse in a real and functional context whenever they are being addressed by social media advertising.
2. ...identify the digital conventions of a post on *Instagram*
3. ...create and design an advertising campaign of a product on social media.
4. ...organise their ideas about social media advertising on a mind map and graphic organiser.
5. ...draft and write an advertisement post for *Instagram*.
6. ...upload a post on Instagram describing the most relevant characteristics of the product they are advertising.
7. ...give an oral presentation on their advertising campaign on social media (*Instagram*)
8. ...identify, paraphrase, and summarise ideas from oral and written texts.
9. ...work collaboratively to identify and analyse different components of the language on a text and classify them in a chart.
10. ...carry out the stages of the writing process.
11. ...edit and redraft the proposal as many times as needed for achieving the expected outcome of the task.

Appendix 3 Contents of *Instagram for Business and Marketing*

Table of contents:

Section 1. Comprehension of oral texts

<p>Strategy and comprehension skills:</p> <ul style="list-style-type: none"> - Distinction y comprehension of general and specific information in spoken texts transmitted orally - Interpreting messages: Identifying the main and secondary ideas - Use of comprehension strategies: - Willingness to understand the general idea of a text, without needing to understand every element of it. 	<ul style="list-style-type: none"> - Reformulation and summary of an oral text - Identification and interpretation of the general and specific ideas from monologue about social media advertising - Willingness and positive attitude to understand and identify the general idea of a text - Identify the persuasive and informative intention of the oral text
<p>Sociocultural and socio-linguistic aspects:</p> <ul style="list-style-type: none"> - Appreciation of the foreign language as an instrument of communication 	<ul style="list-style-type: none"> - Appreciate the foreign language as a tool for communicating

<p>Syntactic-discursive structures:</p> <ul style="list-style-type: none"> - Verb tense review - Connectors - Simple, compound, and complex sentences 	<ul style="list-style-type: none"> - Identification of verb tenses and connectors in an oral text to decode and reformulate the meaning. - Analyse simple, compound, and complex sentences to rephrase an oral text.
<p>Oral lexicon of common use (production):</p> <ul style="list-style-type: none"> - leisure shopping, social networking and Information and Communication Technologies (ICTs) 	<ul style="list-style-type: none"> - Identify oral common lexis related to advertising and Information and Communication Technologies (ICTs).
<p>Sound, accent, rhythm, and intonation patterns</p>	<ul style="list-style-type: none"> - Identify and recognise stress, pitch, and intonation patterns

Section 2. Production of oral texts: Expression and interaction

<p>Production skills and strategies:</p> <ul style="list-style-type: none"> - Oral production of descriptions, Spontaneous participation in communicative situations. <p>Use of communication strategies:</p> <ul style="list-style-type: none"> - Planning: conceiving the message clearly, appropriate use of digital resources for oral presentations. - Adapting the text to the addressee, context, and channel, applying the appropriate register. <p>Execution:</p> <ul style="list-style-type: none"> - Expressing the message clearly - Using appropriate body language 	<ul style="list-style-type: none"> - Give an oral presentation providing a detailed description of a product. - Infer a clear and direct oral message with the help of appropriate digital resources - Active and spontaneous participation in oral communicative activities - Give an oral presentation considering the audience, medium and register. - Adopt an appropriate body language when giving an oral presentation
<p>Syntactic-discursive structures</p>	<p>* This section is determined by the linguistic resources of learner. However, I will draw some that might be related to advertising purposes.</p> <ul style="list-style-type: none"> - Produce simple, compound, and complex sentences - Use of imperatives and relative clauses
<p>Communicative functions:</p> <ul style="list-style-type: none"> - Personal and social relations through digital means 	<ul style="list-style-type: none"> - Provide an oral description of a product - Exchange and contribute ideas to other's opinions orally

<ul style="list-style-type: none"> - Description of objects - Exchange of opinions 	<ul style="list-style-type: none"> - Formulate an oral hypothesis about an analysis of a written text. - Initiation of interpersonal and social relations on social media.
<p>Oral lexicon of common use (production):</p> <ul style="list-style-type: none"> - leisure shopping, social networking and Information and Communication Technologies (ICTs) 	<ul style="list-style-type: none"> - Production of oral common lexis related to advertising and Information and Communication Technologies (ICTs).
<p>Sound, accent, rhythm, and intonation patterns</p>	<ul style="list-style-type: none"> - Produce appropriate stress, rhythm, and intonation patterns

Section 3. Comprehension of written texts

<p>Comprehension skills and strategies:</p> <ul style="list-style-type: none"> - Understanding general and specific information in authentic or adapted texts. - Interpretation of messages - identification of main and secondary ideas - Identifying the type of text - Locating key words in the text, looking for synonyms, inferring meaning, identifying relevant information 	<ul style="list-style-type: none"> - Extract from a written text the general and specific ideas - Identify the main topic and subtopics from a written text - Analyse and identify the type of text (advertising) - Identify, analyse, and classify different components of the language in a written text
<p>Communicative functions:</p> <ul style="list-style-type: none"> - Description of a specific situation 	<ul style="list-style-type: none"> - Identify the intention of the message considering the characteristics of the text.
<p>Syntactic-discursive structures:</p> <ul style="list-style-type: none"> - Verb tense review - adjectives (ending in -ing), - adverbs (time, frequency, and manner), prepositions. - simple, compound, and complex sentences (imperative commands, relative and adverbial clauses) - use of connectors (additive, sequence, contrastive) 	<p>This section is determined by the linguistic resources of learner. However, I will draw some that might be related to adverting purposes.</p> <ul style="list-style-type: none"> - Identify simple, compound, and complex sentences - Identify analyse, and classify adjectives, adverbs, prepositions, verb tenses, semantic fields, synonyms, plurals, connectors, etc.
<p>Witten lexicon of common use (reception):</p> <ul style="list-style-type: none"> - leisure shopping and social networking and Information and Communication Technologies (ICTs) 	<ul style="list-style-type: none"> - Identify common lexis related to advertising and Information and Communication Technologies in written text.

Section 4. Production of written texts: Expression and interaction

<p>Production and strategies skills:</p> <ul style="list-style-type: none"> - Composition of creative written text - Use of production strategies: - Planning (activating and coordinating communicative competences to effectively perform the task by generating and organising ideas, editing, and revising the draft, etc.) - Execution (writing a text from a model, writing a clear message according to the text model, and applying self-correction strategies to improve written expression). 	<ul style="list-style-type: none"> - Composition of an advertisement post for <i>Instagram</i>. - Write a post for Instagram according to model provided. - Write a post with a clear message considering the sense of purpose and audience. - Plan, draft, edit and revise the content of the post. - Use of a checklist for self-assessment.
<p>Socio-cultural and socio-linguistic aspects:</p> <ul style="list-style-type: none"> - language register (formal, informal) 	<ul style="list-style-type: none"> - Write a post considering the audience and register
<p>Communicative functions:</p> <ul style="list-style-type: none"> - Personal and social relations, description of objects - Exchange of opinions and points of view - Formulating a hypothesis - Informative and persuasive intention 	<ul style="list-style-type: none"> - Write the post with a persuasive and informative intention - Write and describe in detail the advertised product in a post
<p>Syntactic-discursive structures:</p> <ul style="list-style-type: none"> - Verb tense review - adjectives (ending in -ing), comparison, prepositions, simple, compound, and complex sentences (imperative commands) use of connectors (additive, sequence, contrastive) 	<p>* This section is determined by the linguistic resources of learner. However, I will draw some that might be related to adverting purposes.</p> <ul style="list-style-type: none"> - Use simple, compound, and complex sentences and adjectives to describe the product in a post - Use of imperatives and relative clauses - Include adjectives, adverbs, prepositions, verb tenses, semantic fields, synonyms, plurals, connectors in the written composition
<p>Written lexicon of common use (production):</p> <ul style="list-style-type: none"> - leisure shopping and social networking and Information and Communication Technologies (ICTs) 	<ul style="list-style-type: none"> - Include lexis of common use related to advertising and Information and Communication Technologies in the composition.
<p>Graphic patterns and spelling conventions:</p> <ul style="list-style-type: none"> - Use of basic digital language (e.g. @, www, http://, https://, .com, .org, .co.uk, .MP3, .pdf, #hashtag, frequent emoticons) 	<ul style="list-style-type: none"> - Include basic digital language, symbols, and emojis in the post

Appendix 4 Evaluation Criteria of *Instagram for Business and Marketing*

Evaluation criteria of the didactic unit	Curricular criteria	Key Competences
The student can understand the instructions from an oral text and apply them on a task	Est.IN.1.1.1.	CCL-CAA-CD-CIEE-CSC-CCEC
The student can identify the general ideas of an oral text about social media advertising.	Est.IN.1.1.1.	CCL-CAA-CIEE-CCEC
The student can paraphrase the general ideas of an oral text about social media advertising	Est.IN.1.1.1.	CCL-CAA-CIEE-CCEC
The student can identify and extract specific information from an oral text.	Est.IN.1.1.1.	CCL-CAA-CIEE-CCEC
The student can reformulate or summarise the general ideas of an oral text.	Est.IN.1.1.1.	CCL-CAA- CIEE-CCEC
The student can give an oral presentation on the product they are advertising on social media.	Est.IN.2.1.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEE
The student can organise coherently the information of the oral presentation.	Est.IN.2.1.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC
The student can express his/her opinion with clarity.	Est.IN.2.1.1.	CCL-CMCT-CAA-CIEE
The student can communicate a clear and coherent message	Est.IN.2.1.1.	CCL-CAA-CIEE
The student can express his/her feelings and experience on the task.	Est.IN.2.1.2	CCL-CD-CAA-CIEE
The student can describe the product he/she is advertising.	Est.IN.2.1.2.	CCL-CD-CAA-CIEE-CCEC
The student can retell the information of a written text paraphrasing the main ideas.	Est.IN.2.1.2.	CCL-CAA-CIEE-CCEC

The student can orally formulate a hypothesis on a specific component of the language.	Est.IN.2.1.2.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC
The student can identify the general ideas of a text about social media advertising.	Est.IN.3.1.1.	CCL-CD-CAA-CCEC
The student can identify specific components of the language on a text.	Est.IN.3.1.1.	CCL-CD-CAA-CCEC
The student can analyse the specific components of the language of a text.	Est.IN.3.1.1.	CCL-CD-CMCT-CAA
The student can classify the specific components of the language of a text on a table chart.	Est.IN.3.1.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC
The student can identify expressions, symbols, and abbreviations regarding social media terminology.	Est.IN.3.1.1.	CCL-CMCT-CD-CAA-CSC-CCEC
The student can identify and match a picture to its description.	Est.IN.3.1.1.	CCL-CMCT-CD-CAA-CCEC
The student can identify, analyse, and unpack a sentence from a text.	Est.IN.3.1.1.	CCL-CD-CAA-CIEE-CCEC
The student can recall information from a text to repack a sentence.	Est.IN.3.1.1.	CCL-CD-CAA-CIEE-CCEC
Identify and apply the instructions of a task to use them for planning their learning	Est.IN.3.2.1	CCL-CD-CAA-CIEE-CCEC
The students have been able to formulate a hypothesis on their findings about the text	Est.IN. 3.2.1	CCL-CD-CAA-CMCT-CIEE-CCEC
The student can make use of different strategies to understand a text.	Est.IN.3.2.1.	CCL-CD-CAA-CIEE-CCEC
The student can write a paragraph advertising a product.	Est.IN.4.1.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

The student can rewrite the task applying the feedback provided by the teacher.	Est.IN.4.1.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC
The student can make use of planning and organising strategies for the task and oral report.	Est.IN.4.1.1	CCL-CD-CAA--CIEE-CSC-CCEC
The student can complete an exit ticket about their personal experience on the task.	Est.IN.4.1.1.	CLL-CD-CAA-CIEE
The student can write a summary of an oral text.	Est.IN.4.1.1.	CCL-CAA-CSC-CIEE-CCEC
The student can paraphrase the general ideas of an oral text.	Est.IN.4.1.1.	CCL-CAA-CSC-CIEE-CCEC
The student can write a description of a product.	Est.IN.4.1.2.	CCL-CMCT-CD-CAA-CIEE-CCEC
The student can write a post on Instagram advertising a product.	Est.IN.4.2.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC
The student can write a comment on paddle giving his/her opinion about the benefits of social media advertising.	Est.IN.4.2.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

Evaluation criteria of the task	Curricular criteria	Key competences
The student can understand the instructions from an oral text and apply them on a task	Est.IN.1.1.1.	CCL-CAA-CD-CIEE-CSC-CCEC
The student can communicate a clear and coherent message	Est.IN.2.1.1.	CCL-CAA-CIEE
The student can identify expressions, symbols, and abbreviations regarding social media terminology.	Est.IN.3.1.1.	CCL-CMCT-CD-CAA-CSC-CCEC
The student can write a paragraph advertising a product.	Est.IN.4.1.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

The student can complete an exit ticket about their personal experience on the task.	Est.IN.4.1.1.	CLL-CD-CAA-CIEE
The student can write a post on Instagram advertising a product.	Est.IN.4.2.1.	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

ASSESSMENT CRITERIA (formative assessment)					
For activity 7. Task (in task cycle)					
	Needs Improvement 1	Beginning to develop 2	At Expected Level 3	Above Expected Level 4	Score
Content	The written task fails to fulfil its expectations since: -the topic is not addressed or is misunderstood -the sense of purpose and audience is poorly defined -the message is ambiguous	The written task partially fulfils its expectations since: -the topic is not addressed clearly -the sense of purpose and audience lacks clarity -the message is unclear	The written task fulfils the task expectations since: -the topic is addressed -the sense of purpose and audience is defined -the message is clear	The written task completely fulfils its expectations since: -the topic is addressed in detail -the sense of purpose and audience is clearly defined -the message is clear and precise	
Format	The written assignment does not meet the format requirements since it does not adapt to the digital standards of social media.	The written task partly meets the format requirements and partially adapts to the digital standards of social media.	The written task meets the format requirements and adapts to the digital standards of social media.	The written task succeeds in meeting the format requirements and successfully adapts to the digital standards of social media.	
Spelling	The student makes 6 or more spelling mistakes.	The student makes 4-5 spelling mistakes.	The student makes 1-3 spelling mistakes	The student does not make any spelling mistakes.	
Vocabulary	The student only employs a few expressions or	The student does not employ sufficient	The student employs sufficient vocabulary	The student employs a wide variety of vocabulary and	

	vocabulary related to social networking and advertising terminology.	vocabulary nor expressions related to social networking and advertising terminology.	and expressions related to social networking and advertising terminology.	expressions related to social networking and advertising terminology.	
Language use	The student does not succeed in using his/her own linguistic resources to communicate a message with clarity. There are several major grammatical and spelling mistakes that impede the comprehension of meaning.	The student occasionally uses his/her own linguistic resources to communicate a message . There are some grammatical and spelling mistakes that hinders comprehension.	The student uses his/her own linguistic resources to communicate a message . The task presents few grammatical mistakes, which do not affect to the comprehension of the meaning.	The student successfully uses his/her own linguistic resources to communicate a message . The task is well-written with a very good degree of accuracy, which facilitates meaning.	
Creativity and originality	The idea has been copied.	The idea is very similar to other projects in the class.	The idea is not completely original.	The idea is unique and outstanding.	

ASSESSMENT CRITERIA- For activity 10. Oral presentation (in report stage)					
	Needs Improvement 1	Beginning to develop 2	At Expected Level 3	Above Expected Level 4	Score
Content	The oral presentation fails to fulfil the expectations since: -the topic is misunderstood -the message is ambiguous	The oral presentation partially fulfils the expectations since: -the topic is not clearly addressed -the message is unclear	The oral presentation fulfils the expectations since: -the topic is addressed -the message is clear	The written task completely fulfils the expectations since: -the topic is addressed in detail -the message is clear	

Vocabulary	The student does not employ expressions or vocabulary related to social media terminology.	The student does not employ sufficient vocabulary nor expressions related to social media terminology.	The student employs sufficient vocabulary and expressions related to social media terminology.	The student employs a wide variety of vocabulary and expressions related to social media terminology.	
Language use	The student needs to read the presentation because lacks basic linguistic resources .	The student does not use his/her linguistic resources . He/she is unable to present without a script.	The student uses his/her linguistic resources . He/she needs to read the script from time to time.	The student uses properly his/her linguistic resources . He/she is able to present without the script and have a natural flow.	
Materials	The student does not employ the appropriate digital resources to support the presentation	The student employs sufficient digital resources to support the oral presentation	The student employs many digital resources to support the presentation	The student employs a vast range of digital resources to support the presentation	
INDIVIDUAL ASSESSMENT					
Fluency	There are many difficulties with the pitch and tone. The student makes long pauses/speaks quickly that impede following up of the presentation.	There are some difficulties with the pitch and tone. The student makes many pauses that impede comprehension.	The student makes a few pauses and speaks with medium tone. However, they do not impede comprehension.	The student is a fluent speaker. The pitch and loud tone are adequate. It is easily to follow the presentation.	
Pronunciation	The student needs to work on pronunciation.	The student can improve the pronunciation	The student's pronunciation is correct.	The student's pronunciation is appropriate and smooth.	

Non-verbal communication	The body language of the student is not appropriate for an oral presentation. He/she seems not to be interested.	The student seems to be nervous while presenting. He/she uses body language occasionally.	The student seems confident most of the times while presenting and uses body language quite often.	The student seems confident and uses body language with frequency to support what he/she is saying.	
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ASSESSMENT CRITERIA (summative assessment)					
For activity 20. <i>Re-task</i> (in practice stage)					
	Needs Improvement 1	Beginning to develop 2	At Expected Level 3	Above Expected Level 4	Score
Content	The written task still fails to fulfil its expectations since: -the topic is not addressed or is misunderstood -the sense of purpose and audience is poorly defined -the message is still misunderstood.	The written task partially fulfils its expectations since: -the topic is still not addressed in a clear way -the sense of purpose and audience continue to lack clarity -the message is still unclear	The written task now fulfils the task expectations since: -the topic is well-addressed -the sense of purpose and audience is defined -the message is clear	The written task completely fulfils its expectations since: -the topic is addressed in detail -the sense of purpose and audience is clearly defined -the message is clear and precise	
Format	The written assignment still does not meet the format requirements .	The written task partly meets the format requirements .	The written task now meets the format requirements .	The written task succeeds in meeting the format requirements .	
Spelling	The student continues making more than 6 spelling mistakes.	The student still makes 4-5 spelling mistakes.	The student now makes 1-3 spelling mistakes	The student does not make any spelling mistakes.	
Vocabulary	The student still continues to employ a few expressions or vocabulary related to social	The student does not employ sufficient vocabulary nor	The student does now employ sufficient vocabulary	The student employs a wide variety of vocabulary and expressions	

	networking and advertising terminology.	expressions related to social networking and advertising terminology.	and expressions related to social networking and advertising terminology.	related to social networking and advertising terminology.	
Language use	The student still does not succeed in using his/her own linguistic resources to communicate a message with clarity. There are several major grammatical and spelling mistakes that continue impeding the comprehension of meaning.	The student occasionally uses his/her own linguistic resources to communicate a message . There are some grammatical and spelling mistakes that hinders comprehension.	The student has improved to use his/her own linguistic resources to communicate a message . The task still presents few grammatical mistakes, but do not affect to the comprehension of the meaning.	The student successfully uses his/her own linguistic resources to communicate a message . The task is well-written with a very good degree of accuracy, which facilitates meaning.	
Creativity and originality	The idea continues to be copied.	The idea is still very similar to the other projects.	The student has changed the idea to a more original one.	The idea is unique and outstanding.	
ASSESSING THE PROCESS					
Checklist	The student has not included the aspects of the checklist to redo the task (draft).	The student has included some aspects of the checklist to redo the task (draft).	The student has included many aspects of the checklist to redo the task (draft).	The student has included all the aspects of the checklist to redo the task (draft)	
Feedback has been taken into consideration	The student incorporated only a few aspects of the feedback provided by the teacher to improve the draft (task).	The student has incorporated some aspects of the feedback provided by the teacher to improve the draft (task)	The student has incorporated most aspects of the feedback provided by the teacher to improve the draft (task)	The student has fully incorporated all the aspects of the feedback provided by the teacher to improve the draft (task)	
Improvement of the final version of the task (draft)	The student has not edited nor revised the final version of the task (draft). The improvement has	The student has edited and revised the final version of the task (draft) regarding the	The student has edited and revised the final version of the task (draft) regarding the	The student has thoroughly edited and revised the final version of the task (draft)	

	not been accomplished.	checklist or the teacher's feedback. The improvement has partially been accomplished.	checklist or the teacher's feedback or both. The improvement has been accomplished.	regarding both the checklist and the teacher's feedback. The improvement has been successfully accomplished.	
Writing as a process (planning, drafting, editing, and revising)	None of the stages of writing have been carried out nor repeated throughout the process when necessary	Some of the stages of writing have been carried out or repeated at some point along the process when necessary	Most of the stages of writing have been carried out or repeated at some point along the process when necessary	All of the stages of writing have been carried out or repeated at some point along the process when necessary	
The process of writing sequencing of activities-TBLT-	The student has carried out the appropriately only a few stages of the cycle. The message is not clear since there are some misunderstandings.	The student has carried out appropriately some stages of the cycle. There are still some problems with the message.	The student has carried out appropriately most stages of the cycle appropriately. The message has been understood.	The student has successfully carried out all the stages of the cycle. Besides, the message has been successfully understood (with clarity).	

Rubric for Listening		Date:				
Activity 4. Dictogloss		Name of the student:				
1= needs improvement; 2= beginning to develop; 3= at expected level; 4 above expected level	Yes/No	1	2	3	4	
The learner has been able to identify the general and specific ideas of the oral text.						
The learner has been able to reformulate the oral text with his/her own words.						
The learner has been able to identify verb tenses and connectors in the oral text.						

The learner has been able to identify oral common lexis related to advertising and Information and Communication Technologies (ICTs).					
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Rubric for Reading	Date:				
Activity 14. Expert groups	Name of the student:				
1= needs improvement; 2= beginning to develop; 3= at expected level; 4=above expected level	Yes/No	1	2	3	4
Students have been able to extract the general and specific ideas from a text.					
Students have been able to Identify the main topic and subtopics from the text.					
Students have been able to identify, analyse and classify different components of the language in a text.					
The students have been able to formulate a hypothesis on their findings about the text					
Students have been able to identify the intention of the message considering the characteristics of the text.					
Students have been able to identify common lexis related to advertising and Information and Communication Technologies in written text.					

Assessment tools for this unit	Activity	Evaluation criteria for this unit	Curricular criteria	Key competences	Weight (%)
Rubric for writing (Collective assessment)	Act.7 <i>Re-task</i>	The student can rewrite the task applying the feedback provided by the teacher.	Est.IN.4.1.1. (Production of oral texts: expression and interaction)	CCL- CMCT-CD- CAA-CSC- CIEE- CCEC	20%

Rubric for speaking (Collective and individual assessment)	Act.10 <i>Report</i> (oral presentation)	The student can give an oral presentation on the product they are advertising on social media.	Est.IN.2.1.1. (Production of oral texts: expression and interaction)	CCL- CMCT-CD- CAA-CSC- CIEE- CCEE	20%
Rubric for reading (Collective assessment)	Act. 14 <i>Expert groups</i>	The students have been able to formulate a hypothesis on their findings about the text	Est.IN.3.2.1 (Reading comprehension)	CCL- CMCT-CD- CAA-CSC- CIEE- CCEC	20%
Rubric for listening (Individual assessment)	Act.4 <i>Dictogloss</i>	The student can paraphrase the general ideas of an oral text about social media advertising	Est.IN.1.1.1 (Listening comprehension)	CCL-CAA- CIEE- CCEC	20%

Grading criteria	
Writing	20%
Speaking	20%
Reading	20%
Listening	20%
Grammar/Vocabulary	10%
Attitude and participation	10%

Appendix 5 Lesson Plans

Lesson 1

Learning outcomes: At the end of this session students will be able to...								
<ul style="list-style-type: none"> - generate ideas on a given topic. - design a mind map collaboratively. - identify and match a picture to its description. - rewrite and paraphrase the main ideas of a text. 								
	Activities	Timing	Interaction pattern	Work on skills	Stage objectives:	Procedure	Materials	Competences
Pre-task	1. <i>Mind map question</i> (brainstorming)	12'	SS-T SS-SS	S, W	- To activate the schemata and previous knowledge of the students - To collaborate to design a mind map.	Students will have to brainstorm and comment on some ideas about where to find advertising. Eventually, when dealing with social media they will be asked the following question: What do you think are the benefits of posting adverts on social media?	Mind map https://miro.com/app/board/o9Jl3cgxEI/	CCL-CD- CAA-CSC- CIEE- CCEC
	2. <i>Paddlet</i> (collaborative writing)	16'	SS-SS T-SS	W, S	-Write a comment on paddle giving their opinion about the benefits of social media advertising. - To share and exchange opinions on a given topic.	The class will be divided into 5 groups. Once students are grouped, they will have 15" to think about the question . Then, all groups will have 2' to write in their section attending to the assigned colour. When the time is up, they will rotate to their right and add their thoughts using their group colour. Finally, the teacher will make some comments on some slides.	Paddlet https://padlet.com/8367162/bb4ptbhjhwel5is	CCL-CD- CAA- CSC- CIEE- CCEC
	3. <i>Matching the description</i>	16'	SS-SS	R, S	-To identify and match a picture to its description.	In pairs students will have to match a picture to the corresponding advertisement by the description provided. There is an extra piece of information. Finally, they will have to share and contrast their findings with other pairs.	Document (See Appendix 6 materials)	CCL-CD- CAA- CSC- CCEC
	4. <i>Dictogloss</i>	11'	T-SS SS-T	L, W, S	-To get a general picture of the main ideas of a text and paraphrase them.	The teacher will read a short text twice. Then, in pairs they will have to listen and rewrite the text with their own words including the main ideas. Eventually, they will comment on their texts.	Document (See Appendix 6 materials)	CCL-CAA- CIEE- CCEC

Lesson 2

Learning outcomes: At the end of this session students will be able to...									
<ul style="list-style-type: none"> - create and design an advertising campaign of a product on social media. - write a post to advertise a product on <i>Instagram</i>. - write a short paragraph planning their advertising campaign on social media (<i>Instagram</i>) 									
	Activities	Timing	Interaction pattern	Work on skills	Stage objectives:	Procedure	Materials	Competences	
Pre-task	5. <i>Memorising and summarising</i>	10'	SS-SS SS-T	R, S, L, W	-To retell and summarise the information of a written text paraphrasing the main ideas.	In pairs. Students will have 2' to read a text individually. Then, one of them will have to summarise the text to the other using his own words. The other partner will have to listen and write a summary from his partner.	Document (See Appendix 6 materials)	CCL- CAA- CIEE-CSC- CCEC	
Task cycle	Task	6. <i>Task sample</i>	10'	T-SS	S, L	-To display an example of the task.	The teacher will present, explain, and showcase the task exemplifying how to advertise a product on social media (<i>Instagram</i>). Eventually, she will clarify some doubts about the task.	Document (See Appendix 6 materials)	CCL-CMCT- CD- CAA- CIEE- CCEC
		7. <i>Task</i>	35'	SS-SS	S, L, W	- write a short paragraph and a post for <i>Instagram</i> advertising a product.	Students will have to make an advert of a product to post it on <i>Instagram</i> . First, they will brainstorm some ideas with the help of a graphic organiser. Then, they will write a paragraph describing the most relevant characteristics of their product. Finally, they will have to make a post for <i>Instagram</i> to advertise their product.	Document (See Appendix 6 materials)	CCL-CMCT- CD-CAA- CSC-CIEE- CCEC

Lesson 3

Learning outcomes: At the end of this session students will be able to...									
<ul style="list-style-type: none"> - design, plan, organise and rehearse their oral presentation for the report stage. - identify criteria for evaluating their own work. - rewrite and reorganise the ideas of their proposal. 									
Task cycle	Planning	Activities	Timing	Interaction pattern	Work on skills	Stage objectives:	Procedure	Materials	Competences
		8. <i>Planning the report (oral presentations)</i>	40'	SS-SS	S, R, W	- plan and organise their ideas for the oral report. -give a detailed description of the product they are going to advertise. -rehearse their oral presentation	Students will draft and rehearse what they want to say or write in their oral presentations. Meanwhile, the teacher will give some pieces of advice or suggestions to focus on form.	Document (See Appendix 6 materials)	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC
		9. <i>Checklist</i>	15'	SS-SS	R, W	- Check and edit the content for their oral presentations.	Students will go over their draft to check and edit the content if necessary.	Checklist document (see Appendix 6 materials)	CCL-CD-CAA-CIEE

Lesson 4

Learning outcomes: At the end of this session students will be able to...									
<ul style="list-style-type: none"> - give an oral presentation on their advertisement campaign of a product on social media. - evaluate their work as well as their classmate's. 									
Task cycle	Report	Activities	Timing	Interaction pattern	Work on skills	Stage objectives:	Procedure	Materials:	Competences
		10. <i>Report (oral presentations)</i>	26'	SS-SS SS-T	S	-Give an oral presentation on the product they are advertising on social media. -Support the work of the task and planning stages with the oral report. -Express their opinion and experience on the process.	Students will have to present their advertisement post to the class giving a detailed description of the product and express their feelings and experience on the creative process of the advert.	Students' reports	CCL-CMCT- CD-CAA- CSC-CIEE- CCEE
		11. <i>Peer-assessment</i>	13'	SS-SS	W, S	-Evaluate their classmate's project.	After the presentation of each group, the rest of the class will have 1' to point out some strengths, weaknesses and improvements of the group who has presented.	Document (See Appendix 6 materials)	CLL-CAA- CSC-CIEE- CCEE
		12. <i>Exit ticket¹ (Personal experience)</i>	10'	SS-T	W	-Make an introspective reflection on their personal experience about the task.	After the oral presentations, students will have to do an exit ticket to reflect about their personal experience and work.	Exit ticket on google forms https://docs.google.com/forms/d/1wnDR9R9U-dOkR5RXdiw2U-N0o1S2RshLeONdev_Lu5o/edit	CLL-CD- CAA-CIEE
		13. <i>Teacher comments (feedback)</i>	6'	T-SS	S, W	-Make a general evaluation on student's report.	The teacher will share some general comments on the content of students' oral presentations.	Students' oral presentation	CLL-CAA, CCEC

¹ This activity has been adapted from the didactic unit made for (63314) *Recursos didácticos para la enseñanza de materias en inglés*

Lesson 5

Learning outcomes: At the end of this session students will be able to...									
<ul style="list-style-type: none"> - identify and analyse specific features of language forms and language use. - produce a brief oral report to share and compare findings with the rest of the class. 									
Language Focus	Analysis	Activities	Timing	Interaction pattern	Work on skills	Stage objectives:	Procedure	Materials	Competences
		14. <i>Expert groups</i>	40'	SS-SS SS-T	R, W, S	-identify the main idea of the text. -Collaborate to identify, investigate, and analyse specific components of the language and provide a detailed description. -Classify and list the language components in a chart.	Students will have to read a text on 'Advertising on social media'. Then, they will be divided into 5 expert groups. Each group will have to identify and look information about a specific component of the language. Finally, all the groups will have to complete two tables with their findings to share it with the rest of the class	Ppt https://docs.google.com/presentation/d/1sUR_Honhmv39-Ts8cVn9K9RnHVmbr_IrAwttTjpy4c/edit?usp=sharing	CCL-CMCT- CD-CAA-CSC- CIEE-CCEC
		15. <i>Sharing findings + cheat sheet</i>	15'	SS-SS SS-T	S, W	-Orally report on the finding of each expert group. -Analyse and compare findings.	Once they have finished the previous activity, a member of each expert group will share orally their findings with the rest of the class describing the investigation and hypothesis they have carried out. Finally, the teacher will provide a cheat sheet to compare and contrast the answers.	Ppt https://docs.google.com/document/d/1ksHQ-gFfqndCCOj9LNa4NY8Is0mB_Rtc5gWSVJrK4TtU/edit?usp=sharing	CCL-CMCT- CD-CAA-CSC

Lesson 6

Learning outcomes: At the end of this session students will be able to...									
<ul style="list-style-type: none"> - rewrite a sentence in many ways (unpacking and repacking). - rewrite and edit the task to improve their work. 									
Language Focus	Practice	Activities	Timing	Interaction pattern	Work on skills	Stage objectives:	Procedure	Materials	Competences
		16. <i>Unpacking meaning</i>	10'	SS-SS SS-T T-SS	R, W, S	-Identify the main idea of the sentence.	In pairs students will have to unpack a sentence rephrasing the information in as many ways as possible.	Ppt https://docs.google.com/presentation/d/1w379j4-fvFSTPoY0hPXLhxVRfh1Opmi5TRorOVg94o/edit?usp=sharing	CCL-CD-CAA-CIEE-CSC-CCEC
		17. <i>Unpacking a long sentence</i>	10'	SS-SS SS-T T-SS	R, W, S	-Extract specific information from a sentence.	In pairs students will have to unpack a sentence and write the same information in as many short and simple sentences as possible.	Ppt https://docs.google.com/presentation/d/1qJA KYRfG32or29kB0bDHxYc2pOcoRFe5d-A3S8pwok/edit?usp=sharing	CCL-CD-CAA-CIEE-CSC-CCEC
		18. <i>Repacking a sentence</i>	10'	SS-SS SS-T T-SS	R, W, S	-Inferring meaning from context to repack a sentence.	After the unpacking exercises, students (in pairs) will have to try to collect information from their answers from the previous exercise to	Ppt https://docs.google.com/presentation/d/1HJWHFE3FmKB8MPFKefc42UoOX6ls2N3X1URenQ8IaY/edit?usp=sharing	CCL-CD-CAA-CIEE-CSC-CCEC
		19. <i>Memory challenge game</i>	5'	SS-T	R, S	-Recall information about the previous text focusing on the language use.	In pairs students will play <i>Quizziz</i> in order to retrieve information from the text (“Advertising on social media”) from the previous lesson focusing on form.	<i>Quizziz</i> https://quizziz.com/admin/quiz/6117f323a93886001e224ef2	CCL-CMCT-CD-CAA-CCEC
		20. <i>Checklist + Re-task</i>	20' ²	SS-SS	R, W, S	-Edit their own previous work (task).	In pairs. Students will redraft and edit the main task from the task cycle attending to the teacher’s comment and feedback for improvement.	Feedback checklist + students’ tasks (See Appendix 6 materials)	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

² If there is not enough time to do the task in class, students will finish it at home.

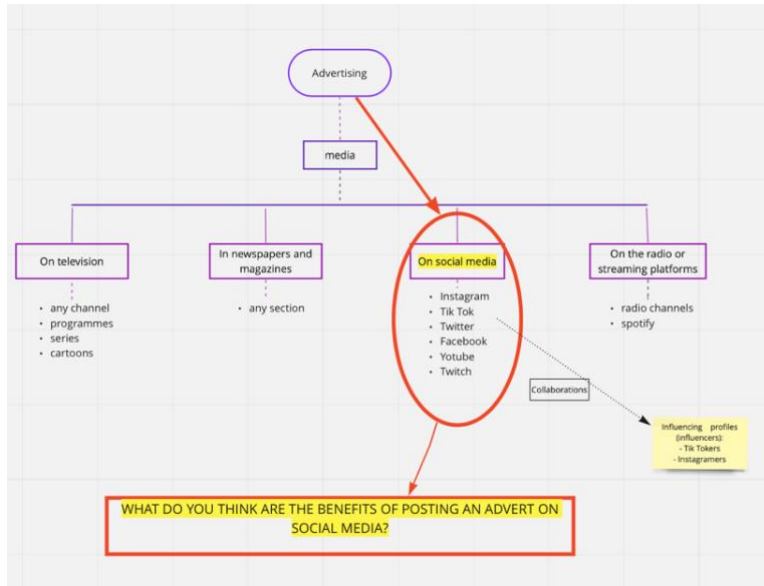
Appendix 6 Material

Link to the google folder where the activities can be accessed:

https://drive.google.com/drive/folders/1W9bCGgVbQek_aCONLCM0j_l65qHF7yK5?usp=sharing

Activity 1. **Mind map question**- brainstorming activity about advertising and social media:

Source: my own elaboration: https://miro.com/app/board/o9J_l3cgxEI/



Activity 2. **Paddlet + comments** -Exchanging ideas activity through collaborative writing:

Source: my own elaboration https://miro.com/app/board/o9J_l3cgxEI/

padlet
Ana Jazmín Carbonel Álvarez • 23d
WHAT DO YOU THINK ARE THE BENEFITS OF POSTING AN ADVERT ON SOCIAL MEDIA?
- NO SPEAKING! Use your keyboard to WRITE what you are thinking. - There are no right or wrong answers - Underline interesting ideas written by other people -Write comments or questions to other people's comments -Connect your comments to other people's comments

Group 1
Ana Jazmín Carbonel Álvarez 23d
WHAT DO YOU THINK ARE THE BENEFITS OF POSTING AN ADVERT ON SOCIAL MEDIA?
Group 1
Añadir comentario
Ana Jazmín Carbonel Álvarez 23d
Social media gives brands more visibility
Añadir comentario

Group 2
Ana Jazmín Carbonel Álvarez 23d
WHAT DO YOU THINK ARE THE BENEFITS OF POSTING AN ADVERT ON SOCIAL MEDIA?
Group 2
Añadir comentario
Ana Jazmín Carbonel Álvarez 23d
group 4
Giveaways are attractive
Añadir comentario

Group 3
Ana Jazmín Carbonel Álvarez 23d
WHAT DO YOU THINK ARE THE BENEFITS OF POSTING AN ADVERT ON SOCIAL MEDIA?
Group 3
Añadir comentario
Ana Jazmín Carbonel Álvarez 23d
group 1
It allows brands to interact with potential consumers
Añadir comentario






Group 4
Ana Jazmín Carbonel Álvarez 23d
WHAT DO YOU THINK ARE THE BENEFITS OF POSTING AN ADVERT ON SOCIAL MEDIA?
Group 4
Añadir comentario
Ana Jazmín Carbonel Álvarez 23d
you can buy from your mobile phone any product thanks to the links and swipe up
Añadir comentario

Group 5
Ana Jazmín Carbonel Álvarez 23d
WHAT DO YOU THINK ARE THE BENEFITS OF POSTING AN ADVERT ON SOCIAL MEDIA?
Group 5
Añadir comentario

Activity 3. **Matching the description** – Matching the advert to the corresponding product (picture):

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1kZBB87Id6pNn7dELNh0DGTxBqZaWkLqE>

	<p>Lush Cosmetics</p> <p>You go, Glen Cocoa! Still looking for a chocolate fix? 🍫</p> <p>Introducing this new fresh face mask, with an indulgent almond butter and cocoa powder mixture that'll help to soften and tighten your skin.</p> <p>#GoGlenCocoa #LushCommunity #Fresh #LushCosmetics #Facemask #Selfcare</p>		<p>Gillette</p> <p>Those blades you're looking at? They're sharper-than-steel, and are ready to take down every hair on your face.</p>
	<p>Nike</p> <p>Flexible. Lightweight. Cool. The future of ____ Free has arrived.</p>		<p>Adidas</p> <p>Wear it. Wash it. Wear it again. ♻️</p> <p>Made to reuse, not resell. Our face cover is available* on ____ .com in the US and Europe now and coming to more places soon. !! *Note that as we sell out in countries where it is available, we will continue to restock in the upcoming weeks.</p>
	<p>Sephora</p> <p>It's National Lipstick Day, and we're inviting all our favorites to the party 🎉. These are just a few. Join us on the celebration: We're giving you 50% off select lip products today only 🎁. Show your favorite lip product some love in the comments 💬</p>	<p>Extra piece of advertisement description:</p> <p>Turn any home into a concert hall with our most versatile home speaker – Stanmore II.</p> <p>Available in brown, black and white at ____ .com or click on the link in bio.</p> <p>Marshall Headphones</p>	

Activity 4. **Dictogloss** – Listening and reformulating ideas:

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1kZBB87Id6pNn7dELNh0DGTxBqZaWkLqE>

DICTOGLOSS

CHEAT SHEET

Advertising on social media

Social media advertising is an **effective** form of **digital marketing** that has taken place on **social media platforms** over the last few years.

The **benefits** are many. For example, **ads** allow you to **access** large audiences and **connect with** potential **clients**. Moreover, it could **increase** the **sales** and **brand visibility** of a **business**.

These are some of the most important social media platforms to **advertise a product**: Facebook, Instagram, Tik Tok, LinkedIn and Twitter.

Activity 5. *Memorising and summarising* – reading and retelling the text within a given time:

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1kZBB87Id6pNn7dELNh0DGTxBqZaWkLqE>

Activity 5. In pairs. You will have 2' to **read** the following text **individually**. Then, one of you will have to **summarise** the text to the other partner using your own words. Once the time is up, you won't be able to reread it. Let's see how good your memory is!

Tip: try to identify key words

Advertising on Social Media

With the widespread use of smartphones, immediate access to information, rapid communication, and social media with it, has led to changes in consumer shopping habits. Individuals are now questioning their purchasing decisions through social media, discussing within their communities or forming their preferences by advertising and campaigns of companies in social media.

The main advantage of ads on social media platforms is that they allow you to get access to large audiences and connect with potential clients. Another advantage of social media is that it has become a more attractive, dynamic, and useful way to promote campaigns. Furthermore, advertising a product on social media provides a high probability to increase the sales and brand visibility of a business. Moreover, businesses can use social media to see what customers are saying about their products and services. Additionally, customers can ask questions, or express their views, about the products and services of a business. However, these customer interactions need to be handled carefully, because any inaccurate or inappropriate responses can be shared quickly and easily, creating harmful publicity for the business.

Activity 6. *Task sample*- a sample (model) of an advertising post on *Instagram*:

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1mXhSvT5JBLvR3ZRa3LX1xZXOeZtPG6uo>

The image shows a smartphone displaying an Instagram post from ASOS. The post features a woman in a floral dress and includes the following text: "This is ASOS DESIGN. We select the latest trends to give you the biggest variety and exclusive collaborations. Our universal brand is here for you, and comes in all our fit ranges: ASOS Curve, Tall, Petite and Maternity. Created by us, styled by you. We believe in a world where you have total freedom to be you, without judgement. To experiment. To express yourself. To be brave and grab life as the extraordinary adventure it is. Our aim is to give you the confidence to be whoever you want to be expressing your individuality. Check out our website to see more: www.asos.com". Below the post, there are icons for likes, comments, and shares, along with a list of tips for advertising on social media.

Some tips for advertising on social media:

- Hashtags (#) allow viewers to identify your publications more easily.
- Large texts do not attract viewers.
- Tag your company or business.
- Keep your ad simple and clear.
- Avoid filters.
- Emojis make publications more attractive.

Activity 7. **Task-** creating an advertisement for social media (*Instagram*)

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1mXhSvT5JBLvR3ZRa3LX1xZXOeZtPG6uo>

PLAN YOUR AD
Graphic organiser

"Advertising is the art of convincing people to spend money they don't have on something they don't need"
Will Rogers, US humorist.

- Company/business name:
- Founders of the company (names):

What is your product?

Why do people need this product in their lives?

When will be your product available?

Where can we find your product?

Who is it for?
Type of audience

Which platform will you choose to advertise the product? Why?

Task. Now you have **brainstormed** some ideas, it's time to **organise** them.

- Write a paragraph advertising your product. Take this graphic organiser as a guide of what to include.
- Make a post for **instagram** including the most relevant information (see the example).
Some tips for your advert:
 - Hashtags (#) allow viewers to identify your publications more easily.
 - Large texts do not attract viewers.
 - Tag the company or business.
 - Ads should be simple and clear.
 - Avoid filters.
 - Emojis make publications more attractive.
- Send your post to this email (learningenglish@gmail.com). The teacher will check and upload your ad on [@schooltasks](#) for the day of the oral presentation.

Activity 8. **Planning the report-** planning and organizing ideas for the oral presentation:

Source: my own elaboration

https://drive.google.com/drive/u/0/folders/1iR78NM20h96kYR1d573rGN9TjtPr_JnF

Planning

Members of the group _____

Product _____

ADVERTISING OUR PRODUCT- THE PROCESS

So far we have...

1. Task

- Planned the ad with a graphic organiser.
- Written a paragraph advertising our product.
- Made a post for instagram including the most relevant information of our product.
- Sent our poster to this email learningenglish@gmail.com

Now...

2. Planning our presentation

- Reorganise our ideas (if we need to).
- Re-write the paragraph in case we want to change anything.
- Check the format for social media (instagram).
- Plan what we want to say.
- Rehearse our presentation (we have 3 minutes).
- Do the report checklist to check our work.








3. It's time for the oral presentation

- Describe your proposal. The product you are going to advertise and its main characteristics. Why do people need your product, when it will be available, where can we find it, the type of audience it is intended for,...
- Explain to the class how you have created the post (difficulty, sources, your own experience)
- Take notes of the strengths and weaknesses of your classmates' projects for a later comment.
- Do the exit ticket (compass points) on google form <https://docs.google.com/forms/d/e/1FAIpQLSe9zZCB0skQTP5x-btJkfs-qKeBNNgJA0wQjEerr4N7T0zAoyg/viewform>

Activity 9. **Report checklist**- checklist for the oral presentation:

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1yj8UG2aFt763Mub5MQ51eHv7Q99653HR>

 Report Checklist Members of the group:	
<input type="checkbox"/>	Our proposal is creative and original 
<input type="checkbox"/>	The message and audience of our ad is clear. 
<input type="checkbox"/>	We have included the ideas of the graphic organiser .
<input type="checkbox"/>	We have checked our punctuation . 
<input type="checkbox"/>	We have checked our spelling . 
<input type="checkbox"/>	We have taken into account the digital format: <ul style="list-style-type: none"> <input type="checkbox"/> Hashtags (e.g. #asos) <input type="checkbox"/> Emojis 🍌 🍌 🍌 🍌 🍌 <input type="checkbox"/> Business tag (e.g. @asos)
<input type="checkbox"/>	We have investigated in detail our product
<input type="checkbox"/>	We have been concise . 
<input type="checkbox"/>	We have sent our instagram post to the teacher for the oral presentation 

Activity 10. **Report**- (students' oral presentations)

- Students' presentation

Source: my own elaboration

https://drive.google.com/drive/u/0/folders/16umrS813Q5PPPW_mVPbaqO4bkonHa5-P

Report

Members of the group	
Product	

ADVERTISING OUR PRODUCT- THE PROCESS



1. Task

1. Planned the ad with a graphic organiser.

2. Written a paragraph advertising our product.

3. Made a post for instagram including the most relevant information of our product.

4. Sent our poster to this email tearap@earliah@gmail.com

1. Reorganised our ideas.

2. Re-written the paragraph.

3. Checked the format for social media (instagram).

4. Planned what we wanted to say.

5. Rehearsed our presentation (3 minutes).

6. Done the report checklist to check our work.

2. Planning our presentation

3. It's time for the oral presentation

Now...

1. **Describe** your proposal. The product you are going to advertise and its main characteristics. Why do people need your product, when it will be available, where can we find it, the type of audience it is intended for...
2. **Explain** to the class how you have created the post (difficulty, sources, your own experience).
3. **Take notes** of the strengths and weaknesses of your classmates' projects for a later comment.
4. **Do the exit ticket** (compass points) on google form. https://docs.google.com/forms/d/e/1FAIpQLSe7o2CB02kQTPXr_bQKj3-qKcBXNgJAOsQJErv4N3ToirAoyg/viewform





Activity 11. **Peer-assessment**- students' assessment on others work:

Source: my own elaboration

https://drive.google.com/drive/u/0/folders/16umrS813Q5PPPW_mVPbaqO4bkonHa5-P

NAME _____

PEER-ASSESSMENT

Group	Observations 	Strengths 	Weaknesses 	Things to improve 

Activity 12. **Exit ticket**- students' reflection and personal experience:

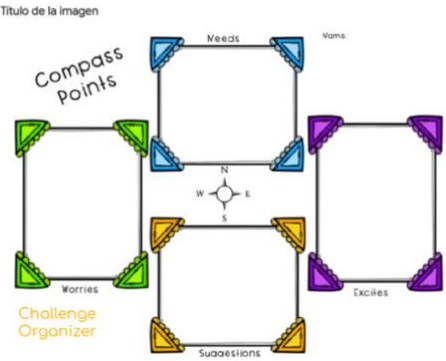
Source (adapted from the didactic unit made for (63314) *Recursos didácticos para la enseñanza de materias en inglés*):

https://docs.google.com/forms/d/1wnDR9R9U-dOkR5RXdjw2U-N0o1S2RshLeONdcv_Lu5o/edit

Self- assessment exit ticket (Ad Task)

Feel free to answer the following questions. Thank you.

Título de la imagen



Name and *

Texto de respuesta corta _____

At the beginning of the task I was excited because... (example. I am really into Instagram and influencers)

Texto de respuesta corta _____

At the beginning of the task I was worried about... (example. what to include in

Texto de respuesta corta _____

Then, I felt I needed to know more about... (example. expressions and vocabulary related to social media and adverts)

Texto de respuesta corta _____

Activity 16. **Unpacking meaning**- rewriting the meaning of a sentence:

Source: my own elaboration <https://docs.google.com/presentation/d/1w379li4-fvFSTPoY0hPXLhxVRfh1Qpmi5TRorQVg94o/edit#slide=id.p>

Unpacking the meaning of a sentence (activity 1)
Rewriting activity

In pairs.

1. Read the sentence.
2. Rewrite it in **as many ways as possible**.

Note: You can **add** or **adapt** the words, but the content must be the same.

Name of the group: _____

1. In pairs. Rewrite the following sentence in **as many ways as possible**. You can **add** or **adapt** the words, but the content must be the same.

With the widespread use of **smartphones**, immediate access to **information**, rapid **communication**, and social media with it, has led to changes in consumer **shopping** habits.

Example: The use of smartphones has allowed users to have access to information and communicate instantly. Moreover, social media has changed consumers shopping habits.

Option 1.
Option 2.
Option 3.
Option 4.
...

Activity 17. **Unpacking a long sentence**- writing as many sentences as possible from a long sentence:

Source: my own elaboration

<https://docs.google.com/presentation/d/1qJAKYRfG32or29kB0bDHxYc2pOcoRFe5d-A3S8pwok/edit#slide=id.p>

Unpacking a long sentence

In pairs.

1. Read the sentence.
2. Rewrite the sentence in as many **short and simple** pieces as possible.

Tip: be clear and go straight to the point

Name of the group: _____

Activity 2. In pairs. Read the following sentence and rewrite it in as many **short and simple** pieces as possible.

Advertising a product on social media provides a high probability to increase the sales and brand visibility of a business.

Example: social media gives the opportunity to increase the sales and brand visibility.

Option 1.
Option 2.
Option 3.
Option 4.
...

Activity 18. **Repacking a sentence**- retrieve information from the previous activity:

Source: my own elaboration

<https://docs.google.com/presentation/d/1HJWHFE3FmKB8MPFKefc42UoOX6Is2N3X1URenQI8aY/ed-it?usp=sharing>

Repacking a sentence

In pairs.

1. Copy your answers from exercise 2.
2. Write a long sentence as **similar as possible** to the original from activity 2.

→ Can you remember how was the original sentence? ←

Name of the group: _____

Activity 3. In pairs. Copy your answers from activity 2 and write a long sentence as **similar** as possible to the original from the previous activity.

Copy your answers from activity 2 **here**.

Option 1.
Option 2.
Option 3.
Option 4.
...

Write a long sentence similar to the original from activity 2.

→ Can you remember how was the original sentence? ←

Sentence:

Activity 19. **Memory challenge game**- game for retrieving information from the previous text:

Source: my own elaboration <https://quizizz.com/admin/quiz/6117f323a93886001e224ef2/memory-game>



Activity 20. **Re-task + feedback checklist**- Considering the checklist to redo the task:

- Students' task

Source: my own elaboration

<https://drive.google.com/drive/u/0/folders/1yj8UG2aFt763Mub5MQ51eHv7Q99653HR>

TeacherEmily @schooltasks

Activity 20. In pairs. do the task again considering the feedback and comments of the teacher. This is your opportunity to improve your work!

1. Check the feedback checklist
2. Reorganise the ideas if necessary
3. Redraft and edit your ad focusing on:
 - the message
 - format
 - the digital format
 - language use (grammar and vocabulary, spelling and punctuation)

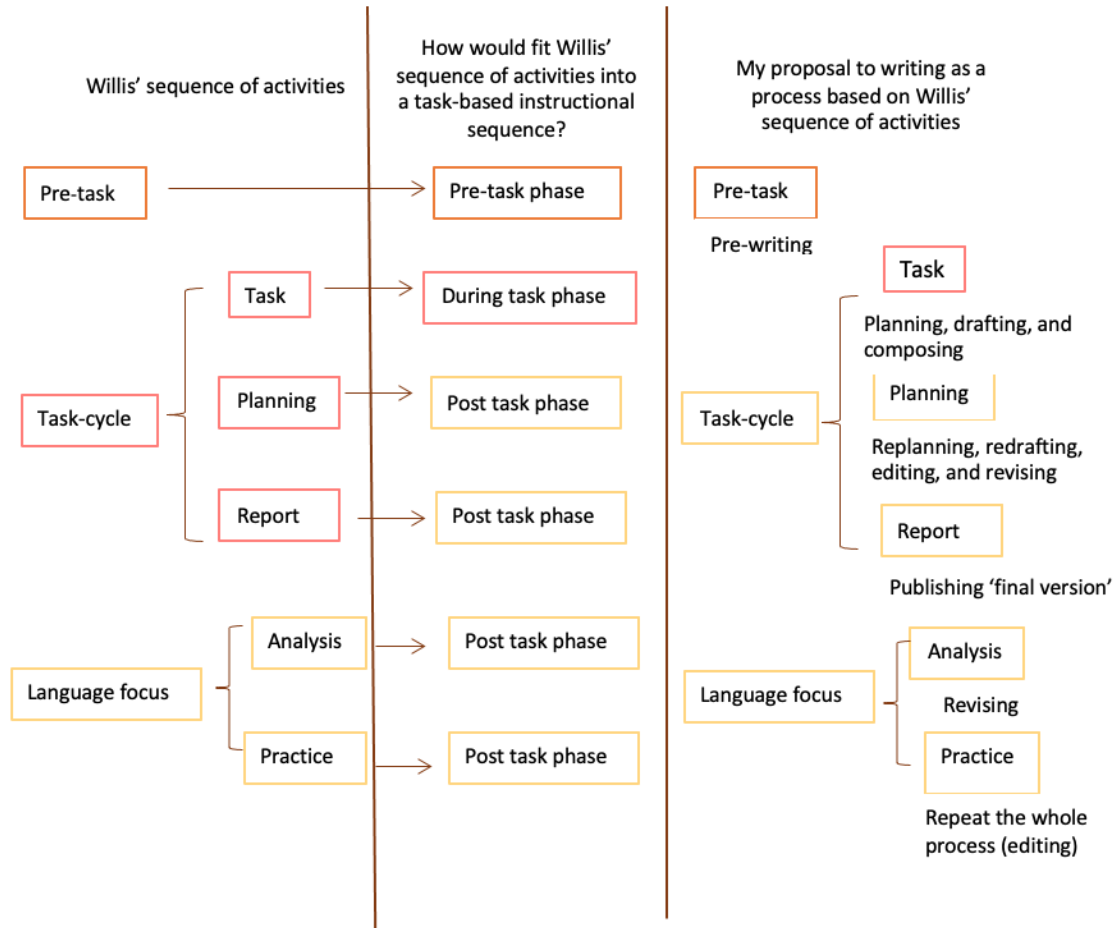
Feedback Checklist

Members of the group:

- We have checked the feedback provided by the teacher
- We have checked...
 - that the **message** and audience of our ad is clear
 - the **punctuation**.
 - the **spelling**.
 - Vocabulary**
 - Grammar** (language use)
- We have revised the digital format
 - Hashtags** (e.g. #asos)
 - Emojis**
 - Business tag** (e.g. @asos)
- We have been **concise**.
- We have done the task for the second time

Appendix 7 Figure

Figure 1. My proposal to writing as a process based on Willis' sequence of activities



Appendix 8 Questionnaires

The following samples exemplify the kind of answers collected from the questionnaires 1 and 2.

Link to the google folder where the questionnaires can be found:

https://drive.google.com/drive/u/0/folders/1LOYDy8E6CRp_BaRb2HhvxEXUIPI9Gmi

Questionnaire 1: Questionnaire on attitudes (towards school, learning, EFL, English as a Language, English-speaking cultures, online vs. Face-to-face teaching etc.)

Questionnaire on attitudes (towards school, learning, EFL, English as a language, English-speaking cultures, online vs. face-to-face teaching etc.)

The following questionnaire is anonymous. This survey is only meant to collect data for academic purposes. The intention is to provide two questionnaires, one at the beginning and another one at the end of the placement period so as to work on the general difficulties in the didactic unit. Please provide a nickname/ word/ or important date for you (easy to remember) as it would be very useful when contrasting the answers with the second questionnaire at the end of the placement period.

Nickname/ word/ date: 17-01

- Are you...?
 Male
 Female
 Prefer not to say
 Other: _____
- Age: 16
- Are you repeating this year?
1. Yes
 2. No
- Do you take private lessons on this subject?
 a. Yes
b. No
- If so, do you find them useful? Why? Why not?
Yes I find them useful because they teach me more than in school, so I learn more and I can pass the school exams with facility
- How would you consider your level of English?
1. Advanced
 2. Intermediate
3. Basic
4. Needs improvement
5. No idea
- In general, are motivated in learning?
a) I am very motivated
b) I am motivated
 c) I am not motivated
- Give two reasons why you are/are not motivated in learning:
1. I'm not motivated because they teach things, just to pass the exam
2. I'm not motivated because I don't like the things they teach, cause I think they won't be useful in my future.

Questionnaire on attitudes (towards school, learning, EFL, English as a language, English-speaking cultures, online vs. face-to-face teaching etc.)

9. Due to the fact of the pandemic situation of Covid-19 we have been obliged to adapt education. Now you have experienced both online and face-to-face learning, which one do you prefer? Why? Justify your answer.

- Online learning
- Face-to-face learning

Because I don't learn anything online because I don't pay attention

10. Mark the option that best represents your opinion about learning English:

- I am learning English only to use it in class.
- I am learning English to get on well with people from different countries.
- I am learning English to pass my exams.
- I am learning English in order to be able to understand films.
- I am learning English in order to be able to understand the lyrics of the music I listen to.
- Other: _____

11. How many hours per day do you spend on studying English (outside school)?

- 1
- 2
- 3
- Other: _____

12. Which of the following aspects of the language do you find most difficult? Rank from the most difficult (6) to the easiest (1) for you.

- Speaking 1
- Reading 5
- Listening 2
- Writing 3
- Grammar 6
- Vocabulary 4

13. Why is the option you have given a 6 the most difficult for you?

because you have to study the most and there is a lot of grammar

14. According to the difficulty you have relied on these aspects in question 12, now divide a total of 10 points. You cannot give neither 10 nor 0 points only to one aspect.

- | | | |
|------------|-----------------------|----------|
| Speaking | <input type="radio"/> | <u>1</u> |
| Reading | <input type="radio"/> | <u>3</u> |
| Listening | <input type="radio"/> | <u>1</u> |
| Writing | <input type="radio"/> | <u>1</u> |
| Grammar | <input type="radio"/> | <u>2</u> |
| Vocabulary | <input type="radio"/> | <u>2</u> |

Total: 10

Questionnaire 2: Dörnyei's (1994) theoretical framework on motivational cognitive components of L2

This questionnaire is intended to collect data related to the writing process. The following questions deal with the process of writing and Dörnyei's theoretical framework on motivational cognitive components of L2. It will be used only for academic purposes.

1. Do you feel confident writing in a foreign language?
 Yes
 No
Why? because I learn a lot
2. How would you self-evaluate your writing skill from 0 to 10? 9
3. When I see a blank paper:
 I get nervous and I don't know how to start.
 At the beginning I get blocked, but then I start writing.
 I start writing no matter what. Ideas may come to my mind.
 I feel confident and start writing. My ideas are clear.
 Other: _____
4. When I get lower marks than I expected...
 I work on my mistakes to succeed in future writings.
 I get disappointed but I try to do my best in future writings.
 I feel pessimistic about future writings.
 Other: _____
5. How do you usually prepare your writings?
 I brainstorm my ideas on a paper.
 I do not brainstorm my ideas on a paper.
 I do my writing directly on to the paper.
 Other: _____
6. Was the Discussion Map helpful in order to organise your ideas?
 Yes
 No
Why? because I have another form to do the writing
7. Was the Writer's Checklist helpful to check your writing?
 Yes
 No
Why? because help me to write ideas
8. Will you incorporate any of these strategies to future writings?
 Yes
 No
 I don't know
Why? The same answer at phase 6
9. If so, which one(s)?
 Discussion Map
 Writer's Checklist
 None of them
 Other: _____
10. Mark the steps you usually do when preparing your writing:
 1. Brainstorm for ideas