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Especialidad de Lenguas Extranjeras: Inglés

The Use of EFL Students' Interest in Novelty and Actuality to Address Lack of Motivation in Secondary Education

El uso del interés de los estudiantes de inglés por la novedad y la actualidad para abordar la falta de motivación en Educación Secundaria

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Abstract

This dissertation and the unit proposal it includes aim to show the importance of addressing motivational aspects as a key way to efficiently apply Communicative Language Teaching principles. By delving into some key CLT principles (Brown, 2007), some theoretical views on motivation (Dörnyei, 1994) and the core ideas underlying current educational legislation, this dissertation argues about the importance and ways to address lack of motivation in Secondary Education. This proposal has been developed on the basis of such ideas, aiming to address the specific motivational needs shown by a specific group of students, for whom the best way to motivate and engage them in the English lessons was to incorporate topics and materials that met actuality and novelty requirements.

Key Words

Motivation, Communicative Language Teaching (CLT), English as a Foreign Language (EFL), Competence Based Model, Actuality, Novelty.

Resumen

Este trabajo y la propuesta didáctica que incluye buscan mostrar la importancia de abordar aspectos motivacionales para poder aplicar de manera eficiente los principios del enfoque comunicativo. Ahondando en algunos de sus principios clave (Brown, 2007), ciertas nociones teóricas sobre motivación (Dörnyei, 1994) así como las ideas centrales de la legislación educativa vigente, este trabajo muestra la importancia y maneras de abordar la falta de motivación en las clases de inglés de Educación Secundaria. Esta propuesta ha sido diseñada en base a estas ideas, buscando abordar las necesidades de motivación mostradas por cierto grupo de estudiantes para los que la incorporación de temas y materiales que cumplieran requisitos de actualidad y novedad fue la mejor manera de motivarlos e involucrarlos en las clases de inglés.

Palabras Clave

Motivación, enfoque comunicativo, inglés como lengua extranjera, modelo basado en competencias, actualidad, novedad.

1. INTRODUCTION

This dissertation aims to provide and discuss a certain set of teaching materials that have been designed, used and revised according to some of the current theories and principles on the teaching of English with the purpose of addressing L2 learners' lack of motivation. The ultimate goal here is to show how important it can be to specifically design such materials by paying special attention to students' motivational needs, highlighting the role played by motivation within the Communicative Approach. In this case, this was done by paying attention to actuality and novelty, incorporating extremely up-to-date audiovisual or social media materials, which turned out to be some of the most popular interests among the students these materials were designed for.

Therefore, this dissertation will try to show how students' current interests can not only be a great starting point to get them involved in the English learning process, but to actually make them aware of the benefits and possibilities that English offers them, not only for their academic career but also for their personal likings, which should motivate them indeed.

For this purpose, I will rely, on the one hand, on some of the main English as a Foreign Language (henceforth EFL) theories that should better address students' needs with respect to their L2 learning journey such as the Communicative Language Teaching (henceforth CLT) approach, some of Dörnyei's most relevant views on motivation and even some of the current educational legislation core ideas. On the other hand, I will heavily draw from some key observations from my placement and other master's assignments that, together with the aforementioned views, allowed me to design such materials in a way that suited and addressed their specific motivational needs.

As regards the context for which these materials were designed, I should note that the students I got the opportunity to observe and give lessons to, mostly belonged to 1st year of Bachillerato and the majority of them were between 16 and 17 years old, so both their needs and likings were, quite homogeneously, the ones expected at their age. What is more, the aforementioned materials should be suitable according to the Spanish educational legislation and, more specifically, the Aragonese curriculum

Such being my goals, I should note that this dissertation is structured so I will first show the needs for improvement I detected during my placement practice. Then, I will delve into some key EFL perspectives on the communicative approach and the importance of motivation which allowed me to interpret and address these observations. Next, I will point out some of the ways by which I aimed to address such needs. Finally, I will comment and analyse the proposal and choices I made for it to suit the specific needs so as to interpret its suitability and potential future readaptations.

2. PURPOSE AND OBJECTIVES

Learning English is one of the main needs posed by the rampant globalisation processes of this century and so agree Spanish and Aragonese curriculums, which adopt the Council of Europe's ideas on education aiming for an educational model that can prepare students for a increasingly connected world (*ORDEN ECD/494/2016, de 26 de mayo, por la que se aprueba el currículo del Bachillerato y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón.*)

However, when I approached my placement experience, and especially once I had already started observing some of the lessons, I started to notice how some of them seemed to feel 'forced' to learn it since studying a foreign language is compulsory for Bachillerato students. This way, I started to pay attention to the role that motivational aspects played when acquiring a L2.

I noticed that, in the specific context of my placement, many students seemed to lack any motivation as regards English lessons or learning English as a whole, which posed quite some difficulties for both teachers and students themselves, who many times struggled trying to learn English, partly due to that lack of motivation and the difficulties it entails.

This is why I found it extremely important to motivate students. If these motivational needs were addressed, CLT principles could be efficiently applied in the classroom, which would help and encourage them to properly engage in communicative situations using the target language. For this purpose, I suggest that we bear the following in mind: if we want students to learn English and develop their communicative competences, we need them to want to communicate in the first place, and this is where motivational aspects play a crucial role and prove to be essential.

Therefore, and based on current EFL views as well as some key observations of my own, the purpose of this paper is to highlight the importance of addressing student's motivational needs within the Communicative Approach by offering and commenting on a didactic unit which was designed and revised so it could address the aforementioned motivational needs.

Accordingly, I have established the following objectives that I will turn to in order to achieve the above mentioned purpose:

- Highlight students' motivational needs as a key factor in Secondary Education (Bachillerato) by revising some EFL literature on the Communicative Approach, Dörnyei's contribution to the studies on motivation, as well as some key notions from the curriculum and my own placement observations.
- Propose a didactic unit designed on the basis of such notions to address the motivational needs that my placement classroom showed, specifically by making sure the materials are appealing and engaging, meeting actuality and novelty requirements.
- Comment and analyse this unit proposal to show how it addresses such needs while complying with the curriculum goals and specifications.

3. JUSTIFICATION

3.1 Identifying students' needs: What motivates them?

As I have already pointed out, my placement period in IES Andarán, Zaragoza, allowed me to get familiar with mostly lessons from the 1st year of Bachillerato, since the majority of my mentor's groups belonged to this stage. This meant that I got the opportunity to observe various groups of students who were around 16 or 17 years old for almost six weeks. Additionally, I got to be in charge of one of these groups for a couple of weeks in which I implemented a didactic unit that took seven lessons.

First, once I had already started working on my Placement assignment (see Appendix I a), during the observation stages, I started noticing some aspects concerning students' motivation that were most interesting to me. At some points, students seemed to be very participative, engaging and cooperative; they communicated a lot among them and they exchanged opinions that were very often derived from the class topics. However, these

‘communicative peaks’ that many times ended up drifting from the class contents to a greater or lesser extent, seemed to quickly vanish once they were told to go ‘back to the activities’, the eagerness to communicate disappearing in a matter of seconds.

I found this dynamic to be present in many lessons. On the one hand, they did seem eager and willing to share thoughts and views with their coursemates, which should be key for the development of their communicative competences. However, on the other hand, they seemed to lose interest once their attention had to be placed back on the lesson’s expected contents. Somehow, there seemed to be an association between class contents and loss of interest, which created a division between what seemed to interest them (drifting conversations that many times did emerge from class topics) and what seemed to be making them lose interest (the lessons’ contents as such).

This way, I came to believe that the group’s potential abilities concerning communication and cooperative skills were not being exploited enough but were rather being missed and, somehow, going to waste. I started wondering about ways in which to make the most out of these ‘communicative peaks’ so they stopped associating class activities with dullness and disinterest but rather seeing them as an opportunity or a channel through which to discuss their very own concerns or views.

With such considerations in mind, I began to consider that the best way to make the most out of this communicative potential they already showed might be to adapt or prepare the unit’s materials in a way that they could cover their true interests without disregarding the curriculum’s expected contents, topics or values. This way, I expected to address the aforementioned needs by breaking such associations and showing them that the English class could allow them to express themselves indeed. I sought to exploit their communicative potential and be able to properly help them develop their communicative competence as well as some other key competences that went hand in hand.

This is why, once I had identified this need for improvement, I informed my mentor that I wanted and needed to know more about their interests so as to prepare my lessons for implementation. We told students to devote a few minutes of their spare time to tell me what topics they would like to see covered in class. What they told me, far from shocking me, confirmed my suspicions; they would like me to incorporate all things related to recent films, current music hits, social media, global politics and other extremely up-to-date issues that

affected their lives such as recent changes brought by the Covid-19 pandemic or social movements (Feminism, Black Lives Matter movement etc.).

Such topics did not surprise me considering the conversations and comments I had already noticed when observing the lessons. Sometimes a certain topic or word from the contents would remind them of a recent piece of news, a new meme from the internet or slang word, a current hit song etc. and it was then that they became excited about the class content itself, only after they identified a connection with their personal interests.

What most of their suggestions had in common, apart from the audiovisual nature of many of their requests, was the immediate nature of the topics requested; they longed for novelty and actuality. They mentioned the very latest releases, hits, news etc. They seemed to be attracted by current trends and interests and they were eager to exchange views on them as long as they were recent. This is how I started to see that, perhaps, one of the best ways to motivate them was to adapt some previously prepared materials or topics that already suited the curricular specifications, to the latest news and trends. This way, the English class could still perfectly cover the expected contents and topics while channeling their eagerness and take advantage of it in order to fulfill the subject's goals as regards communication and other key competences.

Moreover, parallel to my own placement experience, I was carrying out a research assignment with two of my master's classmates that was most useful for this matter. (see Appendix I b)) We all had observed that students seemed very interested in music and we maintained that it could be used in very efficient ways. Thus, our research included a survey focused on students' opinions on the use of music in the English classroom. The general opinion turned out to be unanimous: almost every single respondent admitted to enjoy listening to music on a daily basis and would like to see it incorporated in the English class, many of them admitting having checked English lyrics before or being positive about having learnt some expressions thanks to it.

All in all, I reaffirmed my views on how to motivate them and I determined that my proposal should include the latest, popular audiovisual materials that could suit their interests, including our studies on the use of songs. Thus, these materials should address their motivational needs in a way that I could keep covering the curriculum's contents and objectives, now in an even more effective way.

Of course, both the aim to address their motivational needs and the proposal itself are aligned with the Spanish and Aragonese Curriculum's views on the study of a foreign language and are equally aligned with the Communicative Language Teaching approach. In the following sections, I will highlight the most relevant views that support my proposal, how they are interrelated and in which ways they allow me to address the specific needs in the way I do.

3.2 Communicative Language Teaching Approaches

This dissertation's proposal, and the teaching of English itself, cannot be understood nor properly put into practice without first delving into some key principles of the Teaching of English, particularly those of the so-called Communicative Approaches, for which motivation can be a crucial element for students' development and performance.

To start with, English is becoming a contact language (Jenkins, 2009) in the midst of the current globalisation processes, and so it is being learnt and used by people who do not speak it as their L1. Plenty of literature has argued on how it should be taught to suit the needs of these learners. Some studies on English as a Lingua Franca (House, 2003), (Seidlhofer, 2005) argue about how L2 speakers' deviations do not necessarily provoke misunderstandings, pointing towards communicative abilities and strategies as the real key for successful communication in English.

In tune with these views, Seidlhofer (2005) and Swan (2012) have suggested not to focus as much on such deviations and to save 'valuable teaching time' to devote it to the acquisition of communicative strategies, which would better suit English students' goals. (Seidlhofer, 2005, p.340)

This means that the former views on English teaching, which were of rather prescriptive natures, have become old fashioned and do not seem to suit learners' current needs for intercultural communication.. This is why CLT seems to be the option to go for when it comes to properly preparing students for the real world tasks and challenges:

The late 1980s and 1990s saw the development of approaches that highlighted the fundamentally communicative properties of language, and classrooms were increasingly characterized by authenticity, real-world simulation and meaningful tasks. (Brown, 2007, p. 45)

Thus, the communicative nature of this approach is linked to the notions of authenticity and real-world situations. Students learn to use the L2 when they perform real-world situations in which they need to be communicative, the L2 being an instrument for communication that serves a purpose for their real lives.

In fact, Larsen-Freeman (2000) wrote that CLT's 'most obvious characteristic [...] is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities.' (p. 129). Therefore, it should not come as a surprise that such a successful approach is the one that gives so much importance to the acquisition of communicative skills in the L2, especially considering the rampant globalisation processes or even the latest challenges posed by Covid-19 prevention policies, which heavily rely on online communication and have changed the ways people interact. Communicative skills are indeed essential, now more than ever, and these are some of the reasons why the teaching of a language should follow a communicative approach.

What is more, Brown (2007) states that CLT, together with TBLT, are the 'foundation stones for our pedagogy' (p. 45) This connection is established as well by some authors who consider TBLT as an:

extension and fine-tuning of the principles of CLT in its strong form because task-based teaching builds teaching and learning around real-life tasks from which the aspects of communicative language use and a knowledge of grammar can emerge. (Richards & Rodgers, 2014, p.86)

Thus, the task-based approach can be understood within the communicative one. If the communicative approach highlights the importance of authenticity and real-world simulations, then the task based approach, which suggests to structure the learning journey around specific tasks that do simulate real-world ones, would be this perfectly compatible 'extension and fine-tuning' of CLT principles.

Contrary to former approaches then, by following these principles, grammatical aspects emerge once the communicative needs or intention have been identified in the first place. In other words, for CLT and TBLT, communicative aspects come prior to the grammatical knowledge, which is a tool and support for actual communication.

Littlewood (1981) echoes these views when distinguishing between pre-communicative and quasi-communicative activities. By doing so, she is putting the focus on the

communicative outcome; the goal of the lessons should be to make students able to communicate in the L2 thanks to meaningful tasks, pre-communicative and quasi-communicative activities (isolated grammatical points etc.) being a support for learning indeed that might be needed to a greater or lesser extent (differentiation purposes etc.), but never a complete substitute for communicative activities, which are the ultimate goal.

These points are also aligned with Ellis's TBLT approach (2003), for which real-world-like tasks are the core of the teaching process from which the learning emerges. Furthermore, Lightbown (2000) highlights the importance of providing 'real English' samples as a source of rich input to meet CLT's requirements; real-world contexts necessarily entail diverse sources of input. Therefore, the notion of authenticity is here expanded to cover not only the situations or tasks, but the materials themselves, since exposing students to these varied sources of English should make them "ready for difference". (Crystal, 2013)

Now, considering all the aforementioned points, I should note that the didactic unit proposed in this dissertation was designed according to the aforementioned principles. On the one hand, CLT and TBLT methodologies aim to boost student's communicative competence by means of meaningful tasks and the inclusion of samples of 'real English', while pre-communicative and quasi-communicative activities provide support and scaffolding to help students incorporate the new contents and address differentiation issues.

Finally, I would like to draw attention to one last point addressed by Brown (2007). He wrote that the 'classroom practices' that followed the CLT approach should 'seek to draw on whatever intrinsically sparks learners to reach their fullest potential. (p.46) Such a statement is key for this proposal, since it acknowledges motivational aspects as a concern of the communicative approaches. Moreover, Dörnyei's (1994) notions on motivation discussed in the next section will demonstrate how a communicative approach could and should address motivational aspects.

3.3 Dörnyei's views on L2 Learners' Motivation

The views by Dörnyei (1994) concerning motivation in the foreign language classroom deeply support the aims of my proposal within the communicative approach since, according to him, 'motivation is one of the main determinants of second/foreign language (L2) learning achievements.' (p.273)

In this paper, he covers many of the key notions around the topic of motivation, such as Gardner's motivation construction, which established an interplay between integrative and instrumental components of motivation, the first being related to genuine desires or drives and the second to practical and pragmatic intentions such as personal or academic needs.

By sharing this view, Dörnyei is already pointing towards the complexity of the topic of motivation. He holds that these two dimensions can be seen as 'broad tendencies or subsystems' and that: 'it is simplistic not to recognise explicitly the fact that sociocultural context has an overriding effect on all aspects of the L2 learning process, including motivation' (p.275).

These views already offer some key ideas, such as the interplay of different motivational components and an undeniable influence of contextual features. Furthermore, he adopts the concepts of intrinsic and extrinsic motivation to interpret students' drives and interests. Deci and Ryan argue that intrinsic motivation is key for the educational process:

Intrinsic motivation is in evidence whenever student's natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation and a context of autonomy, this motivational wellspring in learning is likely to flourish (Deci and Ryan ,2013, p.245)

In fact, concerning the extrinsic or instrumental components of motivation, Dörnyei reminds us that they can be integrated and internalised, turning out to be as useful as intrinsic and integrative components.

Considering these lines, together with the needs I had detected, I realised that, by making such choices for the lesson plans, I was mainly addressing students' lack of intrinsic motivation; I chose to make the best out of the likes and drives they already showed (that is, what intrinsically motivated them) by incorporating them into the English class.

Furthermore, he proposes an L2 Motivation Construct that comes in really handy so to understand what key elements are at interplay in the language learning environment. He distinguishes three levels: Language Level, Learner Level and the Learning Situation Level. According to this division, he proposed a set of suggestions to boost L2 learner's motivation depending on which of these levels needed improvement.

My proposal has been nurtured by suggestions aimed at the three levels, such as the recommendation to promote student's sense of self-efficacy (Learner Level, p.281) by

encouraging them to be autonomous, just guiding them and facilitating their learning (Brown, 2007, Ur, 2012) or the encouragement to use cooperative learning techniques and creating opportunities for them to share their views (Learning Situation Level, p. 282). However, most of the suggestions I have followed fall either into the Language Level or the Learning Situation Level.

Regarding the Language Level, Dörnyei suggests changes aimed to improve student's disposition towards the L2 at both integrative and instrumental components. On the one hand, he proposed to either boost student's affective and genuine interests (that is, the integrative component I hoped to address by adjusting the materials to their likings). On the other hand, he suggested pointing towards the usefulness of learning a L2 (instrumental component). To do so, he proposes to include and emphasize the sociocultural dimension of the subject by using real materials that are appealing to them (music, tv recordings, films etc.) and that can improve their affective predisposition. (p.279-281) My proposal includes such materials, therefore covering both components.

As for the Learning Situation Level, many of the suggestions I followed fall into the Course-Specific motivational components, many of them addressing the integrative aspects. Indeed, it made sense since my goal was to adapt the materials and topics so as to make them appealing, trying to make up for the lack of integrative motivation. In fact, Dörnyei suggests to:

- Make the syllabus of the course relevant by basing it on needs analysis and involving the students in the planning of the course program.
- Increase the attractiveness of the course content by using authentic materials that are within students' grasp; and unusual and exotic supplementary materials, recordings and visual aids.
- Discuss with the students the choice of teaching materials for the course [...].
- Arouse and sustain curiosity and attention by introducing unexpected, novel, unfamiliar, and even paradoxical events [...].
- Increase students' interest and involvement in the tasks by designing or selecting varied and challenging activities: adapting tasks to the students [...].

(p.281)

As Dörnyei himself pointed out, the different motivational components are always interconnected. As much as the main recommendations I followed aim to boost integrative factors, by adapting the materials and topics to their interests, somehow I would be making

them relevant for them, showing them the benefits they might obtain by learning English, which would contribute to the growth of their instrumental interests, in turn.

All in all, it seems undeniable how Dörnyei's recommendations for improving students' motivation are in tune with CLT principles. Learner's motivation and the degree of success go hand in hand; the more the lessons are adapted to suit students' needs (being these motivational or academic), the more optimal the challenges become and the better learners perform. Furthermore, many of Dörnyei's suggestions include taking the L2 sociocultural context into account and exposing students to meaningful authentic material which are, in the end, some of the communicative approaches main requirements.

3.4 Curricular Justification

I have already proved how the motivational concerns addressed by this dissertation are not only compatible but actually beneficial when taking a Communicative Approach. Furthermore, these concerns can be found suitable according to both Spanish and Aragonese curriculum as well. They follow the *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* and are concerned with the increasingly globalised world we live in, adopting the Communicative Approach as a way to address current challenges.

For instance, they incorporate ideas from the Common European Framework for Languages (CEFR) and follow the 'Recommendation of the European Parliament and of the Council' on Key Competences for Lifelong Learning (2006/962/EC), which has significantly shaped the Spanish education system.

The Spanish legislation acknowledges these Key Competences in the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* and provides a thorough analysis of each competence.

It is in this state order document that we already find a mention to the motivational aspects, and particularly regarding the Communicative Competence, since 'la competencia en comunicación lingüística incluye un componente personal que interviene en la interacción

comunicativa en tres dimensiones: la actitud, la motivación y la personalidad'¹ (p.6993) or the Learning to Learn Competence, which is said to contribute to creating a feeling of self-efficacy, boosting students' motivation to keep learning in their future life.

Moreover, it states that it is crucial for this Key Competence model to 'despertar y mantener la motivación hacia el aprendizaje'² (p.7002) and that

para potenciar la motivación por el aprendizaje de competencias se requieren, además, metodologías activas y contextualizadas [...] aquellas que faciliten la participación e implicación del alumnado y la adquisición y uso de conocimientos en situaciones reales³ (p.7003)

Such views not only support the importance of motivation but are also perfectly aligned with the communicative and task-based approaches, since a clear link between motivation and real-life contexts is established here.

Moreover, the *Orden ECD/494/2016, de 26 de mayo*, in Anexo I: Orientaciones metodológicas para la etapa, highlights the importance of motivation to facilitate students' learning process and we can see how, once again, the Communicative Approach is emphasized once again:

Todos los elementos del currículo deben estar al servicio del objetivo último que debe alcanzar un estudiante: ser capaz de comunicarse en inglés en distintos contextos comunicativos, dentro y fuera del aula, y con distintos fines.⁴

If we found that the Spanish legislation acknowledged motivation as a key factor for the Communicative Competence (CC) or the Learning to Learn Competence (LLC)⁵, the Aragonese Curriculum includes motivational aspects as a key factor for the Sense of Initiative and Entrepreneurship Competence (SIEC) as well, regarding English as a subject with which to boost students' intrinsic motivation, again, aligned with Dörnyei's views.

¹ the Linguistic Communicative Competence takes into account a personal component which intervenes in the communicative interaction in three dimensions: attitude, motivation, and personal traits (translation: author's own)

² awaken and keep student's motivation towards learning process (translation: author's own)

³ Active and contextualised methodologies are required to boost competence based learning [...] the methodologies that encourage student's participation and provide real situations in which to apply their knowledge (translation: author's own)

⁴ All the elements in the curriculum must serve students' ultimate goal: be able to communicate in English in different communicative contexts, inside or outside the class and with different goals. (translation: author's own)

⁵ To check the Spanish equivalent competences in the Aragonese Curriculum, see Appendix II

All in all, it seems that motivation is considered a key factor of undeniable importance within the principles that inspired the Spanish and Aragonese curriculum. This means that the need for improvement that this dissertation addresses should be undoubtedly justified, since all the theoretical and curricular principles discussed in this section are deeply interrelated and acknowledge the importance of motivation, not only for language learning but for the ultimate goal of education to prepare students for lifelong learning.

4. METHODOLOGICAL DESIGN

The topic and interests that this dissertation covers have been, as I have elaborated on before, the result of the need for improvement that I detected during my placement. While it remains true that, as a training teacher, I did not always have all the autonomy or right to act upon all the needs I could perceive, I did have the chance to start making up for some of them.

In my case, as I have argued, I felt that students might benefit from an improvement of the materials that I was meant to use when teaching them. I tried to make the lessons appealing by changing or modifying the previously established materials; a learning unit from the coursebook. As I argued on my placement assignment for this Master's (see Appendix a)), the coursebook's materials were quite suitable for certain purposes. For instance they offered enough quasi-communicative practice and some of their activities or materials had great potential and could be used for communicative purposes with very minor changes.

However, I noticed that, in addition to students' lack of intrinsic motivation towards the book's contents, mechanical practice significantly outnumbered communicative practice, which made me try to change as many materials as I could in order to fix both issues. That is how I designed a set of materials that, although quite based on the book's contents and materials, already aimed to be appealing for them while providing more opportunities for communication. I noticed that the changes I made, although sometimes modest, did improve students' interest in the topics and the novelty and actuality I tried to add did have a positive impact on their engagement and participation.

The materials that this dissertation offers are the result of the revision and re-design of those I used during my placement. At that time, being a training teacher, I was not able to act upon everything I considered, especially since Bachillerato students had a quite rigid syllabus to cover. However, the materials I propose in this dissertation are the ones I would follow if I

were to teach that group freely and so they include the most successful activities that I did carry out as well as the ones I would have proposed had I not had external constraints.

Lastly, I want to cover the evaluation of the proposal's effectiveness. During my placement lessons, I managed to introduce some changes and discern whether they translated into improvements or not based on what I already knew from the group. Qualitatively speaking, I perceived positive changes which made me think that I had interpreted their needs correctly. However, I did not have a specific tool with which to quantify the improvements.

As for the potential implementation of this unit proposal and its evaluation as regards effectiveness, I propose to evaluate it by two complementary means. On the one hand, the learning results of the unit that are obtained through the assessment and evaluation procedures can give the teacher a great deal of information on the proposal's effectiveness; if students' performance improves, there should be no reason to think the proposal is not effective. On the contrary, since the improvements as regards motivation should translate into better communicative abilities, this would mean that the changes introduced by the proposal have been successful.

On the other hand, students' motivation before and after the proposal's implementation can be evaluated as well. Evaluating their motivational needs prior to the preparation of the materials can be useful not only to incorporate their interests into the lessons, but to actually compare their feelings and opinions towards the English lessons before and after the changes have been introduced. This latter form of evaluation can be extremely helpful for teachers to make further considerations on the proposal's strengths or limitations. Appendix V includes samples of initial and final questionnaires with which to get to know a student's interests and assess the effectiveness of the proposal.

5. UNIT PLAN PROPOSAL: PRESENTATION AND ANALYSIS

In this section, I will thoroughly describe the unit proposal according to the aspects listed in the subsections ahead. Overall, I should point out that even if each and every section is essential and helps make the unit come together, the section devoted to sequencing, methodologies and materials is the one that most directly addresses the need for improvement, as the motivational aspects I wanted to improve mostly had to do with the choice of topics as well as the design of activities and materials. In other words, every section

will help me justify the unit's pertinence according to every theoretical principle I have based this dissertation on, including curricular aspects, but the need for improvement might be more evidently addressed in the aforementioned section, where the course-specific improvements as regards motivation will become more explicit and clear.

5.1 Contextualisation

This Unit has been designed bearing in mind the characteristics and context of the specific group I got to teach during my placement in the secondary school IES Andalán in Zaragoza. Around 25 students were enrolled in this class. However, only 20 of them used to attend the lessons, so the group dynamics I had in mind when designing the activities corresponded to that number of students.

Since it was a group from the 1st year of Bachillerato, the vast majority of them were around 16 or 17 years old. As for their level of English, I should say that, compared to the other Bachillerato groups I had the opportunity to observe (Science and Humanities modalities), my group (Arts Modality) did not stand out among the others, roughly showing a B1.1 competence (perhaps A2 at certain skills for some cases).

As commented on when describing their motivational needs, many students seemed willing to participate and, even if sometimes their attention and conversations drifted from the lesson's path, their attitude and disposition towards the teacher was a very good one, showing no resistance to follow the lesson plans. They were respectful and overall I would say there was a warm climate in which they could express themselves.

However, their will to participate was not always met with the teacher's approval since many times they ended up deviating from the expected conversations, thus missing the lesson's intended topics. This is part of what caused that association between class topics and dullness, or drifting topics and excitement. Therefore, it was that dynamic the one I aim to address with this unit; provide them with interesting materials and sources of English that enable the teacher to cover Bachillerato's syllabus by taking a real communicative approach that will both engage them and provide effective learning opportunities.

5.2 Key Competences

This unit is designed so it follows and fulfills the aims of the curriculum, actively contributing to students' development of key competences (2006/962/EC). As stated by the Aragonese curriculum Specific Provisions (Orden ECD/494/2016, de 26 de mayo) the syllabus in which this unit is integrated should aim to cover all of them throughout the course of the year, but this particular unit will specifically contribute to the development of some of them, which are very interrelated and are the ones that follow:

- **Communicative Competence (CC)**

This competence is the one to which learning a foreign language contributes the most (ibid). This direct contribution is undoubtedly justified since the subject's main goal is to develop students' linguistic performance via communicative approaches. Consequently, each and every unit from the course plan must have the development of this competence as its ultimate goal. For this unit, this competence becomes even more relevant since the need for improvement as regards motivation that this proposal addresses, as seen in the theoretical approach, comes hand in hand with the improvement of communicative skills by offering more opportunities for communication.

For this purpose, many of the unit's activities, tasks and materials have been adapted for them to have more authentic communicative outcomes that students can easily understand and take active part into (debate, opinion column, guided class discussions etc. see Appendix III). Not only the materials, but the methodology is expected to contribute to this competence, since many student oriented activities will ask them to work cooperatively, establishing interdependent relationships in which communication will be key.

- **Learning to Learn Competence (LLC)**

Among the Learning to Learn Competence main goals, one of the most significant ones is that of enabling students to use the tools and have a sense of self-efficacy that will help them develop a lifelong interest for learning. All of that, must and cannot be done without helping them find and build the motivation towards what they are learning or could learn in the future, which is why this unit is very helpful towards the development of this competence.

By enhancing their intrinsic motivation and posing achievable challenges according to their abilities as this unit does, they could get a sense of achievement that will not only mean

they have developed their motivation, but will help them to be aware of their communicative abilities, thus reinforcing their communicative competence among others. From the new more appealing activities (current hits commentaries, discussions on online memes and current topics of their likes etc.) to some of the strategies to extract and organise ideas (planning strategies for writing an opinion column, debate etc. see Appendix III), everything is thought to help them be more motivated and elevate their self esteem. This combination is key to develop and consolidate this competence.

- **Sense of Initiative and Entrepreneurship Competence (SIEC)**

This unit contributes to the development of this competence in very similar ways as it does for the LLC. The Specific Provisions argue that boosting intrinsic motivation and the will to improve are some of the means to develop these traits. On the one hand, developing effective and successful communicative abilities and strategies will not only prepare them to face future challenges with the appropriate abilities or tools, but will actually encourage them to face such challenges, since these abilities will help them develop enough self confidence so as to take these challenges in the first place.

Furthermore, the instrumental motivation they might develop or integrate once this unit sparks their integrative motivation can be very useful as regards this sense of initiative and entrepreneurship, since it will encourage them to take steps forward in this globalised world in which English learning will be key for them. Therefore, this unit does not only help them develop these traits just by enhancing their communicative abilities, which indeed does, but also by incorporating real world tasks that will prepare them for rather authentic challenges or tasks they could find in the real world (debate, dramatisations, opinion column writing etc. see Appendix III).

- **Social and Civic Competence (CC)**

The contribution to this competence comes by various means. First, the methodology used for the design of this unit requires them to actively participate and engage in cooperative activities in which communication will emerge if they actively interact among each other. Therefore, respect for their classmates and other ways of thinking will play a crucial role through the course of these lessons and will help them develop a polite and respectful attitude towards their classmates and communicative situations in general.

Secondly, this competence can be developed via the implementation of real life, authentic materials that will bring English speaking cultures closer. By incorporating materials and sources of English that they already like, the teacher can make the best of them to show students the L2 cultural features, thus preparing them for communicating in English while, simultaneously, enhancing their integrative motivation, which should make everything more effective. Such aims can be achieved throughout the whole unit, since all the activities require or incorporate social and civic knowledge (debate, cooperative activities, peer evaluation, discussion on behaviour rules etc. see Appendix IV).

5.3 Objectives and Contents

The Objectives for this unit proposal can be found in Appendix II. They have been set according to the evaluation criteria for the 1st year of Bachillerato given by the Aragonese curriculum (Orden ECD/494/2016, de 26 de mayo).

Overall, the unit's objectives are meant to contribute to the accomplishment of the 8 general objectives together with the rest of the units in the syllabus (both 1st and 2nd of Bachillerato). However, since this didactic unit is specifically designed to address motivational issues, some of these general objectives can be highlighted. Due to the special attention to the authenticity of the materials and the aim to bring students closer to English socio-cultural aspects, Obj. IN.8. is of special relevance, since it consists of valuing the English language as a tool for world-wide communication. In addition, Obj. IN. 6. sets a series of goals based on acquiring learning strategies, working cooperatively, practising co-evaluation and desire to keep studying foreign languages. Such aims are not only explicitly addressed in this unit's lessons, but are also in tune with the key competences this unit aims to contribute to (SCC, LLC, SIEC).

Of course, the didactic unit has its own specific objectives set according to the curriculum's evaluation criteria. I have further divided them into main aims and subsidiary aims. This way, the aims that seek to fix the motivational needs in a rather evident way fall into the main objectives category, since all the lessons are expected to contribute to their fulfillment.

The subsidiary aims are, however, equally important and refer to some of the performing abilities or products that students will be able to display at the end of the unit. Even if divided for clarity purposes, both groups of aims are deeply interrelated and cannot

be completely achieved without the fulfillment of each group. In fact, the more students get to achieve a certain set of aims, the more likely it is that they are succeeding at the others; motivation and communicative performance should enhance one another.

Regarding the Unit's Contents (see Appendix II), I used some of the contents of the original unit I got to teach during my placement and have adapted some of them once I went through the curriculum to check that there was a balance between the different content categories. I kept most of them since I noticed there was a great cohesion between them that I could benefit from; the communicative functions for which they were selected could be taught indeed with the already selected contents.

For instance, I saw some great, useful links between certain contents, such as the ones concerning word conversion (Content 5.b), the one concerning re-writing messages using equivalent constructions (1.b.iii) and the one concerning the passive voice (Content 4.a). These contents could work together and translate into the same subsidiary objective n.7, which roughly consists of being able to reformulate messages keeping the same meaning and being able to emphasize certain parts or agents.

This means that, for most of the unit, I kept the placement book's contents. What is more, I did have the chance to teach these very contents and, even with some constraints, I think I quite managed to make some progress as regards both communicative outcomes and motivational aspects. Therefore, for this proposal, I did try to make any possible change that could improve the materials, but content-wise, they seemed quite optimal.

Lastly, I should point out that a couple of the contents from the unit (3.d and 4.a) have been included as a brief overview of the previous unit, where they were taught. I have done so because, parallel to my lessons, I kept observing the rest of 1st year of Bachillerato, so I could compare my lessons to equivalent ones from my mentor. I noticed that sometimes she managed to remind students from the other groups of this grammatical content when they were already covering the next unit. Since it became relevant and useful for one of this unit's lessons as I will discuss in the following section, I found it interesting to include it so as to consolidate it and help them improve towards the final evaluation (global and continuous), even if I did not include it in the placement's lessons.

5.4 Methodology, Sequencing and Materials

The three aspects that are to be dealt with in this section have been carefully designed so they directly address students' lack of motivation according to the theoretical criteria described before. The teaching sequences and the materials to which I will keep referring to in this section can be found in Appendix IV, named after the number of the Lesson Plan they belong to.

Concerning the methodological choices I made to design the lessons, I should say that they are aligned with those specified and suggested by the Aragonese curriculum and are in tune with Dörnyei's views. This way, apart from complying with the communicative approach, the class dynamics and arrangement of the activities can help to boost motivation.

For this purpose, plenty of the activities are student-centered, aiming to enhance their sense of self-efficacy. Students are autonomous, many times helping one another while the teacher supervises and guides them through the communicative activities they carry out. A sense of self-efficacy is expected to grow thanks to the fact that the activities resemble little challenges they face with the help of their equals by working cooperatively.

What is more, many of the communicative skills and knowledge they are expected to learn are learnt this way, by working together to practise and perform the communicative outcomes while the teacher guides them. However, even if for every communicative activity, the ideal situation would be for them to be autonomous and get familiar with the new concepts with little help from the teacher, many times he/she might have to take a more instructional part and provide some scaffolding whenever they need more support to learn or internalise the linguistic forms etc. That is, for every communicative activity, the lessons include some pre-communicative practice in case any student needs some extra support in this regard.

We can find instances of this kind of procedure in almost any lesson. For example, when covering one of the main grammatical points of the unit (the passive voice, Lesson III), once the teacher has covered the basic notions and given them the basics of the grammatical rule, they practice on their own. Even before the teacher gets to explicitly explain these rules, he/she has already encouraged them to dig in the uses of this structure by a class share prior to the proper explanation. Practice materials on the grammatical form (support and potential scaffolding) are already designed as well (mat. 3.8). Similarly, Lesson II main activity is

carried out in groups so they cooperatively work to sort the texts out (mat. 2.4, 2.5), following the same procedure.

Actually, one of the main, final tasks of the unit, the final debate (Lesson VII) is carried out by groups. Not only do they have to interact with the other group when the debate comes, but for the last couple of lessons before the debate, they will be told to get into their groups and start organising the debate, for which they will have to agree on several points and build cooperative relationships. Furthermore, the possible challenges and organisation requirements they may face, will be solved collectively, which will contribute to their group autonomy.

Lastly, as regards methodological choices that aim to boost students' self-efficacy, I should note that the evaluation procedures of this unit leave a 10% of the total grade for students' peer evaluation of the final debate (see Appendix III) in which they will use a rubric (Lesson VI, mat 6.8). Providing them an opportunity to carry out a peer assessment evaluation, not only places responsibility on each of them which can help as regards motivation, but it makes them observe and analyse the outcome of a communicative situation, which can help them learn how to do better and realise about some mistakes of their own by observing their peers.

Now, moving on to the sequencing of the unit plan, I should note that it has been elaborated so it helps students develop their communicative competences gradually. The complexity of the activities grows as the lessons pass by, so each lesson prepares students for the next and so on. For instance, the unit's main tasks (writing an opinion column, Lesson VI and the final debate in Lesson VII) come at the very end of the unit, once their communicative skills for these activities have been already worked on in previous lessons.

Several tools help them get ready for the final tasks. For instance, they are given a checklist for the writing task (Lesson VI, mat 6.7), so they can start thinking about the success criteria, and they are given the debate's peer assessment rubric (Lesson VI, mat 6.8) and a list to organise their ideas (Lesson V, mat. 5.3) some lessons before the debate, so they can properly prepare the task in advance. Furthermore, the very tasks themselves are prepared so they help them succeed; the writing task, in which they already start working on argumentation strategies and structures, helps them prepare for the debate, in which the overall task requires the use of such strategies.

Now, on the one hand, I will show how the unit's specific activities and the designed materials contribute to the development of their communicative competence in English. On the other hand, and most importantly, I will show how they are designed to boost and improve their motivation by making course-specific changes as suggested by Dörnyei.

To make these course-specific adjustments, once I asked students which topics and concerns they would like to cover in class, I saw they were unanimously interested in current trends and topics, and so several of the materials throughout the lesson have extremely up-to-date sources of English. The next paragraphs show how I integrated their interests following Dörnyei's suggestions.

To start with, the thematic cohesion of the unit comes from the incorporation of the news and journalistic genres as a guiding thread throughout the unit. These broad topics allow the teacher to incorporate the most recent sources of English without necessarily changing many of the contents. This way, the novelty and actuality requirements for motivation can be easily met and integrated.

Furthermore, some of the main communicative goals and linguistic forms included in the unit are very useful towards the production and comprehension of journalistic texts. For instance, some of the uses of the passive voice can be understood thanks to these genres; apart from being widely used in the English language, specially in these genres, its pragmatic features can be explained and illustrated by interpreting biased headlines (Lesson III, mat. 3.4) or learning how to use it for emphasis (Lesson IV, mat. 4. 2). The very title for the unit itself sums up this idea of interconnecting the unit's guiding thread with the contents and communicative forms: 'Saved by the vaccines' uses the passive voice in a way that already points out the unit's topics (news, current issues etc.). Thus, form and content align so as to give meaning to the unit's title and the unit as a whole.

Not only the unit's guiding thread aims to incorporate their interest in actuality. For instance, the first lesson already opens some of the unit's topics for discussion: current inventions. It does so by showing them a very popular online meme on the late development of technology (Lesson I, mat. 1.1) that they are all familiar with. Not only do they see a current topic covered in class, but it is the first unit's material they see, and it is an appealing one; it is meant to be humoristic, it features some of their current codes for communication, humor and irony. This way, they could feel from the very start of the unit that their concerns

and ways of communicating are valid, and the English language and the English classroom can channel these interests.

This very same device is used many times throughout the unit, as it was one of the most successful ones I got to put into practice during my placement. It is also used in Lesson II (mat. 2.1), Lesson III (mat. 3.4, 3.8) or Lesson IV (mat 4.4). Regarding mat 2.1, not only the topic is up-to-date (new social distancing rules shaping human behaviour), but the register with which the Lesson is meant to start is informal, which can be appealing and helpful to engage in the lesson. Similarly, mat 4.4 features a very recognisable meme featuring Lady Gaga that can highlight the fact that many of them, even if unconsciously, already enjoy English authentic materials, pointing towards the personal interests that could be covered if they became more invested in the learning of English.

I found humor to be one of the most efficient ways to connect with them and get them involved in the class, and so not only did I include some funny memes from the internet as the ones just mentioned, but I tried to include materials such as the passive overview video (Lesson IV, mat. 4.2) that relied on humor to show a communicative function (the uses of the passive voice) so they could become more invested when interioring the concepts. Similarly, I included some funny online memes to clarify some of the passive rules and to motivate them to go through their home practice too (Lesson III, mat. 3.8)

As for the novelty and actuality elements, I included several authentic materials (some raw, some adapted to their level) that could suit their interests and likes and met the immediacy requirements. This can be said of several lessons. As for listening materials, Lesson II includes number one song by Dua Lipa 'New Rules' which she adapts to sing about new Covid rules for dating (mat 2.2) and Lesson III includes number one hit by The Weeknd 'Blinding Lights' (mat 3.1), which will be used to introduce the passive voice. Regarding reading excerpts, the news genre suited the actuality requirement, and so a BBC news report dramatisation is carried out with adapted materials from The Guardian (Lesson II, mat. 2.4) and the writing task for the unit follows the Opinion Column format (Lesson VI, mat.6.1) in which they can address any current topic of their choice.

There are some instances in which combining the introduction of certain communicative functions and grammar points with current, motivating materials results in very appealing, interesting activities that were most successful during my placement.

A very clear example is that of the passive voice (Lesson III), which I propose to illustrate by various means, aligning various topics and materials of their interest. First, as an introduction for this grammatical form, students are shown the video clip for the song ‘Blinding Lights’, whose catchiest line features a passive sentence: ‘I’m blinded by the lights’. Thanks to some guiding questions (mat.3.1), they will unravel the song’s messages and will analyse the meaning behind the line ‘I’m blinded by the lights’ within the context of the song (mat. 3.2, 3.3), which the teacher will use to start showing students the functions of the passive voice.

Furthermore, the uses of the passive will be explained in more depth by dealing with some of the topics asked by students (BLM, global politics etc.) as in materials 3.4 (Lesson III) or 4.2 (Lesson IV), where the uses of the passive concern topics they are interested in, which help them illustrate and interiorise the new concepts. Thus, communicative functions and motivating materials go hand in hand at some key points.

Another example of this comes in Lesson IV, when the adjective order is expected to be easily internalised by establishing a link to Lady Gaga’s meme in which she starts listing several adjectives. Again, communicative functions are illustrated with some of the key materials aiming to awaken their intrinsic motivation.

All in all, it can be said that one of the unit’s strengths is that it meets the novelty and actuality requirements by various means, from the guiding thread topics to the very activities and materials. I found that, by combining the expected communicative abilities for the unit with authentic materials of their interest, the result was a coherent didactic unit which can successfully address both the unit’s expected learning outcomes and their motivational needs.

5.5 Evaluation, Grading Criteria and Assessment Tools

On the one hand, this didactic unit comes with a proposal to evaluate students’ performance as well as guidance on how to obtain their grades and the assessment tools with which to do it. The detailed information and materials related to these procedures can be found in Appendix III. On the other hand, this unit, as a proposal that addresses a specific need for improvement, can be evaluated in terms of this need and the degree of success with which it has been addressed.

This is why Appendix V contains the preliminary and final surveys with which to specifically evaluate the improvements related to motivational aspects. Even if addressing

their lack of motivation should have a corresponding effect in their communicative performance (thus, the unit's evaluation itself), having these materials can be helpful for the teacher. First, it can help him/her to obtain the necessary information he/she might need to make the necessary changes on the course-specific aspects and, secondly, it can help to specifically evaluate and know student's views and interest in English before and after the unit has been taught, showing whether the unit's improvements have caused the desired effect or not.

As for the unit's evaluation itself, it has been carried out unpacking the Aragonese curriculum evaluation criteria and learning standards. The unit's specific evaluation criteria derive from the ones in the curriculum and are specifically established according to the learning outcomes expected of the students. The specific objectives and contents that are set for this unit should contribute to the fulfillment of the learning standards that are evaluated by this unit's evaluation criteria. In other words, the specific evaluation criteria help assess the degree to which the learning objectives and thus, the learning outcomes, have been achieved.

Thus, this unit's specific evaluation criteria have been first taken from the ones in the curriculum and then have been specified so they would properly evaluate the unit's future learning outcomes. This is why, even if the evaluation criteria from the curriculum can cover several Key Competences, the specific evaluation criteria from this unit only cover the key competences that are most addressed by this unit. For instance, I chose to specify that the evaluation criteria concerning production skills (writing and speaking) paid attention to the Sense of Initiative and Entrepreneurship Competence and not the ones concerning comprehension skills, for instance.

Additionally, it should be noted that the Aragonese curriculum expects students' to be evaluated in a continuous and global way, since it is the most logical way to evaluate linguistic performance in a foreign language. The fact that the evaluation process is a continuous one can be exemplified with the incorporation of Contents 4.a. or 3.d., which belonged to the previous unit from the syllabus. Since they were key grammatical contents from the previous unit, it seemed very suitable to include a brief overview in this unit. This can be important to help them achieve better results towards the final, global evaluation process and will help them to consolidate its use.

Such legislation also suggests to evaluate students by various means, which should help integrate various kinds of knowledge or abilities in the total mark. This way, several key

competences can be evaluated and contribute to the student's global performance. My proposal follows this recommendation by integrating various assessment procedures and tools (see Appendix III). The different ways of evaluating students contribute to a greater or lesser extent to the global mark they get once they have completed the unit.

For instance, the different evaluation procedures integrate the four skills and will contribute to the final mark according to their weight within the unit, making sure there is balance between them. Since this unit is designed so as to encourage students to take active part in the class, production strategies and abilities carry an important part of the total grade, especially the oral production ones.

This is why their engagement and oral participation in class will count for a 15% of the total mark and will be evaluated by the teacher, who will make use of the teacher's notebook. The final debate, when they will showcase some of the new abilities, will count for a total of 25 % of the total mark, 10% coming from peer assessment and 15% from teacher evaluation. Both students and the teacher will help themselves by using rubrics (see Appendix III). Such rubrics will cover the same elements although there is one designed for students' use (simple and oriented towards the preparation of the final debate) and one for the teacher, which will cover the same features but will not have a didactic purpose. Similarly, for the final writing task (opinion column, 20%), even if students will have an adapted checklist to help them write it, the teacher's version of this checklist will be the one he/she will use to evaluate the final product and will pay attention to the same elements as the students' one. Lastly, students will take a final written test which will count up to 40% of the total mark.

Finally, since the evaluation procedures are meant to evaluate a unit which is very much concerned with the improvement of such motivational aspects, the tasks they are asked to perform have a clear communicative purpose and are meaningful. This can not only be seen in the weight oral productions (oral activities, debate etc.) have in the total mark, but also by the inclusion of a real-world-like written task (opinion column) or the written exam itself, which should include meaningful exercises that will evaluate students' language acquisition and performance in a meaningful way, leaving mechanical practice aside, as can be seen in the exam exercises sample included at the end of Appendix (III).

6. CONCLUSIONS

One of the core goals of this paper was to show the importance of addressing motivational aspects as a key way to efficiently apply CLT principles, thus complying with the Spanish and Aragonese curriculum. By delving into some key principles from the CLT approach, some theoretical views on motivation and the core ideas underlying educational legislation, I have argued about the importance and need to solve motivational issues in secondary education EFL lessons. It has been on the basis of such ideas and principles that I designed and offered the set of teaching materials discussed in this paper. Such materials have shown some ways by which these specific needs can be addressed and, more specifically, how I addressed the lack of motivation shown by my placement students.

I have argued that one of the best ways to address that lack of motivation for this particular case was to make use of extremely up-to-date materials and sources, which turned out to be key to get students engaged and make their motivation grow. The set of materials proposed here can be seen as an example of how to elaborate or improve materials that need to be attractive and updated so they contribute to fixing the needs and improvements the teacher might detect for a particular context.

It remains true that the aforementioned materials are designed for a very specific class situational context. Furthermore, not only the educational context was a very specific one, but the actuality and novelty factors that are so important for this proposal somehow make it easy for its topics to easily fall out of trend. This would mean that potential re-adaptations of this proposal would need to reconsider some of the choices of materials and topics so as to suit future topics and concerns.

However, since this proposal is so specific and has been carefully designed so as every material and activity connects with up-to-date trends and topics, it can illustrate in a very clear and explicit way to what extent a teacher can adapt the materials and activities to current students' concerns. Therefore, this proposal, together with the initial and final questionnaires, could be very helpful towards potential future readaptations, since it might set an example which includes some tools with which to orient the choice of topics, sources, materials, tasks etc.

Accordingly, potential re-adaptations could benefit from the overall proposal analysis, since the need for improvement addressed by this paper took into account and covered all of

the elements involved in the process of creating the didactic unit (evaluation and assessment procedures, contents, contribution to key competences etc.). Again, even if all of these elements were considered by bearing in mind the specific group's needs, the great advantage of this proposal is that it can show how the motivation related improvements can be applied to every level of the unit's design.

All in all, this paper and the set of teaching materials included show how taking students' likings and concerns is not only feasible but beneficial for their learning process since it helps to take a real, effective Communicative Approach, encouraging them to take active part in meaningful communicative contexts and contributing to the development of their key competences. Topics and materials might have to be changed and updated, but I dare say that getting closer to students' preferences and incorporating them will always be a great decision and will always make up for the effort teachers put into it.

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8. APPENDICES

- **Appendix I - Assignments used as evidence of the necessity of improvement**

Assignment a):

☰ PORTAFOLIO DE PRACTICUM II - Irene Serena Ruiz

Assignment b):

☰ ENGLISH CLASSROOM INSTRUCTION THROUGH MUSIC: A survey stu...

- **Appendix II - Key Competences, Learning Objectives and Contents**

KEY COMPETENCES	
Key Competence from Curriculum (Spanish)	Unit's Key Competence (English)
Competencia en comunicación lingüística (CCL)	Communicative Competence (CC)
Competencia de aprender a aprender (CAA)	Learning to Learn Competence (LLC)
Competencias sociales y cívicas (CSC)	Social and Civic Competence (SCC)
Competencia de sentido de iniciativa y espíritu emprendedor (CIEE)	Sense of Initiative and Entrepreneurship Competence (SIEC)

SPECIFIC LEARNING OBJECTIVES: Aims for the Lessons
<ul style="list-style-type: none"> ● MAIN: <ol style="list-style-type: none"> 1. Think of English as a valuable means with which to approach their current concerns and interests. 2. Actively participate and engage in class discussions or activities on current topics. 3. Express their views and concerns on matters that are most relevant to them. ● SUBSIDIARY: <ol style="list-style-type: none"> 4. Infer meaning from context in written texts. 5. Extract the meaning of up-to-date texts (news etc.) and reformulate it. 6. Identify and understand the different uses of the passive voice as well as its pragmatic functions/implications. 7. Paraphrase messages so they can emphasize parts of them. 8. Provide rich descriptions of inventions, situations etc. 9. Write a convincing opinion column in which they can clearly express their stance on a current topic. 10. Find, select, organise and deliver the information they need to prove their points. 11. Discuss and debate with their classmates adopting a stance and interacting in a respectful way.

SPECIFIC CONTENTS

1. Comprehension and Production Abilities and Strategies

a. Oral Comprehension

- i. Interpretation of messages: Identifying main and secondary ideas; distinguishing between facts, opinions and argument; recognising speaker's communicative intentions, humor and irony, implications etc.
- ii. Use of comprehension strategies: Background knowledge activation related to the topic and type of task; Distinguishing between general, specific or detailed information.

b. Oral Production

- i. Oral production of diverse utterances on topics of personal interest and previously prepared presentations on current topics, their studies or sociocultural aspects.
- ii. Spontaneous participation in communicative situations in class including conversations or debates on various topics.
- iii. Use of communicative strategies: Planning and Performing; Clear expressions of messages; coherence when structuring them, adjustment to the models and forms of each type of text (dramatisation: news report, debate etc.)

c. Written Comprehension

- i. Understanding general and specific information of authentic or adapted texts: news articles etc.
- ii. Interpreting messages: written code features; identifying main and secondary ideas; distinguishing between facts and opinions, author's intention, humor and irony, implications etc.
- iii. Using comprehension strategies: Identifying the type of text and understanding its features; inferring meanings (explicit or implicit) from its context; Applying strategies (looking for synonyms, inferring meanings, translating meanings, identifying relevant information) to complete specific tasks.

d. Written Production

- i. Writing creative texts with a certain degree of complexity (opinion essay) related to topics of personal, academic or social interest.

- ii. Using production strategies: Planning: Activate and coordinate student's own general and communicative competences so the task is properly completed (reviewing previous knowledge on the topic, brainstorming, organising ideas and paragraphs, drafts etc.)
- iii. Using production strategies: Producing: Write a clear message, adjusting to the models and conventions of each type of text; Re-write messages using equivalent constructions that render the original meaning; Reflecting on and applying self-correction and self-assessment strategies to improve written expression; acknowledging mistakes as part of the learning journey.

2. Sociocultural and sociolinguistic Aspects

- a. Social conventions, courtesy norms and linguistic registers (class discussions, debates etc.)
- b. Valuing a foreign language as an instrument for information, communication and cultural understanding.

3. Communicative Functions

- a. Clear and detailed descriptions of people, objects, places, activities, phenomena, experiences, processes and procedures.
- b. Description/comparison of pictures and images.
- c. Exchange information, indications, instructions, opinions, beliefs and points of view, advice, notices and warnings.
- d. Expression of various types of modality (speaker's attitude towards the events):
Obligation
- e. Expression of interest, approval, appreciation, sympathy and their opposites.
- f. Organisation of speech.

4. Syntactic and Discursive Structures

- a. The verb and the verb phrase: Modality: Obligation; Voice: Active and Passive; Verbs with two objects; Causative Passive.
- b. The adjective and the adverb: Adjective order; Adverbs: Degree; Manner
- c. The preposition and the prepositional phrase: Concession
- d. Other connectors: Additive and reinforcing; Concessive and contrastive; Result.

5. Common use Lexis

a. Useful vocabulary for the following topics: current issues, science, technology, development, health, human behaviours and media.

b. Word formation processes: prefixes, conversions

6. Accent, rhythm, intonation and sound patterns

a. Identification and use of accent, rhythm and intonation patterns.

7. Spelling patterns and conventions

a. Identification of punctuation elements and their use conventions.

- **Appendix III - Learning Outcomes, Evaluation and Grading Criteria and Assessment Tools**

LEARNING OUTCOMES			
Oral Comprehension	Written Comprehension	Oral Production	Written Production
Est.IN.1.1.1.	Est.IN.2.1.1.	Est.IN.3.1.1.	Est.IN.4.1.1.
Est.IN.1.1.2.	Est.IN.2.1.2.		Est.IN.4.1.2.
	Est.IN.2.2.1.	Est.IN.3.2.1	

SPECIFIC EVALUATION CRITERIA	
Evaluation Criteria from Curriculum	Unit's Specific Evaluation Criteria
<p>Crit.IN.1.1 (CCL-CMCT-CD-CAA-CSC-C CEC)</p>	<p>★ Understanding the main idea as well as specific information of class discussions (debate or written exam listening activity) on the current topics and themes covered in class (health, technology...).</p> <p>(CCL-CAA-CSC)</p>
<p>Crit.IN.2.1 (CCL-CMCT-CD-CAA-CSC-C IEE-CCEC)</p>	<p>★ Producing coherent oral messages in an adequate register about up-to-date topics covered in class using the linguistic contents learnt in class.</p> <p>(CCL-CAA-CSC-CIEE)</p>
<p>Crit.IN.2.2 (CCL-CD-CAA-CSC-CIEE-CC EC)</p>	<p>★ Participating in debates or conversations in a rather spontaneous and fluent way by applying some sociocultural and sociolinguistic knowledge acquired in class. Showing a cooperative attitude and confidence in their own capacity to take part in communicative situations.</p> <p>(CCL-CAA-CSC-CIEE)</p>
<p>Crit.IN.3.1 (CCL-CMCT-CD-CAA-CSC-C IEE-CCEC)</p>	<p>★ Understanding the general meaning as well as some specific information when reading up-to-date pieces of news. Applying text analysis strategies to identify the most salient grammatical features of the chosen genre (news, opinion column).</p> <p>(CCL-CAA-CSC)</p>
<p>Crit.IN.3.2 (CCL-CD-CAA-CSC-CCEC)</p>	<p>★ Knowing and applying some sociolinguistic knowledge to understand the text's background and get a wider sense of its contents.</p> <p>(CCL-CAA-CSC)</p>

Crit.IN.4.1 (CCL-CMCT-CD-CAA-CSC-C IEE-CCEC)	★ Writing specific types of text (opinion column; opinion essay) in a clear, structured way showing understanding and adjustment to the communicative purpose of the text. (CCL-CAA-CSC-CIEE)
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EVALUATION: GRADING CRITERIA and ASSESSMENT TOOLS		
Unit's Specific Evaluation Criteria	Procedure and tools	Mark weight (%)
Crit.IN.2.1 (CCL-CAA-CSC-CIEE) Crit.IN.2.2 (CCL-CAA-CSC-CIEE)	Class Participation: Attitude, engagement and commitment in the class Tool → Teacher's notes	15%
Crit.IN.1.1 (CCL-CAA-CSC) Crit.IN.2.1 (CCL-CAA-CSC-CIEE) Crit.IN.2.2 (CCL-CAA-CSC-CIEE)	Debate: Individual peer assessment Tool → Student's Rubric	10%
Crit.IN.1.1 (CCL-CAA-CSC) Crit.IN.2.1 (CCL-CAA-CSC-CIEE) Crit.IN.2.2 (CCL-CAA-CSC-CIEE)	Debate: Group performance Tools → Teacher's notes + Teacher's Rubric	15%
Crit.IN.4.1 (CCL-CAA-CSC-CIEE)	Writing: Opinion Column Tool → Checklist	20%
Crit.IN.1.1 (CCL-CAA-CSC) Crit.IN.3.1 (CCL-CAA-CSC) Crit.IN.3.2 (CCL-CAA-CSC) Crit.IN.4.1 (CCL-CAA-CSC-CIEE)	Written exam	40%

ASSESSMENT TOOLS

DEBATE ASSESSMENT: RUBRIC FOR TEACHER'S EVALUATION

STUDENT:

	SUCCESS CRITERIA	COMMENT	MARK
ORGANISATION AND COHERENCE (1 point)	The student follows a logical order of speech and his/her arguments are presented in a clear and organised way.		/1
ABILITY TO COUNTER-REPLY (1 point)	The student understands the other group's arguments and allusions and succeeds at addressing them.		/1
DISPLAY OF ARGUMENTATIVE/ PERSUASIVE ABILITIES (1 POINT)	The student explains his/her stance with ease and succeeds at proving his/her points		/1
RANGE OF VOCABULARY AND SYNTACTIC STRUCTURES (1 point)	He/she makes a rich use of the language contents we have learnt in class		/1
ATTITUDE AND POLITENESS (1 point)	He/she shows a very receptive and polite attitude towards the other classmates and follows the debate's rules perfectly.		/1
FINAL COMMENTS:			/5

DEBATE ASSESSMENT: RUBRIC FOR PEER EVALUATION

STUDENT'S NAME (your classmate's name):

OBSERVER (your name):

	Exceeds expectations (1p)	Meets expectations (0.5p)	Does not meet expectations (0p)
CLARITY AND ORDER (1 point)	The arguments are presented in a very clear and organised way.	The arguments are presented in a quite clear and organised way.	The arguments are not presented in a clear or organised way.
ABILITY TO REACT (1 point)	He/she completely understands the other group's arguments and is perfectly able to address them.	He/she seems to understand the other group's arguments to a greater or lesser extent and manages to address them.	He/she seems not to understand the other group's arguments and shows quite some difficulties addressing them.
ARGUMENTATIVE ABILITIES (1 point)	The student explains his/her stance with ease and succeeds at proving his/her points	The student manages to explain his/her stance and gets to prove his/her points to a greater or lesser extent.	The student has many difficulties explaining his/her stance and does not seem to be able to prove his/her points.
LANGUAGE USE (1 point)	He/she makes a rich use of the language contents we have learnt in class	He/she makes use of some of the language contents we have learnt in class	He/she does not make use of the language contents we have learnt in class.
ATTITUDE AND POLITENESS (1 point)	He/she shows a very receptive and polite attitude towards the other classmates and follows the debate's rules perfectly.	He/she shows a receptive and polite attitude towards the other classmates and overall follows the debate's rules.	He/she does not show a receptive or polite attitude towards the other classmates and does not follow the debate's rules.
COMMENTS:			MARK: /5

WRITING CHECKLIST: OPINION COLUMN (TEACHER'S VERSION)

STUDENT:

Has the student followed the criteria below?	Yes (1p)	Somehow (0.5p)	No (0p)
1. There is a clear structure (introduction, body and conclusion)			
2. The text is divided into meaningful paragraphs.			
3. The text is articulated with a for/against structure to discuss the different arguments.			
4. The student has used the appropriate markers and adverbs when discussing the validity of the arguments.			
5. The student has managed to make his/her stance clear and it can be drawn out of the text.			
6. The student has provided rich descriptions by using adjectives in their correct order.			
7. The student has used the passive voice as it is commonly used in the journal genre.			
8. The student has chosen an original title that suits the column's content.			
9. There are no spelling or punctuation mistakes.			
10. Formal aspects (font, size, margins etc.) have been taken care of.			
Additional Comments:			
FINAL MARK:			/10

*This checklist could easily be adapted to other assignments so it is suitable for different writing genres, formats and topics.

WRITTEN EXAM EXERCISES SAMPLE

Exercise 1. Read the following headlines and decide whether they aim to reinforce or conceal human agency. Explain in which ways and to what degree they do so.

- 1) Local firefighters have finally managed to successfully control the fires looming over the area.
 - 2) One out of three women have been sexually assaulted in *country X* this year.
 - 3) The missing paintings by Renoir had been stolen by a couple of thieves aged over 70 years old.
-

Exercise 2. Considering the following pictures, write two possible sentences for each of them, one reinforcing the agency and the other one concealing it.

a) Attack



- i) _____
ii) _____

b) help



- i) _____
ii) _____
-

- **Appendix IV - Lesson Plans and Materials**

Unit Plan: *SAVED BY THE VACCINES!*

Group: 1st year of Bachillerato. Students' L2 level: B1.1. Number of students: 20

→ The following lessons include in-text references to items listed in the previous sections: Learning Outcomes (Appendix III), Key Competences, Aims and Contents (Appendix II)

→ The Materials for each lesson can be found right below each Lesson Plan. Whenever they are adapted or retrieved from external sources, it is indicated.

LESSON PLANS
Lesson I: Inventions that Saved our Lives (p. 44)
Lesson II: New Rules! (p. 50)
Lesson III: Saved by the Vaccines (p. 54)
Lesson IV: Keeping Up with the Passives (p. 64)
Lesson V: Getting your Arguments Tested (p. 71)
Lesson VI: Writing an Opinion Column (p. 75)
Lesson VII: Final Debate (p. 81)

Lesson I: Inventions that saved our lives			
Learning Outcomes	Est.IN.1.1.1; Est.IN.1.1.2 Est.IN.2.1.2 Est.IN.3.1.1	Length	50'
Aims	1, 2, 3 & 7	Key Competences	CC, LLC, SC
Contents	1.b.i.; 1.b.ii. 2.a. 3.b.; 3.c. 5.a.; 5.b. 6.a.	Skills	-Speaking -Listening

Activity	Procedure	Interaction
Ice Breaker (5')	First, students will be shown a very popular online meme (Mat.1.1) on the late development of technology, which is aimed to be the starting point to engage them and begin discussing the topic of current inventions thanks to some leading questions: ‘What do you think this meme is about?’, ‘Why is it funny?’, ‘Could any of you put its meaning into words?’, ‘Do you agree with the message?’	T-Ss
Warm up! (10')	Continuing with the established topic, students will be asked some questions which they will be able to see on the screen as well (Mat. 1.2). Questions: Which is your favourite invention? Why? And which is the one you could not live without? Once they have answered, the teacher will take an anti-fog wipe out of his/her pocket (Mat. 1.3) as an example of a recent invention that came hand in hand with the use of masks. This way, the conversation will be directed towards the Covid-19-related inventions. Questions: ‘Do you know any other Covid-19-related inventions? Which ones have you used? Will we still use them in the future?’	T-Ss
Reading: ‘Life-changing’ inventions (15')	The teacher will divide the class into four groups and will show students a table (Mat 1.4) with three different categories; verb, noun (person) and noun (object/idea). Students will have to go through short pieces of text (Mat. 1.5) and write down the base forms of the verbs in it to see if they can complete the rest of the table. This way, students will acquire some knowledge on word formation.	T-Ss Ss-Ss
“Tutti Frutti” Game (10')	With the same table and following the same dynamic, they will play a sort of Tutti Frutti game (Mat.1.6). There will be a round for each word category, showing them words from each specific category for them to complete the other two forms. The first group that completes the round gets to give their answer and the teacher will correct and provide some information on this vocabulary point.	Ss-Ss

**Pronunciation
Tip**

(10')



The teacher will lead students' attention to the particular case of homographic verbs and nouns from the table above. To check if they do understand the difference between one pronunciation to the other, the teacher can go to an online dictionary and play the different pronunciations and ask them if they are nouns or verbs (Mat. 1.7)

T-Ss

Materials

Mat. 1.1 - Ice-breaking meme and leading questions

SAVED BY THE VACCINES!

Phones in 90s	Phones in 2020
	
<p>I'm the strongest material known to man My battery power is unlimited</p>	<p>pls don't touch me or I'll crack I haven't been charged for 3 hours, I'll commit die</p>

- What do you think this meme is about?
- Why is it funny?
- Could any of you put its meaning into words?
- Do you agree with the message?

Mat. 1.2 - Warm-up discussion

Warm-up!

- Which is your favourite invention? Why?
- Which is the invention you could not live without? Why?



Mat. 1.3 Warm-up discussion



- Do you know any other Covid-19-related inventions?
- Which ones have you used?
- Do you think we will still use them in the future?



Mat. 1.4 - Word formation activity

Vocabulary: Word Formation

verb (to+inf)	noun (person)	noun (idea or object)
invented → Invent	Inventor	Invention
researching → Research	Researcher	Research
...

Mat. 1.5 - 'Life-changing' inventions activity readings

'Life-changing' Inventions

NUCLEAR WEAPON

Scientists started **researching** nuclear fission in 1939 and the first nuclear bomb was tested by the US army in New Mexico, USA, in 1945. When it exploded, scientists who were **observing** the bomb hugged each other. What they had **invented** had been a great success. After this, US society **developed** a new sense of war.

LIGHT BULB

Electric light **revolutionized** everyday life and was so new and different that it came with a warning: 'This room is equipped with Edison Electric Light. Do not attempt to light with a match. This way, candles started to be **replaced** by electrical installations.

PENICILLIN

It is said that Alexander Fleming **discovered** penicillin, which **revolutionized** his field of studies. Now we know that, throughout the centuries, some other peoples had already **managed** to use fungi and plants to act as antibiotics, meaning that countless lives have been saved by penicillin or similar antibiotics for centuries.

MASKS, VACCINES ...

Go through these pieces of text and write down the base forms of the highlighted verbs. Complete the rest of the table.

Mat. 1.6 - 'Tutti frutti' game

'Tutti Frutti'

	verb (to+inf)	noun (person)	noun (idea or object)
1st round ✓	Invent	Inventor	Invention
	Research	Researcher	Research
	Replace	--	Replacement
2nd round	Observe	Observer	Observation...
		Discoverer	
3rd round			Development

Mat. 1.7 - Pronunciation tip

Pronunciation tip

Some verbs and nouns which are spelled in the same way (homographs) might have different pronunciations. Let's take:

RESEARCH

- She wants to do some REsearch on the subject. (noun)
- She has to reSEARCH in order to write her university thesis. (verb)

→ Research (noun) can be pronounced both ways: /rɪ'ss:tʃ/ or /'ri:ss:tʃ/

→ However, research (verb) is always pronounced as /rɪ'ss:tʃ/

You can check it here:

https://www.oxfordlearnersdictionaries.com/definition/english/research_1?q=research

The same applies for words such as: conduct, contract, insult etc.

research verb

🔊 A2 OPAL 5
 🔊 /rɪ'ss:tʃ/
 🔊 /rɪ'ss:rtʃ/
 (intransitive, transitive)

research noun

🔊 A2 OPAL W OPAL 5
 🔊 /rɪ'ss:tʃ/, 🔊 /'ri:ss:tʃ/
 🔊 /rɪ'ss:rtʃ/, 🔊 /rɪ'ss:rtʃ/
 (uncountable)

Lesson II: New Rules!			
Learning outcomes	Est.IN.1.1.1 Est.IN.2.1.1 ; Est. IN. 2.2.1 Est.IN.3.1.1; Est.IN.3.2.1 Est.IN.4.1.1	Length	50'
Aims	1, 2, 3, 4 & 5	Key Competences	CC, LLC, SIEC, SCC
Contents	1.a.i.; 1.a.ii.; 1.b.i.; 1.b.ii.; 1.c.i.; 1.c.ii. 2.a.; 2.b. 3.c.; 3.d. 4.a. 5.a.; 5.b.	Skills	Listening Reading Writing Speaking
Activity	Procedure		Interaction
New Rules! (10')	<p>First, students will be given the topic of the lesson (New Rules!) and some questions on recent behaviour norms will be posed so they can express their views (Mat 2.1).</p> <p>Afterwards, they will be presented with a song by Dua Lipa (Mat. 2.2). They will be asked some beforehand questions that will guide their listening together with the transcript of the lyrics (Mat. 2.3). Such questions will be answered collectively, the conversation now revolving around the new rules mentioned in the song. (Connection to previous unit, where they studied modal verbs: must, should etc.)</p>		T-Ss
BBC News Channel (30')	<p>The teacher will divide the class into groups of 3 or 4 students and will give each group a piece of news (Mat. 2.4). The news will be lacking their heading, so the student's job will be to first make sense out of the text, then gather the main ideas and finally, choose a group representative that will dramatise a BBC news report with the information they have collected from their pieces of news.</p> <p>As they finish giving their reports, the class will have to guess which Covid-related rule came out of such circumstances, using the modals they learnt in the previous unit and creating a proper headline for the report.</p>		Ss-Ss

<p>Activity on prefixes</p> <p>(10')</p>	<p>Afterwards, each group will go through their texts and try to find some new prefixes. A class share will be done so all the students get to take note of all of them, together with their meanings and examples as they write them down in a table. (Mat.2.5)</p>	<p>T-Ss</p>
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Materials

Mat. 2.1 - 'New rules' topic leading questions

NEW RULES!

- Do we behave differently now? In which ways?
- What behaviours have disappeared?
- Which ones have we acquired?
- Would you say they are here to stay?

People who were already "social distancing" because they hate interacting with people in any way



Mat. 2.2 - 'New Rules' song leading questions

New Rules for Covid Dating



Listen to the song and think of the following questions:

- What are Dua Lipa's new rules for dating?
- How do recent inventions help with these new dating codes?

link to videoclip:

https://www.youtube.com/watch?v=fN6uzhy5uvU&ab_channel=TheLateLateShowwithJamesCorden

Mat. 2.3 - Lyrics handout sample

SONG LYRICS HANDOUT

(paper-based)



...
It all feels like a waste of time
When you've gotten your face off Netflix
Hulu, HBO, and Prime

Now you're lookin' ready
Though, it's low-key scary
Check your drip and grab your Lysol (Oh)

If you're ever gonna see another person's
body
[?] your forehead, you're a total hottie

Wear a mask, wash your hands
It's not like you have other plans
It's awkward, but it's cool
Following all these COVID rules (COVID
rules)

One: Get in the zone, no more doing edibles
at home alone

Two: Start the Instagram

...

Mat. 2.4 BBC News Channel activity sample

BBC News Channel

Activity Sample

Text A

... A Chinese respiratory expert, Zhong Nanshan, tells state media in a late-night announcement that the novel coronavirus – already confirmed to have killed three people – has been contracted by people who never visited the Wuhan seafood market, which means the virus can spread among people. There seems to be no room for misunderstandings: “We can say it is certain that it is a human-to-human transmission phenomenon,” Zhong says.

It is dire news, and confirms what health authorities elsewhere already suspected, after virus cases were detected in Thailand, Japan, South Korea and the US in recent days. Donald Trump received his first briefing on 18 January...

In your groups, read your texts. Then:

- Gather and list the main ideas
- Organise them so one of you dramatises a news report with the information in this piece of text.

retrieved and adapted from:

<https://www.theguardian.com/world/ng-interactive/2020/dec/14/coronavirus-2020-timeline-covid-19>

Mat. 2.5 - Activity on prefixes

BBC News Channel

Activity Sample

Text A

... A Chinese respiratory expert, Zhong Nanshan, tells state media in a late-night announcement that the novel coronavirus – already confirmed to have killed three people – has been contracted by people who never visited the Wuhan seafood market, which means the virus can spread among people. There seems to be no room for misunderstandings: “We can say it is certain that it is a human-to-human transmission phenomenon,” Zhong says.

It is dire news, and confirms what health authorities elsewhere already suspected, after virus cases were detected in Thailand, Japan, South Korea and the US in recent days. Donald Trump received his first briefing on 18 January...

Read the text again. Look for prefixes and write them down. Once you are done, we will do a class share so you can complete the table below:

Prefix	Meaning
mis-	wrong, false
...	...

retrieved and adapted from:

<https://www.theguardian.com/world/ng-interactive/2020/dec/14/coronavirus-2020-timeline-covid-19>

Lesson III: Saved by the Vaccines

Learning outcomes	Est.IN.1.1.1 Est.IN.3.2.1 Est.IN.4.1.2	Length	50'
Aims	1, 2, 3, 6 & 7	Key Competences	CC, LLC, SCC
Contents	1.a.i.; 1.a.ii.; 1.b.ii.; 1.d.iii. 2.b. 4.a. 5.a.	Skills	Listening Writing
Activity	Procedure		Interaction
Warm up song: 'Blinding lights' (10')	Students will listen to a n°1 song by The Weeknd called 'Blinding Lights'. The catchy line, 'I'm blinded by the lights', is repeated multiple times and it is the recognisable part the students already know. This way, students are presented with a passive structure they had already been using perhaps without realising about it. To make the most of this song, students will be asked to focus on certain aspects of the clip (Mat. 3.1) and a collective class share will be aimed towards the interpretation of the videoclip, which will be a great introduction for the meaning and use of the passive voice. (Mat. 3.2)		T-Ss
When/What do we use the passive for? (10')	Students will be presented with the grammar point on the passive voice. Re-taking the song's illustrative example (Mat 3.3), the teacher will analyse this grammatical form so students get a sense of the new components (subject, passive form and agent) of this structure. Next, students will be shown a piece of recent news (Mat. 3.4) which purely focuses on ill-placed passives and their ideological uses, so they start consolidating its uses and implications.		T-Ss

<p>How do we use the passive?</p> <p>(10')</p>	<p>The teacher will show students how to use the passive by going through a set of slides (Mat 3.5). In these slides, there will be some key examples that will teach students how to recognise its components (subject, passive verb and agent), how to transform active sentences into passives and vice versa. Similarly, students will be asked to focus on the verbal tenses and, finally, the teacher will guide them towards the general rule for the passive construction.</p>	<p>T-Ss</p>
<p>Passive Practice</p> <p>(20')</p>	<p>Finally, students will be told to gather in pairs or groups of three to practise and get familiar with this structure and its uses. (Mat 3.6) Once they are done, a class share will take place and they will be able to see if they got it right. (Mat 3.7)</p> <p>As for homework, students should practice with Materials 3.8.</p>	<p>Ss-Ss</p>

Materials

Mat 3.1 - Song leading questions

Warm-up!

The Weeknd - Blinding Lights

- What does “**blinding lights**” mean?
- What is the song about?
- Does he talk about himself a lot?



Mat 3.2 - Video interpretation

Videoclip Interpretation

- The **song's structure** is quite repetitive and focuses on the **singer's feelings**:
- The **video** does focus on **his feelings** of amazement and the **sense of being blinded**. **It is about himself** we hear him sing about, not the lights themselves.

I've been tryin' to call
I've been on **my own** for long enough
Maybe you can show **me** how to love, maybe
I'm going through withdrawals
...
I look around and
No one's around to judge **me** (oh)
I can't see clearly when you're gone
I said, ooh, I'm blinded by the lights
No, I can't sleep until I feel your touch
I said, ooh, I'm drowning in the night



Mat. 3.3 - The passive (introduction)

THE PASSIVE: When and what do we use it for?

The passive voice focuses on **actions** and not on who or what (the agent) is doing the actions.

[I am **blinded** (by the lights)]

The result is that the action gets emphasized if the agent is not of interest or if it is unknown.

Mat. 3.4 - Uses of the passive

Uses of the passive

The New York Times was accused of siding with police because of ill-placed passive voice

Does the passive voice downplay police aggression? The subtle significance of language in a NYT tweet about protesters and police.



The New York Times
@nytimes

Minneapolis: A photographer **was shot** in the eye.

Washington, D.C.: Protesters **struck** a journalist with his own microphone.

Louisville: A reporter **was hit** by a pepper ball on live television by an officer who appeared to be aiming at her.

Mat 3.5 - Passive voice transformations explanatory slides

Active-Passive Transformations

When we **transform** an active sentence to the passive voice...

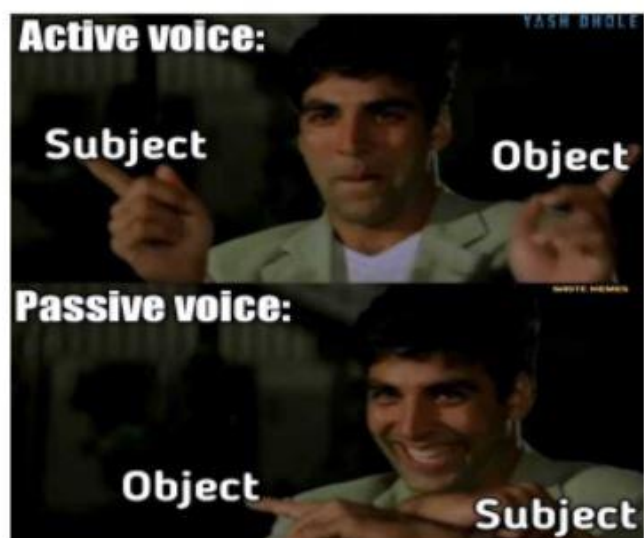
... the **object** in the active voice becomes the **subject** in the passive...

- The lights blind **him** → **He** is blinded (by the lights)
(active) (passive)

... and the **subject** in the active becomes the **agent** in the passive (which might be present or not)

- **The lights** blind him → He is blinded (**by the lights**)
(active) (passive)

in other words...



Active-Passive Transformations

When we transform an active sentence to the passive voice we also...

... Identify the **tense** of the active verb and use the **same tense of the verb "to be" in the passive**:

- The lights **blind** him → He **is** blinded by the lights.
(active: **present simple**) (passive: **present simple**)
 - The lights **blinded** him → He **was** blinded by the lights.
(active: **past simple**) (passive: **past simple**)
-

Active-Passive Transformations

When we transform an active sentence to the passive voice we also...

... Use the **past participle** of the **main verb** for the passive:

- The lights **blind** him → He is **blinded** by the lights.
(active: **main verb**) (passive: **past participle**)
- The lights **blinded** him → He was **blinded** by the lights.
(active: **main verb**) (passive: **past participle**)

Grammatical Structure for the Passive Voice

Passive Voice Construction:

TO BE + PARTICIPLE of MAIN VERB

- Verb “to be” → carries the tense of the main verb from the active.
- Participle → carries the meaning of the main verb from the active.

Active-Passive Transformations

Last but not least...

... if we do want to mention the **agent** in the passive voice (sometimes it can be irrelevant, as we have seen already, so remember that we do not have to use it everytime) we introduce it with “**by**”.

Mat 3.6 - Passive voice practice

	Active verb	Passive verb: to be + past participle
Present Simple (am/is/are)	The lights blind him	He is blinded by the lights
Present Continuous (am/is/are being)	The lights are blinding him	He...
Past Simple (was/were)	The lights blinded him	He...
Past Continuous (was/were being)	The lights were blinding him	He...
Present Perfect (have/has been)	The lights have blinded him	He...
Past Perfect (had been)	The lights had blinded him	He...
Future (will) (will be)	The lights will blind him	He...
Future (be going to) (am/is/are going to)	The lights are going to blind him	He...

Practice I

Write "A" (active) or "P" (passive) for the cases below:

1. ___ Louisa made the coffee.
2. ___ The coffee was made by Lisa.
3. ___ The package was advertised by the travel agent.
4. ___ The travel agent advertised the passage.
5. ___ The thieves were arrested by the police.
6. ___ The police arrested the thieves.

Mat. 3.7 - Passive voice practice answers

	Active verb	Passive verb: to be + past participle
Present Simple (am/is/are)	The lights blind him	He is blinded by the lights
Present Continuous (am/is/are being)	The lights are blinding him	He is being blinded by the lights
Past Simple (was/were)	The lights blinded him	He was blinded by the lights
Past Continuous (was/were being)	The lights were blinding him	He was being blinded by the lights
Present Perfect (have/has been)	The lights have blinded him	He has been blinded by the lights
Past Perfect (had been)	The lights had blinded him	He had been blinded by the lights
Future (will) (will be)	The lights will blind him	He will be blinded by the lights
Future (be going to) (am/is/are going to be)	The lights are going to blind him	He is going to be blinded by the lights

Practice I - Key

Write "A" (active) or "P" (passive) for the cases below:

1. A Louisa made the coffee.
2. P The coffee was made by Lisa.
3. P The package was advertised by the travel agent.
4. A The travel agent advertised the passage.
5. P The thieves were arrested by the police.
6. A The police arrested the thieves.

Mat 3.8 - Home practice

HOME PRACTICE I

Rewrite them so that they are active again:

1. This book has been published by a young african american woman.
→
1. A 40 year old woman has been killed by her husband.
→
1. The fire was caused by someone.
→

HOME PRACTICE II

Make the sentences passive:

1. They include drinks in the menu.
2. The wind blew my hat down the street.
3. They will find a solution to the problem by Tuesday.
4. People used to make clothes by hand.
5. Why did he open the windows?
6. Someone is painting the walls.
7. You should write the answers here.
8. Mary told me where she had bought her new jeans.
9. Where do they produce whisky?
10. No one can help him.



HUMOR CORNER



Examples of the Three Voices in Writing

1. Active Voice

"You ate six donuts."

2. Passive Voice

"Six donuts were eaten by you."

3. Passive-Aggressive Voice

"You ate six donuts and I didn't get any. Don't worry, it's cool, I can see donuts are very important to you."

Lesson IV: Keeping Up with the Passives

Learning outcomes	Est.IN.1.1.1 Est.IN.3.2.1 Est.IN.4.1.2	Length	50'
Aims	1, 2, 3, 6, 7 & 8	Key Competences	CC, LLC, SCC
Contents	1.a.i.; 1.a.ii.;1.b.ii.; 1.d.iii. 2.b. 3.a.; 3.b. 4.a.; 4.b. 5.a.	Skills	Listening Writing Speaking
Activity	Procedure		Interaction
Passive voice overview (15')	This lesson will start by re-taking previous lesson's notions on the passive, both regarding uses and its structure. First, home practice will be reviewed so students will check if they got its grammatical form right (Mat. 4.1). Then, the teacher will present a video that summarizes, in a very effective way ,not only the grammatical notions but also the actual pragmatic uses of the passive voice (Mat 4.2).		T-Ss
Craziest news! (15')	Students will be told to gather in pairs or groups of three and will have to come up with a passive sentence as well as identify its parts (A: subject, B: verb, C: agent) (Mat 4.3) Once they have done so, they will write the different parts in different pieces of paper. Each pair of students will pass them on to a couple next to them so everyone gets brand new components. Several rounds will be played so they get to form new passives by first analysing the logic combinations of all three items. As rounds pass by, the game will get 'crazier' since they will be told to only exchange item A), B) or C), which will allow them to get creative and try to make the funniest and craziest sentences. A shared document could be created so they all vote for the funniest combination.		Ss-Ss
Adjective Order (10')	Student's attention will now be directed towards a very recognisable meme that went viral this year (Mat. 4.4) in which a very famous singer starts listing a neverending list of adjectives to praise a certain artist. The teacher will use this meme as a starting point to make students aware of the		T-Ss

	existence of the adjective order and its implications. A brief practice will take place so they start to get familiar with this order (Mat. 4.5).	
Brilliant, incredible, show stopping inventions (10')	Last for this lesson, students will gather in pairs or groups of three and think of products or inventions and ways to advertise them so they can practice descriptions and the notions on the adjective order (Mat. 4.6).	Ss-Ss

Materials

Mat 4.1 - Home practice answers

HOME PRACTICE I - KEY

Rewrite them so that they are active again:

1. This book has been published by a young african american woman.
→ A young african american woman has published this book.
1. A 40 year old woman has been killed by her husband.
→ A man has killed his 40 year old wife.
1. The fire was caused by someone.
→ Someone caused the fire.

HOME PRACTICE II - KEY

Make the sentences passive:

1. Drinks are included in the menu.
2. My hat was blown down the street (by the wind)
3. A solution to the problem will be found by Tuesday.
4. Clothes used to be made by hand.
5. Why were the windows opened?
6. The walls are being painted.
7. The answers should be written here.
8. I was told where Mary had bought her new jeans.
9. Where is whiskey produced?
10. He can not be help by anyone.

Mat4.2 - Passive voice overview (form, uses)

Passive Voice Overview

Full video at:

https://www.youtube.com/watch?v=UFpUcq3k-vI&t=13s&ab_channel=LearnEnglishwithPapaTeachMe



English Grammar - The Passive Voice ...and zombies
Learn English with Papa Teach Me · 123.111 visualizaciones · hace 3 años



Passive Voice Overview



Mat 4.3 - 'Craziest News' explanatory slide

Craziest news!

Think of passive sentences and identify their parts. Write them down as shown in the table below and create different pieces of paper for each of them. Pass them on to your classmates and let's start the game!

Example: The fire was extinguished by the local firefighters.

A) SUBJECT	B) VERB	C) AGENT
Fire	extinguish	local firefighters
Kangaroos	rescue	vet
...

Mat 4.4 - Adjective order explanatory slides

VOCABULARY - ADJECTIVE ORDER

- Had you heard about the adjective order before?
- How is it possible that she starts listing so many compliments without stopping and thinking about their order?



Order of adjectives

- Quantity/Number
- Quality, **Opinion**
- Size
- Age
- Shape
- Colour
- Origin
- Material
- Type/purpose

She can list them effortlessly because they all belong to the same category, and so she does not have to care about their order.

However, if we do want to add more information (that is, adjectives from other categories) we will follow this order.

Order of adjectives

Quantity/ Number	Quality/ Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose/ Type	Noun
Three	good		old						friends
	Nice	big		baggy					jumper
	Cute		old		red		velvet		dress
	Tasty				orangy	Indian			curry

Mat 4.5 - Adjective order practice

Order of adjectives: Practice

1. The shop assistant put the gift in a bag (brown, small, paper).
2. They have released a film (horror, new).

Order of adjectives: Practice - Key

1. The shop assistant put the gift in a bag small, brown paper bag.
2. They have released a new horror film.

Mat. 4.6 - 'Brilliant, incredible, show stopping inventions' game

Brilliant, incredible, show stopping inventions

In groups, think of one product or invention (real or imaginary) and try to:

- Name it
- Describe it
- Slogans to advertise it

Lesson V: Getting your Arguments Tested			
Learning outcomes	Est.IN.1.1.1 Est.IN.3.2.1 Est.IN.4.1.2	Length	50'
Aims	1, 2, 3, 6, 7 & 10	Key Competences	CC, LLC, SIEC
Contents	1.b.ii.; 1.b.iii.; 1.d.iii. 3.c.; 3.f. 4.a. 5.a.	Skills	Listening Writing Speaking
Activity	Procedure		Interaction
The Causative (10')	The lesson will start by presenting one last use of the passive voice; the causative. For this, the teacher will go through some slides in which students will learn how to use it (Mat. 5.1).		T-Ss
The Causative Practice (15')	Students will gather in pairs. Each member of the couple will be given a set of flashcards (A) with images (Mat. 5.2). Each member will have to come up with questions related to these images that involve the use of the causative. Once they are done, they can exchange sets of flashcards with other classmates.		SS-Ss
Preparando debate (5')	The teacher will tell students about Lesson VII's debate and will briefly cover the main information: 'There will be 2 different debates, so 10 of you will participate in a debate on a certain topic, and the other 10 in a different one. Here you have a list of topics from which to vote and choose the 2 resulting topics...'		T-Ss
Getting ready (15')	Here, once students have already decided on a topic, they will start working autonomously (teacher will only supervise and guide them at specific moments). They will start to get familiar with the side they will stand for and will be shown some ways and tools to start organising their ideas and looking for more new arguments (Mat 5.3).		SS-Ss
Materials			

Mat 5.1 - Causative explanatory slides

Causative:

Have/get something done

We use it when **the action** we are talking about **is usually done by a professional**; when there is a specific job for the activity and we pay for it:

SP: "Siempre arreglo mi ordenador en el mismo sitio/
Siempre llevo mi ordenador a arreglar al mismo sitio"

→ EN: I always get my computer fixed at the same place.


SP: "Me voy a cortar el pelo"

→ EN: I'm going to get my hair cut/I'm getting my hair cut.

Causative:

Have/get something done

HAVE/GET + OBJECT + PAST PARTICIPLE

 -ed or 3rd column

Learning to use the causative

	<u>Have/get</u>	<u>Something</u>	<u>Done</u>	
She	is having	her house	Painted.	
They never	had	their teeth	checked	before.
I sometimes	get	food	delivered.	
We always	got	our windows	cleaned	when we lived there.
He	is getting	his nails	done	for the party.
You should	have	your car brakes	repaired	as soon as possible.

Mat 5.2 - Set of flashcards to practice the causative

Flashcards set A)



Mat 5.3 - Debate organisation strategies

ORGANISING YOUR IDEAS...



FOR	AGAINST
1 It is beneficial for...	1 It actually damages...
2	2
3	3
4	4

ORGANISING YOUR IDEAS...



INTRODUCTION	1... 2...
ARGUMENTATION	1... 2... 3... 4...
CONCLUSIONS	1... 2...

Lesson VI: Writing an Opinion Column			
Learning outcomes	Est.IN.4.1.1; Est.IN.4.1.2	Length	50'
Aims	1, 2, 3, 9 &10	Key Competences	CC, LLC, SCC
Contents	1.b.iii.; 1.c.i.; 1.c.iii.; 1.d.i.; 1.d.ii.; 1.d.iii 3.e.; 3.f. 4.b. 5.a. 7.a.	Skills	Writing Reading
Activity	Procedure		Interaction
Text Analysis: Opinion Column (30')	Students will gather in groups of three and will start getting familiar with the opinion column sub-genre by analysing the text provided (Mat 6.1). To do so, for the first 15 minutes, they will first analyse it thanks to some leading questions (Mat 6.2) and once they have checked their answers (Mat 6.3), for the resulting 15 minutes they will collectively answer to the Writing skills multiple choice questions (Mat 6.4, 6.5)		Ss-Ss
Writing an Opinion Column (10')	Once they are done with the first part of the class, they will be presented with the unit's written task; writing an opinion column. For this, they will be given a writing guide for this particular genre (opinion essay) (Mat 6.6) and a writing checklist that should help them when carrying out the task (Mat. 6.7)		T-Ss
Preparando debate (10')	Last, some more details about the debate will be covered (timing, rounds etc.) as well as the peer assessment method. Students will be given the peer evaluation rubric (Mat. 6.8) so they can keep preparing for the debate.		T-Ss
Materials			
Mat 6.1 - Opinion column reading activity			

Writing an Opinion Column

Is technology anti-nature?

Although technology brings many benefits, there are times when it may not seem to be in harmony with nature.

On the one hand, technology has brought many advances in areas such as health and communications. For example, people are able to communicate with each other more cheaply and more easily. What's more, science and technology are increasingly used for the development of eco-friendly products and for the protection of the environment.

On the other hand, it sometimes seems that research and development in some areas can be harmful to nature, for example, the toxic waste which is produced by some industries. There are also issues, in my opinion, about bioengineering and whether it is morally right to interfere with the genes of organisms.

So, despite the advantages which technology brings these are still problems which need to be addressed. All in all, however, I believe that these issues can be resolved with better regulations and supervision, and that technology is not an enemy of nature if it is properly controlled.



Adapted from: Wetz, B. & Gormley, K. (2014). *Key to Bachillerato 1*. Oxford University Press España, S.A.

Mat 6.2 - Opinion column analysis

TEXT ANALYSIS

Writing an Opinion Column

- Does the introduction mention both sides of an argument?
- Which expressions introduce examples?
- Which side of the argument does the second paragraph present?
- Which phrase or phrases means the same as 'in addition'?
- Which side of the argument does the third paragraph present?
- Which expressions introduce opinions?
- Can you find any passive voice examples?



Adapted from: Wetz, B. & Gormley, K. (2014). *Key to Bachillerato 1*. Oxford University Press España, S.A.

Mat 6.3 - Opinion column analysis answers

TEXT ANALYSIS - KEY

Writing an Opinion Column

- Does the introduction mention both sides of an argument? **Yes.**
- Which expressions introduce examples? **Such as, for example.**
- Which side of the argument does the second paragraph present? **It supports technology.**
- Which phrase or phrases means the same as 'in addition'? **What's more.**
- Which side of the argument does the third paragraph present? **It shows the downsides of technology.**
- Which expressions introduce opinions? **In my opinion, I believe.**
- Can you find any passive voice examples? **Yes: 'These issues can be resolved'.**



Adapted from: Wetz, B. & Gormley, K. (2014). *Key to Bachillerato 1*. Oxford University Press España, S.A.

Mat. 6.4 - Writing skills exercise

WRITING SKILLS

Writing an Opinion Column

- **Choose the correct options:**
 - The invention was practical, **although** / **despite** being expensive
 - **In spite of the fact that** / **On the one hand**, it's an animal, it's not natural.
 - **Even though** / **However** cars are useful, they cause pollution.
 - They celebrated their success. **Nevertheless** / **In spite of** their invention was horrific.
 - On the one hand, we're intelligent. **Even though** / **On the other hand** we can be stupid.



Adapted from: Wetz, B. & Gormley, K. (2014). *Key to Bachillerato 1*. Oxford University Press España, S.A.

Mat. 6.5 - Writing skills exercise answers

WRITING SKILLS - KEY

Writing an Opinion Column

- **Choose the correct options:**

- The invention was practical, **although** / **despite** being expensive
- **In spite of the fact that** / **On the one hand**, it's an animal, it's not natural.
- **Even though** / **However** cars are useful, they cause pollution.
- They celebrated their success. **Nevertheless** / **In spite of** their invention was horrific.
- On the one hand, we're intelligent. **Even though** / **On the other hand** we can be stupid.



Adapted from: Wetz, B. & Gormley, K. (2014). *Key to Bachillerato 1*. Oxford University Press España, S.A.

Mat. 6.6 - Writing task guide

WRITING GUIDE

Writing an Opinion Column

- **Paragraph 1: Introduction**

- Here you can give the reader a general idea of the column's topics and key ideas discussed in it.

- **Paragraph 2: One side of the argument**

- Here you should explain either the pros or cons of the issue.

- **Paragraph 3: The other side of the argument**

- Here you should explain the opposite arguments.

- **Paragraph 4: Conclusions**

- Here you can give your overall opinion on the matter once you have covered all the points and have already shown which ones made up your mind in the end.



Adapted from: Wetz, B. & Gormley, K. (2014). *Key to Bachillerato 1*. Oxford University Press España, S.A.

Mat 6.7 - Writing task checklist

WRITING CHECKLIST: OPINION COLUMN

NAME:

Check whether you have followed the following points when writing your Opinion Column.	Done!	Not yet!
1. I have followed a clear structure (introduction, body and conclusion).		
2. I have divided the text into meaningful paragraphs.		
3. I have used the for/against structure to discuss the different arguments.		
4. I have used the appropriate markers and adverbs when discussing the validity of the arguments.		
5. I have managed to make my stance clear, especially towards the conclusion.		
6. I have provided rich descriptions by using adjectives in their correct order.		
7. I have used the passive voice as it is commonly used in the journal genre.		
8. I have chosen an original title that suits the column's content.		
9. I have checked possible spelling and punctuation mistakes.		
10. I have taken care of the writing's formal aspects (font, size, margins etc.)		

Mat 6.8 - Rubric for peer assessment

DEBATE ASSESSMENT: RUBRIC FOR PEER EVALUATION

STUDENT'S NAME (your classmate's name):

OBSERVER (your name):

	Exceeds expectations (1p)	Meets expectations (0.5p)	Does not meet expectations (0p)
CLARITY AND ORDER (1 point)	The arguments are presented in a very clear and organised way.	The arguments are presented in a quite clear and organised way.	The arguments are not presented in a clear or organised way.
ABILITY TO REACT (1 point)	He/she completely understands the other group's arguments and is perfectly able to address them.	He/she seems to understand the other group's arguments to a greater or lesser extent and manages to address them.	He/she seems not to understand the other group's arguments and shows quite some difficulties addressing them.
ARGUMENTATIVE ABILITIES (1 point)	The student explains his/her stance with ease and succeeds at proving his/her points	The student manages to explain his/her stance and gets to prove his/her points to a greater or lesser extent.	The student has many difficulties explaining his/her stance and does not seem to be able to prove his/her points.
LANGUAGE USE (1 point)	He/she makes a rich use of the language contents we have learnt in class	He/she makes use of some of the language contents we have learnt in class	He/she does not make use of the language contents we have learnt in class.
ATTITUDE AND POLITENESS (1 point)	He/she shows a very receptive and polite attitude towards the other classmates and follows the debate's rules perfectly.	He/she shows a receptive and polite attitude towards the other classmates and overall follows the debate's rules.	He/she does not show a receptive or polite attitude towards the other classmates and does not follow the debate's rules.
COMMENTS:			MARK: /5

Lesson VII: Final Debate			
Learning outcomes	Est.IN.1.1.2 Est.IN.2.1.1; Est.IN.2.2.1	Length	50'
Aims	1, 2, 3, 10 & 11	Key Competences	CC, LLC, SCC, SIEC
Contents	1.b.i.; 1.b.ii.; 1.b.iii. 2.a. 3.f. 4.c.; 4.d. 5.a.	Skills	Speaking Listening
Activity	Procedure		Interaction
Intro debate (5')	At the beginning of the class, the teacher will remind students of the debate's procedures (structure, rounds etc.) as well as the general rules they have to follow. The teacher will assign each student an observing partner, which will evaluate them thanks to the student rubric. (Mat. 6.8)		T-Ss
Debate's 1st round (20')	The first group to participate in the debate will start this round in which their observers will take notes and complete the peer assessment rubrics.		Ss-Ss
Debate's 2nd round (20')	Now the groups will change roles and the former observers are the ones to start the debate. Students evaluate the same classmates who have been evaluating them.		Ss-Ss
Final class share (5')	Finally, students will be able to devote some time to make some final remarks. Each group will give feedback to the other one, and so could do the teacher.		Ss-T Ss-Ss
Materials			
→ Peer Assessment Rubric (Mat 6.8)			

- **Appendix V - Need for improvement: Evaluation of the Proposal's Results**

→ INITIAL SURVEY FOR STUDENTS

**HOW DO YOU FEEL ABOUT ENGLISH LESSONS?
LET'S FIND OUT!**

Group: _____ Date: _____

Thank you for taking the time to answer the following questions. It is an **anonymous questionnaire**, so feel free to give your honest opinion. This way, you will help me get to know your **feelings and opinions** on our lessons as well as your **concerns, likings and topics of your interest**. The answers I get will help me design some of your class materials so they are more attractive to you!

It should take you no more than 10-15 minutes to complete it. If you have any doubts, please raise your hand and I'll come and help you!

1. Do you like learning English?
 - a. Yes, a lot
 - b. It is okay
 - c. Not really
 - d. Not at all
 - e. Not sure

Why do you think that is? You can explain your reasons here:

→

2. Have you ever felt studying English was not useful?
 - a. Yes
 - b. Sometimes
 - c. Quite often
 - d. Always
 - e. Not sure

Why do you think that is? You can explain your reasons here:

→

3. Do you agree with the following points? Indicate your choice (1 means “totally disagree” 5 means “totally agree”):

→ I feel studying English is useful for my academic life.

1 2 3 4 5

→ I feel studying English is useful for my personal life (hobbies, likings etc.)

1 2 3 4 5

→ I feel class practice prepares me to use English outside the classroom.

1 2 3 4 5

→ I feel lessons show me how useful it is to learn English.

1 2 3 4 5

→ I feel more motivated when the materials include topics that I like.

1 2 3 4 5

→ I prefer when we discuss current topics and trends.

1 2 3 4 5

→ I prefer when we use real life materials instead of coursebook materials.

1 2 3 4 5

4. Look at the following options. Select the ones you think English is most useful for you:

- a. Studies and academic purposes
- b. Job opportunities
- c. Personal hobbies (books, music, cinema, video games, sports etc.)
- d. Traveling & intercultural communication
- e. Social media interactions
- f. Other: _____

5. Look at the following options. Select the ones you think motivate you with our English lessons:
- a. Interesting topics
 - b. Attractive materials and activities
 - c. Diverse class dynamics (pairs, group work etc.)
 - d. Classmates attitude & class atmosphere
 - e. Other: _____
6. Look at the following topics. Select the ones that interest you the most:
- a. Audiovisual content (films, series, documentaries etc.)
 - b. Music (songs, singers, music industry etc.)
 - c. Literature (writing, books, comics etc.)
 - d. Sports (practice, entertainment etc.)
 - e. Art & crafts (specific hobbies, tutorials etc.)
 - f. Leisure time (social media, video games etc.)
 - e. Other: _____
7. Please, add any comments or suggestions that can help me motivate you with our English lessons.
-

Thank you for your answers!

→ FINAL SURVEY FOR STUDENTS

HOW DO YOU FEEL ABOUT ENGLISH LESSONS NOW?

Group: _____ Date: _____

This questionnaire wants to find out how you feel about English lessons after this unit: *Saved by the vaccines!* Again, the answers are **anonymous**, so feel free to give your honest opinion. With your answers, you will help me check if the changes I made to include your interests made the lessons more attractive to you or if they would still need improvement!

It should take you no more than 10-15 minutes to complete it. If you have any doubts, please raise your hand and I'll come and help you!

1. Do you agree with the following points? Indicate your choice (1 means "totally disagree" 5 means "totally agree"):

→ I feel studying English is useful for my academic life.

1 2 3 4 5

→ I feel studying English is useful for my personal life (hobbies, likings etc.)

1 2 3 4 5

→ I feel class practice prepares me to use English outside the classroom.

1 2 3 4 5

→ I feel lessons show me how useful it is to learn English.

1 2 3 4 5

→ I feel more motivated when the materials include topics that I like.

1 2 3 4 5

→ I prefer when we discuss current topics and trends.

1 2 3 4 5

→ I prefer when we use real life materials instead of coursebook materials.

1 2 3 4 5

2. Do you think the up-to-date, real materials we have used in this unit have been interesting? Why?

→

3. Throughout the unit, have you found English more useful than you did before? Can you think of examples?

→

4. Do you feel different about learning English now? In which ways?

→

5. Please, add any comments or suggestions that you still want to make.

→

Thanks for your answers!