

## Trabajo Fin de Máster

**Exploitation of Multimodal Authentic Materials  
in the EFL Secondary School Classroom: how  
to promote interaction.**

**Explotación de Materiales Auténticos Multimodales  
en la Asignatura de Inglés en la ESO: cómo  
fomentar la interacción.**

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## ***Abstract***

### English:

The main goal of this dissertation is to provide a didactic unit that covers a necessity encountered during the placement period in the CPI Rosales del Canal, Zaragoza. For a period of time many groups from that school were observed during the English classes, and they all lacked opportunities to interact or the willingness to do it. Due to this observation task finding, the proposed didactic unit of this dissertation aims to solve this necessity by exploiting multimodal authentic materials that offer the students of 4th year ESO real language from real speakers and also by means of tasks that have been designed from the context of the authentic materials and that allow for interaction. The promotion of interaction of the proposed didactic unit will bear in mind the principles of Communicative Language Teaching, the Aragonese Curriculum, the exploitation of multimodality in the classroom, etc. Finally, an extensive analysis of the didactic unit will be carried out.

Key Words: interaction, participation, authentic materials, authentic language, second language acquisition, motivation

### Español:

El objetivo principal de este Trabajo de Fin de Máster es proporcionar una unidad didáctica que cubra una necesidad encontrada en el periodo de prácticas en el CPI Rosales del Canal, Zaragoza. Durante un periodo de tiempo se observaron varios grupos de este centro durante las clases de Inglés, y todos carecían de oportunidades para interactuar o de la predisposición de hacerlo. En consecuencia de este descubrimiento durante la tarea de observación, la unidad didáctica de este TFM tiene como objetivo solventar esta necesidad a través de materiales auténticos que ofrezcan lenguaje real, de hablantes reales a los alumnos y alumnas de 4º de la ESO, materiales desde los cuales se han diseñado las actividades que permiten esa interacción a los alumnos y alumnas. El fomento de la interacción de la unidad didáctica aquí propuesta tendrá en cuenta los principios de *Communicative Language Teaching*, el currículo aragonés, la explotación de la multimodalidad en el aula, etc. Finalmente, se llevará a cabo un extenso análisis de la unidad didáctica .

Palabras clave: interacción, participación, materiales auténticos, lenguaje real, adquisición de una segunda lengua, motivación.

## **1. Introduction**

This dissertation presents a didactic unit intended for a group of students from 4th year of Secondary School in CPI Rosales del Canal, in Zaragoza. This didactic unit is presented as an innovative work whose objective is to increase interaction among the students. The way to do this will be by exposing them to multimodal authentic materials from a wide variety of Englishes that will motivate them to use the L2.

The lack of interaction in English was the most recurrent issue observed during the placement period in the English classes of all the groups that I observed, but especially in the group of 4th year. They had few opportunities to interact, and they did not make the most of them because they were not motivated due to the context of the tasks. Thus, the didactic unit proposed for this dissertation offers a set of multimodal authentic materials related to the topic of travelling with the objective of developing their willingness to interact in the activities that are proposed. This motivation would arise when the students see they can cope with authentic language (Cross, 1984), or when they see that their needs are being accomplished, for instance (Keller, 1983).

Second language teaching is nowadays embracing the Communicative Language Teaching approach, which aims to develop the students' communicative competence: that is their linguistic, sociolinguistic and pragmatic competence in real-world situations where the learner is at the centre of the learning process. The teacher is no longer the main source of knowledge, instead, the students build linguistic knowledge by interacting with others, acquiring the input through the negotiation of meaning. For instance, Skehan (2003) claims that "the promotion of indices for the negotiation of meaning . . . would be supportive of acquisition" (p.2).

For that reason, in this dissertation the reader will find a proposal of a didactic unit (Appendix 5) that offers plenty of opportunities for students to interact and build knowledge together, as receiving "input alone is not sufficient" (Swain and Lapkin, 1982, p.2). However, the students for which the didactic unit has been designed will not only develop their communicative competence, but in fact, as Royce (2002) claims, by working with multimodal authentic texts they would develop their multimodal

communicative competence as well, being able to apply more than one mode to communicate and convey meaning.

Besides the proposal of a didactic unit, the reader will also find that the structure of this dissertation is divided as follows: the purpose and aims of the project; a justification of the importance of the unit's innovation; a theoretical framework where the reader will find the source of information from which the didactic unit was designed; the methodology used to write this project, and finally an analysis of the didactic unit based on the theoretical framework.

## **2. Purpose and Aims of the Dissertation**

The main objective of this dissertation is to provide a proposal of an innovative didactic unit intended to be taught in the fourth year of Secondary School of the CPI Rosales del Canal, in Zaragoza. The aim of the didactic unit and innovation lies in the promotion of interaction among the students by making use of multimodal authentic materials that offer a wider vision of English other than the *native speakers*'.

The proposal comes as a result of observing the lack of interaction among the students during my placement period in the school mentioned above, and therefore, the didactic unit aims to repair this issue. Thus, the authentic materials will serve as a source of context that will guide the students through the tasks. They will be presented in most cases with the input through the authentic materials, from which the students will notice the language they will be using in the tasks. Moreover, a research project (Appendix 1) carried out by my group in the subject "Innovation and Classroom Research" for the masters degree found out that students tend to prefer the interaction to occur when they are in groups, rather than always in front of the whole class. The study aimed to find what causes students anxiety when speaking in English in the classroom, thus, the proposed didactic unit, taking into consideration the results of this research, will lower the students anxiety by making them work in groups or in pairs in order to foster the students' interaction.

### **3. Justification, Theoretical and Curricular Framework, Methodology**

#### **3.1 Justification**

During the second placement in CPI Rosales del Canal, the opportunity to observe many groups of students was offered to me, and interaction in English was a common necessity for all the groups mentioned. This was a recurrent issue from which some data was recorded in one of the observation tasks of the “Practicum II” (See Appendix 1). It was the use of L1 in the EFL classroom while they were specifically required to interact in the L2 for the aim of the tasks. Although all the groups had a high level of proficiency in English none of them had the willingness to interact in English.

Dörnyei (1994) would agree that the content of a lesson or an activity is something a teacher should carefully select in order to make it attractive and consequently boost the students’ motivation. But traditionally, textbooks from publishing houses are elaborated by authors whose goal is to teach language explicitly, hence, they do not include other aspects like pragmatic or sociolinguistic aspects. And interestingly, when my mentor brought materials that she had created to the classroom instead of using the book, I could observe an increase of motivation, resulting in more interaction in English. Thus, from this behavioural change that I witnessed, the main innovation of this dissertation was selected. A unit plan based integrally on multimodal authentic materials with the objective of developing the students' motivation to interact in English. Moreover, the unit will allow them to create a mini project which will facilitate the students’ satisfaction when they need to present to the rest of their colleagues (Dörnyei, 1994, p. 282).

Teachers should also take into account that some students' lack of interaction in English may be due to the anxiety that it causes them to speak in English. “One of the basic and crucial situations in which the emergence of moments of anxiety for learners can be explored is when they are involved in conversational interactions with different interlocutors” (Shirvan & Talebzadeh, 2017, p.489). As a matter of fact, when observing my students during the placement period, it was an obvious fact that they felt more inhibited when they had to speak in front of the class, as opposed to speaking in pairs or in groups. These were also the findings my group from Unizar encountered in the

research project for the subject “Innovation and Classroom Research” (See Appendix 1), whose research questions dealt with the activities that made the students feel more anxious when speaking in English. The main result was that all the groups preferred speaking in English when they were in groups or pairs. Consequently, the vast majority of activities proposed in my unit plan will be carried out in groups/pairs, except for the last final presentation when they display their final products, for example.

## **3.2 Theoretical Framework**

### **3.2.1 Communicative Language Teaching**

The Aragonese curriculum for the English Language subject in secondary education states that students should develop, among others, the communicative competence (RD 1105/2014). However, Communicative Language Teaching (CLT) does not have a long history in the field of teaching. It was in the late 70s when language teaching started to focus on acquiring the real language and developing the pragmatic competence in the language instead of focusing on being accurate. They saw a proliferation of real-world simulations, meaningful language tasks and the idea of authenticity was an important factor to bear in mind when teaching in the EFL classrooms (Brown, 2007).

The roles of teachers and learners changed in order to facilitate that students acquire a sense of autonomy, which allows them to be aware of their own learning process. They are active participants in the process of learning. By means of cooperation and collaboration, the students will acquire the language, exploring together and sharing knowledge and feedback. Thus, “they must be active conversational participants who interact and negotiate the type of input they receive” (Brandl, 2008, p.18).

Also, the teacher makes sure that the students’ needs are fulfilled when designing tasks, selecting materials, and taking into account their styles, etc. By giving them the ‘power’, they may feel an increase of their intrinsic motivation (Brown, 2007). Students are also at the centre of assessment, allowing them to self-assess or peer-assess their learning process.

As opposed to previous approaches that focused on specific components, like drilling structures, or focusing only on meaning, the CLT approach focuses on many other elements, such as pragmatic aspects of the language, discourse learning, grammar, development of sociolinguistic competence, etc.

### 3.2.2. Second Language Acquisition and Task Based Learning and Teaching

Task Based Learning (TBL) syllabuses were promoted by Second Language Acquisition researchers stating that previous syllabuses were not effective when trying to acquire a language. Instead, TBL promotes acquisitional processes (Ellis, 2003). Tasks have a main focus on meaning, although focus on form is still part of the learning process. The main difference between TBL and previous methodologies is that the focus on form of TBL is brought to the students as a need to accomplish a task, as opposed to an out of context explicit focus on form (Skehan, 1998).

Bygate, Skehan and Swain defined a task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (Skehan 2003, p.3 cited Bygate, Skehan and Swain 2001, p.11). This objective should resemble a real-world objective, which will be achieved through the use of the language that is generally used in the real situation. This seeking for authenticity aims to give the students opportunities to produce their own interpretations of what the language of those situations would be, rather than reproducing the language used by a native speaker in the exact context (Skehan, 2003). As Long states,

It is proposed that environmental contributions to acquisition are mediated by selective attention and the learner’s developing L2 processing capacity, and that these resources are brought together most usefully, although not exclusively, during negotiation of meaning. Negative feedback obtained during negotiation work or elsewhere may be facilitative of L2 development, at least for vocabulary, morphology, and language-specific syntax, and essential for learning certain specifiable L1-L2 contrasts (Long, 1996, p.414).



For that reason, tasks should be designed in a way that they allow students to be involved in situations where they can interact as much as possible, as receiving input is not enough when acquiring a language (Swain and Lapkin, 1982). When students are encouraged to interact using the L2 in those authentic contexts they are creating opportunities for negotiation of meaning to occur. As Long (1996) suggests, negotiation of meaning is a crucial element of interaction when a learner comes across a language difficulty while completing a task. It will enable the learner to modify the interaction patterns so that the other speakers feel the necessity of modifying their input to reach a common understanding. Thus, these modifications will provide the struggling learners with feedback about the difficulties they were having at the crucial moment if they are willing to acquire that feedback, and it will facilitate the acquisition.

Interaction needs to be preceded by an “insinuation of a focus on form” in order to be effective because interaction on its own is not enough to acquire the language (Skehan, 2003, p.2). Long also supports the idea of having a Focus on Form in the tasks even if meaning is always the main focus (Long and Robinson, 1998). Consequently, a lot of researchers agree on the noticing aspect as an efficient way of introducing, or as Skehan (2003) would say, insinuating the focus on form for students to have guidance when carrying out the tasks.

In 1996, Willis published a model for Task-Based Learning, a flexible framework by which the students explore the language with a set of activities carried out in different stages. In the pre-task, they will be introduced to the topic and context of the task, whereas in the task they will go through three different stages: do the task, planning on how they did the task, and finally report it. So far the teacher will not correct or introduce any language explicitly. However, in the next stage, Focus on Language, the students could receive feedback from the teacher and explicit teaching if necessary about the language they have been using during the task. They will finish the cycle by practising the same or similar task. As previously mentioned, this is a flexible framework, meaning that it does not need to cover the whole session, or depending on

the type of task it would not need a report stage, maybe a pre-task could start in one session and continue the task in the next session (Willis, 1996).

### 3.2.3. Aragonese Curriculum: English

The Aragonese Curriculum specifies what content has to be taught for each school year during secondary education in Aragón. It classifies the four skills to be developed during the syllabus: comprehension of oral and written texts and production of oral and written texts. And for the fourth year of secondary education, the content offers students the opportunity to acquire not only the linguistic features such as lexis, phonetics, morphology, etc, but also the sociolinguistic and pragmatic features. For instance, students are encouraged to get involved in “spontaneous participation in communicative situations in the classroom, conversations about common topics of their interest” (ORDEN ECD/489/2016, p.13163. My own translation), and also they will develop skills such as asking for help, clarification requests and being aware of the pragmatic consequences of language, etc. (ORDEN ECD/489/2016).

The students are expected to also develop a set of seven key competences (See Section 4.2). Besides these competences, and as it has been mentioned previously, within the Communicative Linguistic competence, the students will not only be expected to develop the linguistic competence, but the socio-linguistic competence and the pragmatic competence as well.

In regards to differentiation, the curriculum suggests the scaffolding of lessons and activities in order to build knowledge. That means that the student will be offered a source of help to go onto the next stage of learning, which would be barely reachable without that scaffolding. The scaffolding techniques are also a source of anxiety level reduction when completing tasks (Fields & Marsh, 2017).

### 3.2.4. Authentic Materials in EFL teaching

Authenticity is a key aspect of CLT, allowing students to acquire real language in real-world contexts. Morrow (1997) defines authenticity as “the language produced by a

real speaker/writer for a real audience, conveying a real message” (p.13). Considering that one of the main principles of CLT is receiving rich input (Brandl, 2008), and that students need to use language communicatively in the real world, this rich input should be based on the language of that world (Omaggio Hadley, 1993; Rogers and Medley, 1988).

The use of authentic materials in the EFL classroom allows the teacher to bring real language that is customised to his/her students’ needs, which will motivate them to interact. Among a long list of Dörnyei’s (2014) techniques to motivate students he wrote about “making the teaching materials relevant to the learners” (p.526). As a matter of fact, the relevance of the materials is what makes the students feel the connection between the instruction and their own needs and values. According to Keller (1983), if students see that their own needs are being accomplished then they will feel motivated during the learning process. Other authors like Cross (1984) suggest that precisely, another source of motivation when using authentic materials is the fact that students cope with the language used in those materials.

Usually, textbooks for the EFL learning rely on materials that have a focus on a specific outcome, with a specific language to reach that outcome. We may think of the common dialogues between two (usually native) speakers in a particular context like buying-selling, for instance. Although the materials from these textbooks may have a real-world context focus, the language used is not the real language that would be used in a real scenario. However, when students are presented with authentic materials, the amount of input is considerably larger, giving them more opportunities to acquire new vocabulary for instance. Moreover, the type of language they can acquire by means of authentic materials is significantly different to those of the textbooks. For instance, if we compare the buying-selling dialogue from a textbook with that of an authentic material, we would see that in the authentic material students would also notice the formulaic sequences that publishing houses do not include in the textbooks.

In authentic materials students can learn the language of collocations, idioms, sentence frames,... but authentic materials also offer the possibility of learning the

pragmatic aspects of the language, like the speech acts, the implicatures, the strategies for face threatening acts, etc. Wajnryb (1996) analysed several of these pragmatic features from two different textbooks and what she found was that 67% of the dialogues in the textbooks are carried out by speakers with a high social distance and explicit language, and as a consequence students are deprived of the implicatures and implicit language.

### 3.2.5. English as a Lingua Franca and World Englishes

With the increasing spread of the use of English language around the globe it is only fair to think of EFL teaching as the teaching of the diversity of the Englishes that have been originating. The diversity is encountered in regards to pronunciation, grammar, spelling, etc., but the goal remains the same, and that is communication. Therefore, bearing in mind the main principle of CLT, which is to develop communicative competence, the idea of learning like a ‘native speaker’ is slowly disappearing from FLT. In fact, there are more non-native speakers of English than there are native speakers.

Kachru (1989) classified the different variations of English into three circles: Inner circle, Outer circle and Expanding circle. In the inner circle we would find those speakers, typically called the native speakers, from countries where English is the L1. In the outer circle we can find those speakers from countries where English serves as an L2. Finally, the expanding circle, the wider one, consists of those countries where English is neither the L1 or the L2 but it is still spoken and studied. Kachru called this the World Englishes.

When a conversation between two people from two different circles is being held in English, the type of English language being spoken is considered ‘English as Lingua Franca’, which Firth (1996) defined as “a ‘contact language’ between persons who share neither a common tongue nor a common (national) culture, and for whom English is the chosen *foreign* language of communication” (p.240).

Statistically, the likely chances for the Spanish students of using English as a communicative tool is with a non-native speaker, which is using English as Lingua Franca. Therefore, the advantages of introducing materials from the other Kacru's circles other than the inner circle are considerably numerous. The students would be acquiring and learning from a language that they would likely be using in the real world. As Gilmore (2007) states, "it maximises their chances of learning a variety of English which can be understood by a wide range of nationalities and can be put to immediate, practical use" (p. 104).

The seventh didactic objective of the English Aragonese curriculum states that students should use the language as a communicative tool, capable of bringing understanding between people from different countries and with different cultures. Cortazzi and Jin (1999) were aware of the issue that culture teaching could carry when selecting or designing materials for the EFL classroom, therefore they made a distinction between materials adapted to the student's own culture (C1), materials that show the target culture (C2) and finally materials teaching a variety of cultures (C3 and so on).

Traditionally, English language textbooks in Spain have shown the culture of the target language (C2), usually culture from The UK or The USA. However, at some point it is advisable to teach from the C1 since they are familiarised with that culture and they could benefit from that knowledge to perform using the language in a familiar context. But teaching the target culture also allows students to understand English as a mean of communication and more importantly, to acquire cross-cultural knowledge. As the Aragonese curriculum states, foreign language learning should include sociolinguistic and sociocultural aspects from the countries where English is spoken. Therefore, "English, besides being a communication tool, is the means which gives access to other cultures and knowledge" (ORDEN ECD/489/2016, de 26 de mayo, p.13438).

### 3.2.6. Using multimodal genres as an EFL resource

Communication is possible through more than the linguistic mode as traditionally thought. The aim of communication is to convey meaning, and language is only one of the factors in conveying meaning. Besides language there are other elements with their own message, which could even convey an opposite meaning. An example of this is using the linguistic mode to say something but at the same time using the gestural mode to give the implied meaning. This would be categorised as a multimodal ensemble.

Jewitt (2015) defined the term *modes* as “a set of socially and culturally shaped resources for making meaning: a ‘channel’ of representation or communication” (p.71). The five modes of communication are: aural, linguistic, spatial, gestural and visual. And when there is more than one of the modes in any interaction we call that a multimodal ensemble.

As Royce (2002) suggested, teachers should exploit the materials in the EFL classroom in order to increase their students’ multimodal communicative competence. For instance, when working on a specific genre with the students, a corpus could be analysed to exploit the possible modal affordances in the classroom. And from those materials analysed the teacher can design different tasks that enhance the development of multimodal communicative competence.

## **3.3 Methodology**

The unit plan designed for this dissertation aims to promote interaction among the students of EFL classrooms by means of multimodal authentic materials that are adapted to the students’ needs and interests as a way of boosting their motivation. In this case, the needs of these students would concern language related to the topic of travelling and holidays since they will need it in their future lives, but also to carry out the final products of the didactic unit. The reason to do so is the need for interaction that was found in the group of 4th year ESO for whom the didactic unit is proposed.

For this reason, the materials were selected taking into account the theoretical framework from the previous section. Hence, the following criteria was used to select the authentic materials:

<b>Crit. 1.</b>	The authentic materials offer a vision of the world Englishes. They come from a variety of countries and not from Kachru's inner circle only (Kachru, 1989)
<b>Crit. 2.</b>	The authentic materials are multimodal ensembles hence they can be exploited in the classroom to develop the students' multimodal communicative competence (Royce, 2002)
<b>Crit. 3.</b>	The authentic materials provide "language produced by a real speaker/writer for a real audience, conveying a real message" (Morrow, 1997, p.13)
<b>Crit. 4.</b>	The authentic materials relate closely to learners' needs and provide a link between the classroom and students' needs in the real world (Brandl, 2008, p. 13)
<b>Crit. 5.</b>	The authentic materials offer opportunities for students to develop the linguistic, sociolinguistic and pragmatic competences (ORDEN ECD/489/2016).
<b>Crit. 6.</b>	The authentic materials offer an "insinuation of a focus on form" in order to allow the students to notice it (Skehan, 2003, p.2)

**Criterion 1: The authentic materials offer a vision of the world Englishes. They come from a variety of countries and not from Kachru's inner circle only.**

The fact that students are able to receive input from a wide variety of Englishes will make them aware of the importance of acquiring the language as a tool for communication, a 'contact language' that will allow them to interact with people who do not share the same L1 with (Firth, 1996).

Working on materials that come from the three different circles will also allow students to benefit from the diverse cultural connotations of each of them. The Spanish curriculum requests that students learn not only the language, but also to be exposed to the culture and knowledge of the language (ORDEN ECD/489/2016).

**Criterion 2. The authentic materials are multimodal ensembles, hence, they can be exploited in the classroom to develop the students' multimodal communicative competence.**

It is proven that when students are exposed to and working on materials offering meaning by means of multimodality teachers are actually “deepening their engagements with texts, making school learning relevant to their out-of-school interests, and giving voice to marginalized students” (Choi & Yi, 2005, p.305).

“Teachers should help students become producers, not just consumers, of multimodal messages. Only when students create texts multimodally can they achieve more nuanced and layered understandings of content knowledge through deeper engagement with learning” (Jacobs, 2012 cited in Choi & Yi, 2005, p.323 ), thus the materials will not only serve as a source of input, but a WAGOLL for their productions.

**Criterion 3. The authentic materials provide “language produced by a real speaker/writer for a real audience, conveying a real message”.**

Traditionally, English textbooks for EFL teaching and learning had been the only source of input that students received in order to acquire the language. And generally, those textbooks were written by authors with the sole purpose of publishing a book with plenty of language rules to be learnt by the students with the aid of a teacher. The texts offered in those textbooks were made up, hence the message they transmitted was not a real message that was once transmitted from a real producer for a real receptor. And as Gilmore (2011) stated, “this reliance on the intuitions of authors has often produced misleading models of the target language” (p.791).



For that reason, the use of authentic materials has spread in the EFL classrooms, giving students samples of real language, produced by real speakers who actually mean what they say. Also, authentic materials offer a much richer input, such as discourse features, and, as Gilmore (2011) puts it, they “are therefore, hypothetically, more likely to encourage the development of a broader range of communicative competencies in learners” (p.791).

**Criterion 4. The authentic materials relate closely to learners’ needs and provide a link between the classroom and students’ needs in the real world.**

“CLT emphasizes the need for teaching to be organized around authentic and meaningful uses of language that are linked to the learner’s communicative needs” (Richards and Rodgers, 2014, p.101) and due to the rich input that authentic materials offer, they provide many opportunities to design tasks that will bring students closer to real world situations that fulfil their communicative needs since they are created in authentic contexts by people who want to share a real message. These type of tasks function as a “bridge between the classroom and the real world in that they serve to prepare students for real-life language usage (Long, 1998 cited in Brandl, 2008, p.9).

**Criterion 5. The authentic materials offer opportunities for students to develop the linguistic, sociolinguistic and pragmatic competences.**

In order to develop the communicative competence, students will not only need to develop the linguistic competence (lexis, syntactics, phonology, and other features of language), however they will also need to develop the sociolinguistic competence (rules of politeness, the not written norms of conversations between different aged speakers, different social classes, etc). It “affects all language communication between representatives of different cultures” (CEFR, 2001, p.13). Moreover, they will develop the pragmatic competence, the know-how during an interaction. They will acquire the rules of discourse such as the speech acts, or the implicatures of language. “For this component, even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed” (CEFR, 2001, p.13) therefore, the authentic materials that the students are exposed to need to offer a wide variety of linguistic, sociolinguistic and pragmatic input

that can be exploited when designing the tasks in order to allow the students to develop these three competences.

**Criterion 6. The authentic materials offer an “insinuation of a focus on form” in order to allow the students to notice it.**

The main goal of CLT is to develop the communicative competence by means of a predominant focus on meaning while working on real-world situations, but for students to acquire the language they need guidance to be able to notice it. The noticing stage is usually found before carrying out a task, therefore, the materials that the teacher selects for their students need to offer an “insinuation of a focus on form” (Skehan, 2003, p.2) so that they can notice it and have plenty of opportunities to negotiate its meaning during the interactions of the task stage.

Schmidt (2010) analysed the acquisition of English as an L2 of an artist from Japan who moved to the USa at age thirty, and eventually, he came to the conclusion that “wholly unconscious learning of a language is probably not possible” therefore, “some level of conscious attention to form is required” (p.723). For this reason, he originated the *Noticing Hypothesis*, which claims that the “learner must attend to and notice linguistic features of the input that they are exposed to if those forms are to become intake for learning” (p.724).

#### **4. Critical Analysis and Discussion of the Didactic Proposal**

##### **4.1. Context, name and topic of the unit**

As it has been said, the didactic unit is intended for a group from the CPI Rosales del Canal, in Zaragoza, which belongs to the program MECD British Council.

It is a bilingual group from the fourth year of secondary school (4°ESO A), which is composed of twenty students, nine males and eleven females, most of them having an advanced level of English. However, they lacked motivation in the classroom, which led to not wanting to participate during the tasks, and speaking in the L1 when they were required to speak in English.

The unit plan is called “*Fasten your seatbelts, we are landing*”, and it is expected to be taught during the first term of the school year, being the third unit of the whole year programme. Also, given that they are finishing the ESO, this unit will serve as a proposal for their end of year school trip, being the students who choose the city where they want to travel to (from a country in which English is either the L1 or L2). As for the main contents, throughout the sessions of this unit students will acquire vocabulary related to travelling and holidays and they will also revise the future tenses “be going to” and “will” by making plans and predictions about their trips .

#### **4.2 Contribution to Key Competences**

This section aims to analyse the didactic unit proposed regarding the seven key competences stipulated in the Spanish Curriculum (RD 1105/2014, p.6):

##### Communicative Linguistic competence:

With the unit that is presented in this dissertation, students will develop the linguistic competence through the four skills, all integrated in each session:

- Oral comprehension: they will receive a large amount of input from the videoblogs, Youtube videos and Tik-toks selected, as well as their own interactions during the role-plays, interviews, discussions, etc, where they will be able to process that input through negotiation of meaning, such as clarification requests, comprehension checks, etc. Thus, they will benefit from those negotiations to finally turn input into intake (Skehan, 2003).

They will notice, not only the grammatical and lexical aspects of the language, but also phonological features of a wide variety of Englishes, which will make them aware of the importance of English as a communication tool between people who do not share a common language, therefore, they will understand English as a *contact language* (Firth, 1996). From those oral comprehensions they will also notice the macro-functions, such as introducing a person or a topic (for instance, in the blog about Bristol where the writers introduce themselves and the aim of the blog), giving advice (in the videoblog from Bath, the speaker gives advice about what to do and where to go), expressing opinions, etc. They will also notice the socio-cultural aspects of the

different materials, getting to know other Englishes other than the typical from the textbooks, different accents and pronunciations.

- Oral production: the features of language previously mentioned will also be required in their oral productions. For instance, when they introduce themselves in their oral presentations, or when they express their opinions about the itineraries of other groups, etc. Also, due to the fact that they will be working with multimodal texts they will develop their multimodal competence, thus their oral presentations will not only rely on the linguistic mode but a combination of “resources for making meaning” that are multimodal ensembles too (Jewitt, 2015, p.71).

They will have plenty of opportunities to interact using the L2. For example, they will be using the grammar and vocabulary of the unit when they present their findings on the questions of the Jigsaw activity of session three. They will be using “turn-taking”, expressing probability when using the future structures to talk about their predictions, or using discourse markers naturally in their interactions.

- Written comprehension: by reading written blogs and the activities proposed, or when they need to read their classmates’ compositions about the plans for their cities in order to give some feedback. Also, the students will need to do some research autonomously to prepare their presentations and writings, therefore they will need to read a lot about the cities they decide to work on.
- Written production: Besides writing their final compositions about their itineraries on Blogger, they will have other opportunities to develop this skill with activities such as the thinking routines, writing plans using “be going to” on Padlet, or writing their ideas in some organisers in order to start creating their itineraries. They will be aware of the five stages of writing as a process by means of brainstorming, and receiving feedback of their drafts before revising and editing them to finally publish their itineraries.

### Mathematical competence and Basic competences in Science and Technology:

One of the areas of the mathematical competence is knowing how to interpret a map and being aware of the spatial features like positions, directions and navigation. Therefore, the students will develop this competence when they read or watch the blogs and the writer/speaker talks about these features. After this, the students will apply this knowledge into their itinerary composition, for example when they need to look for their city on a map, or when they need to explain how to get there and write it in their itineraries.

### Digital Competence

All the students have a Chromebook, thus plenty of the activities will be carried out using it. The use of ICTs will be present to receive the input but also to produce their outputs. All the authentic materials are extracted from the internet (Blogs, Youtube video blogs, the app Tik-Tok, etc). For the output, they will do their research using the internet so they can do their final presentations using a visual support such as PowerPoint or Canva presentations and their itineraries, which will be published on Blogger. Session four will let the students practise the vocabulary learnt during this session by means of gamification, therefore, each student will need the Chromebook to play on Wordwall.com.

### Learning to Learn Competence

This competence is developed through the use of thinking routines like the one in session number four: “3,2,1 Bridge”. With this routine from Project Zero, they will learn to reflect on their conceptions of a topic before and after the learning experience, being aware of the process of learning by comparing both stages. Also, they need to work autonomously to do their research about their cities, which allows them to be aware of their own learning process and feel more motivated (Brown, 2007). To carry out this autonomous work during the composition of their itineraries, they will be provided with a planner sheet in order to brainstorm their ideas and put them in order before they start drafting, which will make them aware of the stages of writing.

They also develop this competence by means of self and peer-assessment, by which they learn what they are expected to do and check if they are on the right track. For instance, they need to peer-assess their classmates’ drafts (itineraries) in what

Brown (2007) calls ‘peer-editing’ stage, where students “learn to be a better writer and a better reader” (p.353). Moreover, in the post-tasks they will have the opportunity to reflect on their knowledge by performing diverse activities.

#### Social and Civic Competence:

Given the fact that students are exposed to speakers from different cultures and with different Englishes, this competence is strongly developed. They are given the opportunity to perceive English as a communicative tool from listening and seeing different accents from different parts of the world.

Moreover, from the materials of the unit the students will learn the sociolinguistic and pragmatic aspects of the language that they will be able to apply in their interactions, as for example, opening and closing conversations, expressing their opinions when answering questions about the future of travel in session three for instance, or respecting each other, agreeing or disagreeing, etc.

#### Sense of Initiative and Entrepreneurship:

Due to the mini product that the students need to present at the end of the unit (Appendix 5), they will work autonomously and have the sense of initiative and entrepreneurship as a group. They need to work together to get the work done, and this will make them organise, make decisions, plan, and be responsible for their outcome.

#### Cultural awareness and expression competence:

Due to the topic of the unit, the students will have plenty of opportunities to develop this competence. The materials and activities of the unit allow the students to be aware of other cultures and countries where English is spoken. For instance, as well as being exposed to three different British accents they will also notice the English spoken in India or Singapore.

Besides the materials that they will be working with, when all the groups need to work on the city they choose and then present them, all the students will benefit from the different cultural aspects of the rest of the cities (location of their cities, their foods, population, languages,...).

### **4.3 Specific contents and objectives of the unit plan**

The contents of the unit plan have been selected from the LOMCE Aragonese curriculum for the fourth year of ESO (Appendix 3) to create a syllabus that is compatible with CLT principles, that is an analytical syllabus given that grammar or any type of form is not the starting point of the lessons. Instead, the students will be exposed to a large amount of L2 input that offer some sort of a focus on form that students will be able to notice from different sources (Skehan, 2003), negotiate their meaning, and it will help them notice the knowledge gaps they present (Long, 1996). But due to the amount of context related tasks that they will be involved in, they will be able to fill those gaps working cooperatively in order to acquire the input that will be beneficial for their future real-world situations. Therefore, besides being analytical, this is a mixed syllabus that works with the flexible model of TBLT by Willis (1996) and specifies what the students will be able to do at the end of the unit (Standard-based syllabus).

The process of selection of the contents was started after having decided on a topic that could match the learners' needs and would bring motivation into the classroom to obtain as much interaction as possible. Then, some activities were designed, to which the contents of the curriculum were integrated before creating the sequencing of activities and lesson plans. Among the selection of contents we find the most representative of the unit plan, such as learning subskills to activate previous schemata, writing and reading strategies, understanding that language is a communication tool and that we can transmit a message through more than the aural mode; expressing different speech acts, etc.

Regarding the specific learning outcomes of the unit plan, four criteria have been considered when drawing them: they are measurable, observable, assessable and aligned with the evaluation criteria from the curriculum. In order to achieve this, the Taxonomy of Bloom has been taken into account when selecting some verbs. For instance, we find learning outcomes with verbs such as “Describe” or “Define” during the first sessions, but as we move into the last sessions, the creation stage, other action verbs have been selected, like “Organise”, “Write” or “Produce”.

The learning outcomes have been drawn ensuring that they cover more than the final outcome of the sessions or unit, such as “Write a travel itinerary”. For instance, there are some other learning outcomes that focus on the process of learning, such as “Organise their ideas about their trip planning using an organiser template”. Thus, the learning process has also been taken into account when planning the learning outcomes of the didactic unit.

#### **4.4 Methodological principles of the unit**

The main expected outcome of the unit plan presented in this dissertation is to increase the interaction of the students of 4th year ESO using the L2. The integration of the multimodal authentic materials is the basis source of motivation that will allow them to interact, but another source of motivation is the methodology used. The TBLT methodology makes the journey more appealing given that it contextualises every stage of the learning process, giving students a good scaffolding so they can reach the next stages.

The unit has a total of seven sessions, during which the TBLT cycle is at all times complete. In the pre-tasks they will be introduced to the topic of the session or material with the objective of contextualising the task. For instance, in session three (Appendix 5) they will be asked four questions to elicit the language they will be using during the task. Also, during the “Language focus” stage, they will revise and practise the input they received in the previous stages. For instance, in sessions one and four they will practise it by means of gamification.

Up to the fourth session, all the task cycles are completed in the same session, but, as mentioned in the theoretical framework, it is a flexible model. Therefore, from session number five, and given that it is when students will start working on their projects (oral presentation and itinerary), the sessions will have a different layout in order to integrate the skills. Session five will start introducing the goals for the last sessions of the unit, explaining what they are expected to do. Firstly, the teacher will explain to the students what they will have to do regarding the oral presentation so they can make the groups and choose a city. This will serve for the rest of the session, when



they will be informed about the writing they will need to do with the same groups, about the same city and all in connection with the information about the oral presentation.

During this fifth session, they will start the writing process (organising ideas and drafting), and also during the first half of the sixth session, when they will finish the writing process receiving feedback from their classmates with the aim of revising and editing their compositions before publishing them on Blogger. As for the other half of the session, students will work autonomously on their oral presentations, while the teacher monitors around. Finally, session number seven is intended for presenting their proposals through their oral presentations and the reading their itineraries. After this, the task cycle of both integrated skills would get to an end when the teacher and themselves will give feedback to the groups, pointing out language corrections when the teacher thinks it is necessary. This session concludes with the voting of the city where everyone would like to go for the end of school year trip.

#### **4.5. Sequencing of the activities**

As seen in the theoretical framework, the Aragonese curriculum suggests scaffolding of lessons and activities to help the students through the learning process. Thus, the first session of the unit plan (see Appendix 5) will be devoted to the activation of their previous knowledge about the vocabulary of travelling and holidays. This will be done by means of questions to elicit their knowledge or thinking routines that will help them initiate their interactions. The type of activities to be carried out during this first session will consist of a description of a city they know already, in which they need to incorporate the new vocabulary. Thus, as they are expected to speak about their own experiences they will feel more relaxed to interact.

This will be beneficial for their second encounter with an authentic material in session two, where they will be shown a video blog about another city. First, they are presented with a blog through one of the passive skills (Reading), and in session number two they will see the same type of context through the second passive skill (Listening), where they need a little extra focus, but they have already seen a bit of the context from session one. Before going into the task, they will have to do a thinking routine in pairs. Again, in order to place them in an anxiety-free zone to achieve interaction, besides

doing the activity in pairs to make them feel comfortable (See Appendix 1 research), in this session's task they will be using their own knowledge about cities they already know using the grammar "be going to". As previously mentioned, Cortazzi and Jin (1999) would agree that adapting these activities to the students' culture (C1) promotes the interaction since the requirements of the task are fulfilled with their own knowledge.

The grammar of the unit is divided into two different sessions: "be going to" will be revised in session two, and "future will" will be revised during session three. This will allow them to practice them in isolation and understand their different uses. In the third session they will need to interact about an unknown topic, which is the future of travel. For that reason, they will work in groups of five so they can all negotiate meaning and build knowledge cooperatively. They will do this after discussing in the pre-task the topic of the task with the whole class together, including the teacher who will introduce the grammar in his/her speech so they can notice it.

A set of new vocabulary will be introduced in session five, which will be a situational lesson in order to let them notice the vocabulary in context as well as practise it in their role-plays with the same contexts. They will be required to fill a thinking routine again before going into the task cycle in order to reflect on their knowledge of the situations they will be working on. After the task they will be required to finish filling the "321 Bridge" thinking routine in order to see a clear representation of the process of learning.

After having acquired all the input from session one to four, in sessions five to seven they will be applying all the intake in the creation of an itinerary and an oral presentation with visual support about a city they would like to travel (end of school year trip). For the speaking they will be presented with a material of what they are expected to include in their oral presentations (WAGOLL), as well as a checklist where they can see what they need to do. And for the writing they will watch a video where they will receive ideas to start writing their itineraries. Moreover, they will have a model of what they will need to do and another checklist with the requirements. They will also learn to write as a process, therefore, they will have to fill in a Mind Map template to organise their ideas before starting writing their drafts. They will let another group read their drafts in order to receive feedback and be able to revise it and edit it

before publishing it. Finally, in session seven they will present their creations and receive feedback as well.

#### **4.6. Analysis of the materials of the unit**

**Crit. 1. The authentic materials offer a vision of the world Englishes. They come from a variety of countries and not from Kachru's inner circle only.**

In the proposed unit plan there are a total of eight materials (See Figure 1): the speakers/writers of four of them belong to the United Kingdom (Edinburgh, Liverpool, etc), which offers a variety of different accents depending on the areas of the country, all of them being from Kachru's inner circle.

From Kachru's outer circle, the students will watch three materials: a video blog about planning a trip and a Tik-Tok about the steps to follow when checking-in at the airport, both of their speakers being Indian. The third material, an informative video about Singapore, is made by a person from that country. Finally, the students will have access to a blog entry that they will use as a Wagoll (Expanding circle).

By working with these materials the students will be able to see English as a 'contact language' (Firth, 1996) that will allow them to interact with, not only the 'native speakers', but people from around the globe. They will understand the importance of acquiring the language as a communication tool, and consequently discover more cultures other than the commonly known as natives. For instance, the fact that they can work on a city from Kachru's outer circle implies that they will discover other cultures where English is spoken (Orden ECD/489/2016), and they will share that culture in their oral presentations and itineraries.

Inner circle		Outer circle		Expanding circle	
UK	<ul style="list-style-type: none"> <li>• <a href="#">Reading about Bristol</a></li> <li>• <a href="#">Link to "48h in Bath Vlog"</a></li> <li>• <a href="#">Video "The future of travel"</a></li> <li>• <a href="#">TIK TOK 2: Checking-in hotel</a></li> </ul>	Singapore	<ul style="list-style-type: none"> <li>• <a href="#">Singapore City Guide Video</a></li> </ul>	Spain	<ul style="list-style-type: none"> <li>• <a href="#">Blogger : Model</a></li> </ul>
		India	<ul style="list-style-type: none"> <li>• <a href="#">TIK TOK 1: Steps airport</a></li> <li>• <a href="#">Video How to create a travel itinerary</a></li> </ul>		

Figure 1

**Crit. 2. The authentic materials are multimodal ensembles hence they can be exploited in the classroom to develop the students' multimodal communicative competence.**

The majority of videos from the selected materials (Tik-tok, Youtube) are multimodal ensembles, conveying meaning by means of the five modes. All of them use the linguistic and aural, but also we find the spatial mode. For instance, the video from Bath offers a close-up filming of the author of the blog while moving around the city, giving the impression of an informal and casual videoblog, whereas the video of the future of travel, the person being interviewed is sitting in an empty room, offering only two angles (looking into the camera and looking away).

The Tik-Tok video of the checking-in process at a hotel conveys a lot of meaning by means of the gestural mode for instance. Students will be able to see the type of treatment that is usually experienced in those situations at the hotel. Also, in the video about planning an itinerary, the author uses the gestural mode to point her finger at a list of written elements on the video so that the viewer has a clear vision of the elements that are going to be spoken about.

All the modes found in the materials will allow the students to understand that meaning is not only carried out through the linguistic mode, but any other mode is possible as well. Thus, when they have to present their cities with visual support, or create their itineraries, even when discussing the topics of every day's topics they will be aware of the importance of combining different modes as a way of communicating. As Jewitt (2015) stated, they use all their resources to make meaning and reach out to an audience.

**Crit. 3. The authentic materials provide “language produced by a real speaker/writer for a real audience, conveying a real message”**

The fact that all the materials are authentic implies that all the authors are real, hence, so is the language that they use to convey their message.

For example, the videoblog from Bath has been created by a Youtube channel that belongs to a hostel chain and wants to promote the cities where they have a hostel. The written blog about Bristol aims to reach an audience that is looking for things to do in that city. The Tik-Tok about the checking-in at the hotel seeks to entertain the audience of the social network by means of humour while informing about the procedure of checking-in. All the materials were created for different purposes, but none of them were thought to teach English. Instead, they are real messages with a specific target audience and as previously stated, the fact that they can cope with the language in those authentic materials makes the students develop motivation (Cross, 1984).

Although they all could have different audiences, for example, the audience of the Tik-Toks would likely be younger than the audience from the video of the future of travel, they are all intended for a real audience. They have been created to reach someone in mind, who exists and can benefit from it, instead of being a material created by a speaker/writer with the aim of teaching some language features. In this case, the audience will be the students of 4th year ESO, who will receive rich input (Brandl, 2008) necessary to carry out the tasks from those authentic materials, therefore, it is language from real-world contexts that will benefit the students' interactions when they see themselves in those contexts (Omaggio Hadley, 1993; Rogers and Medley, 1988).

**Crit. 4. The authentic materials relate closely to learners' needs and provide a link between the classroom and students' needs in the real world.**

One of the benefits of using authentic materials, as previously mentioned, is that the teacher can customise them to the students' needs, and travelling is an activity that the students will do in their lifetime at some point, and given that they are encouraged to work on a city where they would like to go as their end of year school trip, it is more than probable that they will travel at the end of the school year. Thus, the intake that they acquire during the unit will be beneficial and crucial when they find themselves in that situation, as they will be able to recreate it. For instance, they will receive rich input from the Tik-Tok videos, where they will notice features like confirmation checks, hesitation markers, variation of intonation, etc, which they would not find in a traditional textbook. After watching it, they will be able to recreate the same context using the language and features of that world-situation in the role-play task. As Dörnyei (2014) claims, making the materials relevant to the learners leads to students increasing their motivation, thus, the materials selected in the proposed didactic unit will likely have this effect.

The students will be able to acquire knowledge about the whole process of travelling: the unit offers materials for the pre-travelling, (Video about planning a trip and making itineraries, blogs about some cities, etc), while-travelling (how to check-in at the airport or at the hotel), and information about the future of travel (Youtube video). As Brandl (2008) claims, authentic materials “provide a link between the classroom and students' needs in the real world” (p.13), and in particular, the materials selected for this dissertation bring the students closer to the situation of travelling, providing the language they need, hence making them get comfortable with situations they will encounter, such as sightseeing, checking in at hotels, airports, etc. Another benefit of using authentic materials, as Keller (1983) states, is that when students see their needs are being accomplished they feel motivated too.

**Crit. 5. The authentic materials offer opportunities for students to develop the linguistic, sociolinguistic and pragmatic competences.**

As it has been mentioned in the theoretical framework, the Aragonese curriculum states that students will not only acquire linguistic features, but sociolinguistic and pragmatic features as well.

For obvious reasons, all the materials will make them develop the linguistic competence, not only by being shown those materials, but also with the tasks that are proposed in the unit plan as a continuation of the context of the materials. For instance, from the blog about Bristol students will be able to first notice the vocabulary about the context of travelling and sightseeing. They will also acquire a lot of vocabulary when watching the two Tik-toks in session four, where students will become active participants in a jigsaw task that allows them to ‘negotiate the gap’ (Brandl, 2008), sharing their knowledge with the other student. Also, from the video blog about Bath they will be able to notice the grammar: “be going to ” tense when talking about plans to do in a city. And from the video about the future of travel, in session three, they will notice the future tense with “will”. This session’s task is an example of cooperative learning, one of the CLT principles, where they will acquire the language by exploring and sharing knowledge in groups.

As per the sociolinguistic competence, the students will notice the difference between the language used by a twenty year-old on a Tik-tok or videoblog and the language used by a researcher about the future of travel. Not only will they notice the different language use because of different age cultures, but for being in different contexts as well. What type of content they are doing, to whom it is intended, etc. They will learn that they need to adapt their speech depending on the context where they are (Tarone & Swain, 1995).

The students will also develop the pragmatic competence by listening/reading the selected authentic materials, but also they will practise their pragmatic knowledge by doing the tasks that have been designed from the context of the materials: role plays about hotel or airport check-ins, where they will be using different speech acts like asking for help at the airport information counter, advising the passengers, greeting the front-desk employee, thanking them, etc. Also they will be able to include them in their oral presentations and itineraries, as for example, presenting themselves and concluding both projects. During their oral presentation they will be able to show pragmatic meaning with their body language, conversational patterns like introducing the next person speaking, turn-taking, politeness, etc. More importantly, they will be able to reinforce their pragmatic knowledge by means of the teacher's feedback after each task as well.

**Crit. 6. The authentic materials offer an insinuation of a focus on form in order to allow the students to notice it.**

The blog about Bristol has been selected to teach the students some vocabulary, therefore, during the pre-task they will be able to notice some words that are highlighted in red. During the task they will be able to negotiate their meaning by playing a guessing game, and finally during the language focus stage, the vocabulary will be analysed and they will have the opportunity to practice with it again.

In session number two the students will be required to make plans using future “be going to”, for that reason, the video blog about Bath has been selected. The speaker in the video makes use of that grammar structure for the same purpose that the students will have when they do the task. Also, in session number three they will notice the tense “future will” not only during the questions of the pre-task but in their clips of the video. The speaker makes use of the tense to give an answer to the questions proposed, thus the students will notice the use to speak about the future of travel.

The Tik-Toks from session number four will help them acquire a lot of vocabulary needed when going on holidays. Due to the fact that they will be required to take notes while watching them and also compare their notes with their shoulder partner, it will be easier for them to notice the language. Also, the questions from the pre-task to activate their previous knowledge and filling in the thinking routine ‘321 bridge’ will be beneficial, since they will likely come up with some of those words.

During the first part of session number five they will watch the video about the city of Singapore. In this video the speaker informs the audience about the city, the main features, like typical food, location, languages spoken etc, and this is what they will need to do in their oral presentations. Thus, from this material they will learn how they will make their oral presentations. They will watch the video and they will take notes on the content and then put it in common in groups of five before the teacher gives the right answers and discuss it together.

After that, the teacher will elicit knowledge about travel itineraries, asking them questions about them. Then, they will watch some parts of a video where the speaker explains how to plan a trip and make an itinerary. While watching the video they should



take notes about how to make an itinerary and then they will compare and discuss their notes in groups of five. And as for the last material, it is a blog where students will be able to find a WAGOLL of an itinerary. From this model they will be able to reinforce the knowledge about the content that should be in an itinerary, as well as to notice the structure and type of language expected in their itineraries.

Ellis and Shintani (2014) claim that “some theories of L2 acquisition consider such attention is necessary for acquisition to take place” (p.23), it is for that reason that all the materials that have been selected for this dissertation will allow the students to notice the form that will guide them through the completion of the tasks, which have been designed from the context of the materials.

#### **4.7. Evaluation criteria, assessment tools and grading criteria**

The evaluation criteria for the unit plan designed for this dissertation have been selected from the LOMCE Aragonese curriculum (Appendix 4), as well as the specific evaluation criteria that match (Appendix 2), in order to assess the four skills. Each skill will be assessed individually by means of different tools, but students will also be assessed during the process of learning, for that reason the activities carried out in the classroom and small assignments (Thinking routines, organiser, Tik-Tok activity, etc) will be assessed with their own criteria as part of the continuous assessment, counting as the 15% of the final mark.

For the comprehension of oral texts, which is 15% of the whole unit, the students will be assessed by Crit.IN.1.1. and the specific criterion Est.IN.1.1.1. These criteria will assess their comprehension of the activity about the future of travel, where they will listen to an oral text transmitted by a speaker (monologue), in this case a presentation and a video from the internet, and that they show understanding of the main ideas and detailed information in specific activities, like filling a questionnaire. They will answer four comprehension questions in a sheet they will have to hand in.

As for the production of oral texts, Crit.IN.2.1 and specific criterion Est.IN.2.1.1 have been selected to assess their short oral presentations where they explain to their classmates what city they chose, therefore, it is a rehearsed, well structured presentation

with the aid of a visual support (LOMCE Curriculum). The teacher will use a rubric to evaluate them on their pronunciation and fluency, the use of grammar and vocabulary of the unit, the structure of the presentation and the visual support they use. This skill will count as 30% of the unit's final mark.

Another 25% of the final mark will be taken from the production of written texts, in this case their itineraries about their chosen cities. To assess it the teacher will use another rubric, where five elements will be taken into account: minimum of grammar and vocabulary expected, the cohesion and coherence of the composition, the length and the content. Due to the nature of the text, the criterion selected was Crit.IN.4.1 and specific criterion Est.IN.4.1.2., which assesses the description of the qualities of places and activities, explains plans, intentions and predictions about the future and transmits information by giving a justification, mentioning the aspects that are more relevant to them. (LOMCE Curriculum).

Finally, the last 15% will be assigned to the comprehension of written texts, a blog about Bristol to be more precise. The tool that will be used to assess their comprehension of the text will be a Google Forms with a set of comprehension questions about the blog. They will show their understanding of the general meaning and relevant information from the authentic text (Blog) answering open questions, True or False questions, etc. (LOMCE Curriculum), which is stipulated in the criterion Crit.IN.3.1 and specific criterion Est.IN.3.1.1.

## **5. Conclusions**

The starting point of the didactic unit proposed for this dissertation was the task of observation for the placement period in that same school, where a recurrent necessity in all groups that were observed was found. The lack of interaction between the students was depriving them of the opportunity to acquire the language. For that reason, a didactic unit whose main objective was to promote interaction between the students of fourth year of ESO has been designed.

Interaction will be brought by means of authenticity and real-world language from the authentic materials selected for the unit, which take into account the learners' needs and interests in order to motivate them. Another motivating factor to bear in mind is the fact that authentic materials are created by real speakers using real language for a real audience, therefore, students can increase their motivation when they experience that they can cope with the language from authentic materials. Then, they develop their communicative competence with plenty of real input not only from Kachru's inner circle, but also from the outer and expanding circles, what makes them aware of the importance of English as a 'contact language' between speakers from different cultures. Moreover, the authentic materials convey meaning by a wide range of modes, which makes the students have a deeper engagement with the texts and develop their multimodal skills.

The interactions between students, and students and teachers will not only make them practise in a stress-free environment but also it will allow them to help one another negotiate meaning and fill the gaps with acquisition of the language. Therefore, a set of tasks have been designed with the aim of offering them the context of the authentic material, from which they can notice the language already. The type of tasks of the didactic unit makes them the main characters of the situation, practising, through role-plays, interviews, presentations, discussions..., the language of their future real-world encounters.

During the elaboration of this dissertation some limitations were encountered. The most relevant of them being the difficulty to find authentic materials from the

context of the unit and at the same time not from Kachru's inner circle. The benefits of authentic materials that offer the desired language for the context of the unit, and also offer a vision of the Englishes of the world are immense, as it has been proved in this dissertation, nevertheless the limitations arose when trying to find materials not belonging to countries like the UK, the USA or Australia generally.

The unit plan proposed has not been implemented with the group which is intended for, or any other group, due to the lack of time during the placement period in the school. Nevertheless, after my experience with them I think it would be beneficial in that group since it would motivate them to interact.

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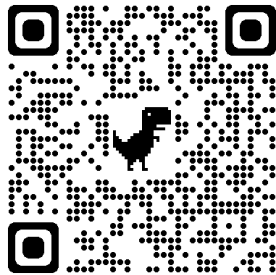
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## Appendices

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

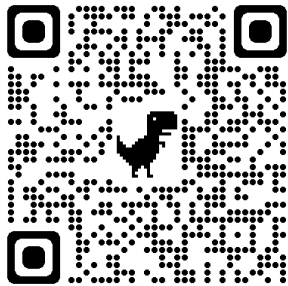
- **Practicum II:** *PORTAFOLIO DE PRACTICUM II*

[Link to "Practicum II" paper](#)



- **Innovation and Classroom Research:** *Speaking Anxiety in the EFL Classroom*

[Link to "Innovation and Classroom Research" study](#)





## Appendix 2 Title and Learning Aims of the Unit

**Title:** “Fasten your seatbelts, we are landing!”

**Learning aims:**

- Answer some comprehension questions about a blog about the city of Bristol (Crit.IN.4.1.-Est.IN.4.1.2.)(Crit.IN.3.1.-Est.IN.3.1.1.)
- Describe orally the main characteristics and features of a city (Crit.IN.2.1.-Est.IN.2.1.2.)
- Define and describe orally a set of words using their paraphrasing abilities (Crit.IN.2.1.- Est.IN.2.1.2.)
- Interview someone to know about their plans for a trip using “be going to”(Crit.IN.2.1.-Est.IN.2.1.2.)
- Relate their plans for a trip using “be going to” (Crit.IN.2.1.-Est.IN.2.1.2.)
- Organise a trip by making plans using “be going to” (Crit.IN.4.1.-Est.IN.4.1.2.)
- Provide a short explanation about the future of travel using the tense “future will” (Crit.IN.2.1.- Est.IN.2.1.2.)
- Answer some comprehension questions about the content of a video related to the future of travel (Crit.IN.1.1.-Est.IN.1.1.1.) (Crit.IN.4.1.-Est.IN.4.1.2.)
- Answer some comprehension questions about the content of two Tik-Toks related to the airport and hotel checking-in process (Crit.IN.1.1.-Est.IN.1.1.1.) (Crit.IN.4.1.-Est.IN.4.1.2.)
- Perform in a role-play about checking a guest in at a hotel (Crit.IN.2.2.-Est.IN.2.2.1.)
- Perform in a role-play about assessing a passenger on how to go through the check-in process at the airport (Crit.IN.2.2.-Est.IN.2.2.1.)
- Take notes about the content of a video about the city of Singapore (Crit.IN.4.1.-Est.IN.4.1.2.)
- Take notes on the content of a video about planning a trip and making an itinerary (Crit.IN.4.1.-Est.IN.4.1.2.)
- Organise their ideas about their trip planning using an organiser template (Crit.IN.4.1.-Est.IN.4.1.2.)
- Write a travel itinerary (Crit.IN.4.1.-Est.IN.4.1.2.)
- Give their opinion and feedback on their classmates’ writings

(Crit.IN.2.1.-Est.IN.2.1.2.)

- Present their cities with the support of a visual presentation  
(Crit.IN.2.1.-Est.IN.2.1.1.)
- Give feedback on their classmates' presentations (Crit.IN.2.1.-Est.IN.2.1.2.)

## Appendix 3 Contents of the Unit (My own translation)

### Specific contents of the proposed unit plan:

#### Comprehension of oral texts

##### Comprehension abilities and strategies:

- Comprehension of general and specific information from diverse oral texts (instructions, talks, dialogues, interviews, news, adverts, phone conversations, ...) that are adapted to their capability and experience and transmitted live or by digital means, by different sources (teacher, classmates, radio, tv, Youtube, etc.)
- Interpretation of the messages: Identification of the main and secondary ideas; distinction between data and opinions; intention of the speaker, humour and irony connotations; etc.
- Use of comprehension strategies:
  - Activation of previous knowledge about the topic and type of task.
  - Deduction of meaning (explicit and implicit) from the linguistic or situational context.
  - Strategies to solve tasks: identification of the participants, note-taking while listening, etc.
  - Willingness to understand the gist of a text, without the need to understand every single element of this one.

##### Sociocultural and sociolinguistic aspects:

- Social conventions, courtesy norms and linguistic registers (formal, informal, specialised).
- Values, beliefs and attitudes; critical attitude towards stereotypes and pre-concepts; respect for other ways of thinking.
- Non verbal language
- Understanding the foreign language as an information, communication and understanding tool between cultures.

- Being interested in establishing contact with people from other cultures.

**Communicative functions:**

- Initiating and maintaining personal and social relationships.
- Describing physical and abstract qualities of people, objects, places and activities; description of pictures.
- Narrating of past and present events; description of states and present situations; expression of plans, intentions and predictions about the future.
- Exchanging personal information, hobbies, opinions and points of view, advice.
- Asking and giving instructions, the address of places, itineraries.
- Expressing different types of modality (the speaker's attitude towards what is happening): Will, intention, decision, promise, capability, permission, prohibition, obligation and necessity, suggestions, advice, warnings, invitations, wishes, conditions and hypothesis.
- Expressing interest, aprovation, esteem, sympathy, satisfaction, hope, trustiness, surprise and their contraries.

**Syntactic-discursive structures:**

- The verb and verbal syntagm:
  - Tense review: *will, be going to*
  - Modality: prediction (will)
  - Verbs + preposition (f.i.. fall in love with, dream about, think of, get married to)
- The noun and nominal syntagm; pronouns:
  - Count/non-count nouns; collective nouns; compounds
  - Determiners; specific/generic reference of articles; zero article (f.i. go by train; stay at home); pre-determiners (all, both, half)
- The preposition and prepositional syntagm:
  - Place relations: Position (on, in, at, by, under, over, below, behind, between); direction (to, onto, into, towards, up, down, along); motion

(from ... to, out of); passage (across, through, past); orientation (beyond); origin (from)

- Time relations: Time when (at, on, in); duration (from ... to, for, since); prep. + noun (f.i. at/after/until/before midnight)
- The simple sentence:
  - Statements: tags (f.i. Yes I will); negative sentences with not, never, no (f.i. no chance); negative tags (f.i. No, I haven't)
  - Questions: Yes/No questions; Wh- questions with prepositions (f.i. What is the book about?); Tag questions (f.i. He likes that, doesn't he?); Subject/object questions

**Common-use oral lexis (reception):**

- Environment (neighbourhood, city); common daily activities; travel and holidays; transport.
- Phrasal verbs (f.i. get away, give up, take up, turn off, work out, put on, take off, set off)

**Sound, rhythm, intonation and accent patterns:**

- Contracted forms (f.i. 'll, won't)
- Recognition of rhythm, intonation and accent patterns.

**Production of oral texts**

**Production abilities and strategies:**

- Oral production of descriptions, narrations and explanations about facts, experiences and diverse contents.
- Spontaneous participation in communicative situations in the classroom and in conversations about recurrent topics of their interest, with diverse communicative goals.
- Using communicative strategies:
  - Planification:

- Conceiving the message with clarity, distinguishing its gist and main structure.
- Appropriate use of digital or bibliographic resources to perform in monologues, dialogues or oral presentations in groups.
- Adapting the text to the receiver, context and channel, applying the appropriate register and structure of discourse to each case.
- Execution:
  - Relying on and making the most of the previous knowledge (f.i. Formulas and sayings already learned)
  - Expressing the message with clarity, coherence, with an appropriate structure and adjusted to the models and formulas of each type of text (interview, description, narration, dramatisation, opinion, debate,...)
  - Reflecting and applying self-correction and self-assessment strategies to improve the oral production; recognising the error as part of the learning process.
  - Compensating the lack of linguistic tools by means of linguistic, paralinguistic and paratextual procedures:
    - Linguistic: Using lexis with similar meaning; defining or paraphrasing a word or expression.
    - Paralinguistic and paratextual:
      - Asking for help, requesting clarification (cooperative strategy); pointing at objects or images, using deictics or doing activities that clarify meaning.
      - Using cultural appropriate body language (gestures, facial gestures, posture, visual contact)
      - Using extralinguistic sounds and conventional prosodic qualities (voice intensity, tone, volume, laughs, pauses,...)

**Sound, rhythm, intonation and accent patterns:**

- Contracted forms ( 'll, won't)
- Recognition of rhythm, intonation and accent patterns.

## Comprehension of written texts

### Comprehension abilities and strategies:

- Comprehension of the general and specific information of authentic or adapted texts, written with usual language.
- Interpretation of the message: identification of the gist and secondary ideas, distinction between facts and opinions, author's intentions, humour and irony aspects, diverse implicatures, etc.
- Using comprehension strategies:
  - Activation of previous knowledge about the topic and type of task.
  - Identification of the type of text, adapting the comprehension to this one.
  - Deduction of meanings (explicit and implicit) from the context.
  - Reformulation of hypothesis after comprehending new elements.
  - Strategies to solve tasks: Locating key words in questions and text, looking for synonyms, inferring meaning, translating, identifying relevant information, etc.
  - Use of digital or bibliographic resources with the aim of solving comprehension problems.

### Graphic patterns and orthographic conventions:

- Comprehension of special symbols (f.i. &, £, \$, €, ¥, ©)

## Production of written texts

### Production abilities and strategies:

- Composition of creative written texts (descriptions, narrations, instructions, reports, blog entries, opinion essays) about recurrent topics or of their interest.
- Use of production strategies:
  - Planification:
    - Activating and coordinating their own general and communicative

competences with the aim of doing the task efficiently (revising what is known about the topic, generating options through ‘brainstorming’, organising them in paragraphs, revising a draft, etc.)

- Finding and using adequately the linguistic or thematic resources (use of dictionary or grammar, ICTs resources, asking for help, etc.)
- Execution:
  - Relying on and making the most of the previous knowledge (f.i. Formulas and sayings already learned).
  - Writing texts from models and guided activities.
  - Writing the message with clarity, adjusting it to the models and formulas of each type of text.
  - Reflecting and applying self-correction and self-assessment strategies to improve the written production; recognising the error as part of the learning process.

**Graphic patterns and orthographic conventions:**

- Use of text processors and dictionaries to solve orthographic doubts in digital texts.
- Use of special symbols (f.i. &, £, \$, €, ¥, ©)



## Appendix 4 Evaluation Criteria of the Unit

Evaluation		
Evaluation Criteria and Competences	Tool or procedure used to assess	Marking Criteria (% of weight within unit)
Crit.IN.3.1.-Est.IN.3.1.1. CCL-CMCT-CD-CAA-CSC- CIEECCEC	Reading: <a href="#">Comprehension questions (Padlet)</a>	15%
Crit.IN.1.1.-Est.IN.1.1.1 CCL-CMCT-CD-CAA-CSC- CCEC	Listening: <a href="#">Comprehension questions "The Future of Travel"</a>	15%
Crit.IN.4.1.-Est.IN.4.1.2. CCL-CMCT-CD-CAA-CSC- CIEECCEC	Writing: <a href="#">Link to writing rubric</a>	25%
Crit.IN.2.1.-Est.IN.2.1.1. CCL-CMCT-CD-CAA-CSC- CIEECCEC	Speaking: <a href="#">Link to Speaking rubric</a>	30%
Crit.IN.1.1.-Est.IN.1.1.1. CCL-CMCT-CD-CAA-CSC- CCEC	Continuous assessment activities.	15%
Crit.IN.2.1.-Est.IN.2.1.1. CCL-CMCT-CD-CAA-CSC- CIEECCEC		
Crit.IN.2.1.-Est.IN.2.1.2. CCL-CMCT-CD-CAA-CSC- CIEECCEC		
Crit.IN.2.2.-Est.IN.2.2.1. CCL-CD-CA-CSC-CIEE- CCEC		
Crit.IN.3.1.-Est.IN.3.1.1. CCL-CMCT-CD-CAA-CSC- CIEECCEC		
Crit.IN.4.1.-Est.IN.4.1.2. CCL-CMCT-CD-CAA-CSC- CIEECCEC		

## Appendix 5 Lesson Plans

SESSION 1			Materials
<b>Pre-task 15'</b>	<b>Pre-task</b>	<p>Brief elicitation of knowledge about travel blogs: the teacher will ask the students if they read travel blogs, what content they can find in them, etc.</p> <p>Then students will read a travel blog about the city of Bristol. (twice). Relevant vocabulary is highlighted in the text. After the first time they read it, in pairs, they will “Think, Pair, Share”. After the second time they read it they will answer some comprehension questions on Padlet.</p>	<a href="#">Link to Canva: Reading about Bristol</a>
<b>Task cycle 20'</b>	<b>Task</b>	<p><i>Guess the city:</i> students in pairs, will choose a city each and will have to orally describe the city and its landmarks to each other as seen in the blog, but they will not say what city they are describing so the other student can guess it. The student is allowed to ask “Yes/No” questions as well to guess the city.</p> <p>They will be required to use at least eight of the highlighted words.</p>	
	<b>Planning</b>	They will choose one of their cities and plan how to describe it to the rest of the class so they can also guess it.	
	<b>Report</b>	Some of the students will be asked to report to the class and describe the city they chose so everyone else can have their guesses, also using the words from the reading.	
<b>Language focus 15'</b>	<b>Analysis</b>	The teacher will go over the travel blog again to elicit the meaning of the highlighted words and clarify doubts.	<a href="#">Link to Canva: Reading about Bristol</a>
	<b>Practice</b>	In groups of five students, they will be given some cards with one of the words from the blog written on it. Next to the word they will have three more words that are similar or are related to it in some way. One of the members of the group will need to describe the main word without using any of the related words. They will take turns for each word.	<a href="#">Vocabulary Flashcards</a>

SESSION 2			Materials
<b>Pre-task 15'</b>	<b>Pre-task</b>	<p>Introduction of the video: brief explanation of what the author does in the videoblog. The teacher will use “be going to” to explain what the author does in the video.</p> <p>Play (twice) the selected clips of the videoblog, where the</p>	<a href="#">Link to "48h in Bath Vlog"</a>

		author uses “Be going to” to talk about the plans she made for the visit to Bath. While they watch it the second time they will take notes on the things the author does (what she visits, where she goes, etc.)  Thinking routine: I see, I think, I wonder (in pairs)	<a href="#">Thinking routine</a>
<b>Task cycle</b> <b>20’</b>	<b>Task</b>	Role-play in groups of five. One of the students will pretend to be an <i>influencer</i> from Tik-Tok, Youtube, etc. This influencer will pretend to be on a live stream whereas the other students would be the followers. The influencer will announce that he/she is going to travel to a city (student’s choice). The viewers will have one chance to ask one question to the influencer about the trip and the influencer will answer them. The teacher will give an example of a question using “be going to”. They will take turns to be the influencer.	
	<b>Planning</b>	They will choose one of the interactions and will practice it to report it in the next stage.	
	<b>Report</b>	Every group will perform one of the influencer-viewers interactions they went through for the rest of the class.	
<b>Language focus</b> <b>15’</b>	<b>Analysis</b>	The teacher will elicit the structure of “be going to” and clarify doubts, making sure they know when it is to be used and how. Students will also receive feedback from the teacher regarding the previous task.	
	<b>Practice</b>	The students will be given a list with some plans for a trip. Individually they will need to write the full sentences using “be going to” on Padlet, then in pairs they will assess each others’ padlets and give feedback. The teacher will correct it and give feedback online.	

<b>SESSION 3</b>			<b>Materials</b>
<b>Pre-task</b> <b>10’</b>	<b>Pre-task</b>	The teacher will ask the students the following questions: Q1: How will technology impact the future of tourism? Q2: What destinations will be popular in the future? Q3: What will the hotels of the future look like? Q4: What will future space tourism look like?  After announcing each question, the teacher will allow the students to give their opinion and discuss about it (all together). The teacher will also give her/his opinion using future “will” in order to give a model from which students can notice the language.	
<b>Task cycle</b>	<b>Task</b>	Show the introduction of a video to all students. Then in	<a href="#">Video "The</a>

25'		groups of five, they will be assigned a part of the video in which the author talks about one of the questions from the pre-task stage. Each group will watch their assigned clip of the video on their chromebooks with their headphones. After watching it they will discuss in the group about the question and the answer the author gives, noting down the gist. They will be required to search for more information about their questions. They will use their Chromebooks for that.	<a href="#">future of travel"</a>
	<b>Planning</b>	Students should get ready to report to the whole class about their questions' answers and extra findings.	
	<b>Report</b>	Each group reports to the whole class in a short oral presentation what the author says in the video and other answers and extra information they found.	
<b>Language focus</b> 15'	<b>Analysis</b>	The teacher will elicit the structure of the verb tense "future will" and its uses. Then he/she will solve any doubts and give feedback about their task.	
	<b>Practice</b>	Comprehension questions about the questions from the video where they will be exposed to "future will" and using it as well to answer the questions. They will be able to work cooperatively and ask the other groups about their questions in order to answer the comprehension questions, but they won't be allowed to extract the information from their chromebooks.	<a href="#">Comprehension questions "The Future of Travel"</a>

SESSION 4			Materials
<b>Pre-task</b> 20'	<b>Pre-task</b>	<p>The teacher elicits knowledge about the context of airports by asking students about the steps to go through when flying or their experiences when they have taken a plane. Also he/she will ask them about their experiences at hotels, specially when checking in. Then he/she will ask them to fill in the "Before learning" part of the thinking routine "3-2-1 Bridge".</p> <p>Then, the teacher will split the students into two groups: students A and students B.</p> <p>Whereas students B wait outside the classroom, the teacher explains the context of the listening activity to students A (Tik-tok where someone goes over the steps for checking in at the airport).</p> <p>Play the video twice. While they watch it the first time they should take notes with their general understanding of the video and vocabulary they consider essential for travelling. Then in pairs they will put in common their findings.</p>	<a href="#">321 Bridge Thinking Routine</a>  <a href="#">TIK TOK 1: Steps airport</a>

		The teacher will repeat the process with students B with another video about the checking-in process at a hotel.	<a href="#">TIK TOK 2: Checking-in hotel</a>
<b>Task cycle</b> 15'	<b>Task</b>	<p>Role-play in pairs (one student A and one student B):</p> <p>1st role-play: students A (who watched the video on the airport process) will pretend to be workers from the information desk of an airport. Students B will be first time travellers who are confused about the steps they need to follow at the airport and ask at the information desk for help.</p> <p>2nd role-play: Students B will pretend to be front office members of a hotel staff whereas students A will be the travellers who need to check in at the hotel.</p> <p>(Each pair of students will be given some cards with info on the role-plays and what they are expected to do)</p>	<a href="#">Flashcards: Airport/Hotel check in</a>
	<b>Planning</b>	They should be ready to perform their interactions in front of the rest of the class.	
	<b>Report</b>	Some of them will repeat their role-plays for the rest of the class.	
<b>Language focus</b> 15'	<b>Analysis</b>	<p>All students will watch both videos now (once), and they will answer some comprehension questions while they watch them.</p> <p>The teacher will bring back relevant vocabulary extracted from both videos to clarify meaning and also give feedback on their performances.</p>	
	<b>Practice</b>	<p>They will play a game on Wordwall website, where they need to rearrange the letters to form the words they have been practising.</p> <p>They fill in the rest of the bridge thinking routine at home and bring it in the next day.</p>	<a href="#">Wordwall game</a>

<b>SESSION 5</b>			<b>Materials</b>
<b>Pre-task: Oral Pres.</b> 15'	<b>Pre-task</b>	The teacher will ask them to make four groups of five. These groups will need to decide on a city (where English is either the L1 or L2) where they would like to go on their end of year school trip. The teacher will explain that at the end of the unit they will present their proposals and they	

		<p>will be able to vote for the city that was more convincing to them and where they actually want to travel to. The school would take into consideration this decision when organising their end of year school trip.</p> <p>After they make the groups, the teacher explains to them the context of the video they are going to watch. (Informative video about the city of Singapore). The second time they watch it they will be asked to take notes on the content elements that the video shows to inform about the city. (location, languages spoken, their food, etc.) and then put in common their notes in their groups of five before the teacher discusses it with them in order to solve the doubts they could have.</p> <p>The teacher will explain that they will have a 5' long oral presentation (in session number seven) where they should provide the information from the city they choose, as seen in the model of Singapore. Then the teacher will give them a checklist to follow with the requirements of the oral presentation. They will start working on it at home and they will continue in class the next session.</p>	<p><a href="#">Singapore City Guide</a></p> <p><a href="#">Checklist for the oral presentation</a></p>
<b>Pre-task: Itinerary</b> 10'	<b>Pre-task</b>	The teacher asks the students if they know what a travel itinerary is, what is included in them, if they usually travel following an itinerary or if they prefer to improvise when they travel, etc. Then the teacher plays some parts of the video from a Youtuber, where she explains how to plan a trip and make an itinerary. While they watch it they should take notes on what they consider important to know in order to plan a trip. Then in pairs they will compare their notes and discuss before discussing it with the whole class.	<a href="#">Video How to create a travel itinerary</a>
<b>Task cycle</b> 25'	<b>Task</b>	<p>Students will make a trip itinerary for their cities for an average of 4 to 5 days. They will be given a model as a reference and they will also have access to the checklist they will later use to peer-assess their classmates.</p> <p>The teacher will share with them an online template that they should use to organise their ideas and start drafting.</p>	<p><a href="#">Blogger: Model</a></p> <p><a href="#">Checklist for Itinerary</a></p> <p><a href="#">Itinerary template</a></p>

SESSION 6			Materials
<b>Task cycle Itinerary</b> 25'	<b>Task</b>	Students work on their itineraries autonomously. The teacher will monitor around to solve doubts and guide them in their writing process.	
	<b>Planning</b>	Each group will exchange Chromebooks with another group in order to peer-assess their compositions by making	<a href="#">Checklist for</a>

		use of the checklist that the teacher gave them. They will also give feedback so the other group can improve their compositions. After that, the groups will revise and edit their compositions.	<a href="#">Itinerary</a>
	<b>Report</b>	Before the next session (midnight the previous day to session 7) they should publish their itineraries on Blogger creating their own entry.	<a href="#">Blog to publish their itineraries</a>
<b>Task cycle Oral pres. 25'</b>	<b>Task</b>	Students, in the same groups, are now required to continue with their work on the oral presentations and the creation of its visual support for the next session. The teacher will monitor and solve doubts.	

SESSION 7			Materials
<b>Task cycle Oral pres. 35'</b>	<b>Planning</b>	Students rehearse their oral presentations.	
	<b>Report</b>	Each group will orally present their cities using their visual support. After each oral presentation, the rest of students will read the group's itinerary proposed for the city on their Chromebooks.	
<b>Language focus (Oral pres. And itinerary) 10'</b>	<b>Analysis</b>	Peer-feedback on their oral presentations and itineraries: Each group will fill in a sandwich feedback sheet but also some of the students will be allowed to orally share their feedback <i>in situ</i> .  The teacher will also give feedback to each group and correct them if necessary.	<a href="#">Peer-feedback sheet</a>
<b>Voting 5'</b>		Students will go to the link that the teacher shares with them and vote for the city where they want to travel to on their end of school year trip. The teacher will share the result of the voting in order to know what city was the most voted.	<a href="#">Google Forms questionnaire</a>

## Appendix 6 Materials

Inner circle	Outer circle	Expanding circle
<p><b>UK</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Reading about Bristol</a></li> <li>• <a href="#">Link to "48h in Bath Vlog"</a></li> <li>• <a href="#">Video "The future of travel"</a></li> <li>• <a href="#">TIK TOK 2: Checking-in hotel</a></li> </ul>	<p><b>Singapore</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Singapore City Guide Video</a></li> </ul> <p><b>India</b></p> <ul style="list-style-type: none"> <li>• <a href="#">TIK TOK 1: Steps airport</a></li> <li>• <a href="#">Video How to create a travel itinerary</a></li> </ul>	<p><b>Spain</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Blogger : Model</a></li> </ul>



