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“In the Hall of Fame”: A Didactic Proposal to Promote
Students’ Communication and Active Participation in a
1º ESO EFL Classroom

“En el salón de la fama”: Propuesta didáctica para
promover la comunicación y la participación activa de los
estudiantes en una clase de inglés como lengua extranjera
de 1º de la ESO

Autor

Laura Miravete Arrufat

Director

Juan José Larraz Pache

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación
Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas

Especialidad de Inglés

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Abstract

This dissertation paper includes an original proposal and critical comment on a didactic unit for 1°ESO whose main aims are to promote students' active participation and to develop their communicative competence, since it emerges from the needs and shortcomings observed during the two placements in IES Bajo Aragón as a result of a traditional textbook-based instruction. This didactic proposal –entitled *In the Hall of Fame*– contains a total of six lessons designed in accordance with the principles of Communicative Language Teaching (CLT), and –more concretely– Task-Based Language Teaching (TBLT). In addition, the unit also integrates self-assessment procedures, different scaffolding strategies, Cooperative Learning techniques and the support of ICTs resources in an attempt to address other underlying necessities detected in the classroom, as well as complying with the legal provisions of the Aragonese curriculum. Finally, by promoting students' participation and communication, the final intention of this unit is to solve behavior problems, and thus optimize the learning of the second language.

Resumen

Este trabajo incluye la propuesta original y comentario crítico de una unidad didáctica para una clase de 1° de la ESO cuyos principales objetivos son el de promover la participación activa de los estudiantes y el de desarrollar su competencia comunicativa, dado que surge de las carencias detectadas durante los dos periodos de prácticas en el IES-Bajo Aragón como consecuencia de una enseñanza tradicional centrada en el libro de texto. Esta unidad didáctica, titulada *In the Hall of Fame*, contiene un total de seis sesiones diseñadas de acuerdo a los principios del Método Comunicativo (CLT) y, más concretamente, del Aprendizaje Basado en Tareas (TBLT). Además, la unidad incluye métodos de auto-evaluación, varias estrategias de scaffolding, técnicas de trabajo cooperativo y el apoyo de recursos TIC, satisfaciendo así otras de las necesidades subyacentes detectadas en el aula y cumpliendo con las disposiciones legales del currículo aragonés. Por último, al promover la participación y comunicación de los estudiantes, la intención final de esta unidad es la de solventar problemas de comportamiento y así optimizar el aprendizaje de la segunda lengua.

KEY WORDS: Second language acquisition, Traditional textbook-based instruction, Communicative Competence, Active participation, CLT, TBLT.

1. Introduction

The teaching of English as a foreign language has evolved to a great extent during the last decades, going from more traditional teaching approaches to communicative ones in which students have a central role in the learning. However, traditional EFL lessons are still a reality in many Spanish high-schools, as I witnessed during my placement in a 1º ESO group in IES Bajo Aragón (Alcañiz). Most classes I attended as a trainee teacher and observer were exclusively based on traditional teacher-centered and textbook-based teaching models that do not contribute to the development of students' communicative competence. As a result, several necessities were detected in the EFL classroom. Firstly, students' did not have an active role in the classroom activities. They were limited to use the L2 to complete grammar exercises in their textbooks individually. Probably a direct consequence was the lack of engagement and motivation that could be clearly observed on the part of students. Most of them did not pay attention to the teacher nor followed the activities, and this usually resulted in problems of behavior that forced the teacher to interrupt the lessons. This kind of instruction also accounts for the lack of interaction in the L2, both on the part of the teacher and the students. In fact, the L1 was the prevailing language used in the classroom. In addition to all these factors that generally do not comply with CLT principles nor with the legal provisions established by the Aragonese curriculum (Order ECD/489/2016, of May 26), other needs were identified in the same context. For example, students level of English was significantly below the expected one for 1º ESO students, and –as the textbook was the only material used in the classroom– there was a scarce use of ICTs.

This original didactic proposal –entitled *In the Hall of Fame*– has been created with the purpose of addressing the most relevant needs detected in the target classroom and promoting students active participation and communication in the EFL classroom. This is to be accomplished while dealing with a meaningful topic for them: talking about the lives of influential people in present day society. The unit is based on Second Language Acquisition (SLA) theories and Communicative Language Teaching (CLT), and it is structured according to Task-Based Language Teaching (TBLT), as these theoretical and methodological principles will provide students with opportunities to use the L2 for meaningful purposes when completing their tasks, as well as fostering their autonomy

in the learning process. In addition, self-assessment procedures, cooperative Learning techniques, ICTs resources and other scaffolding techniques have been included to cover other underlying needs and in an attempt to enhance the development of students' key competences and the learning of the L2 to greater extents. For all these reasons, this didactic unit can be regarded as an innovative proposal for the context in which is to be implemented. It involves a significant change in the teaching and learning of the second language by leaving behind the traditional textbook-based EFL lessons with which the target students are familiarized.

Regarding the content, this dissertation paper is organized in five different sections. This first introductory section will be followed by the statement of the main purpose and aims this dissertation seeks to achieve. In the next section, the didactic proposal will be justified according to the needs that are going to be addressed with it, and to the theoretical, curricular and methodological framework on which it is grounded. After this, the didactic unit will be briefly described in order to critically comment on its curricular and instructional design, focusing on aspects such as its appropriateness for the context, the development of the key competences, the design and sequencing of the lessons, or the evaluation and assessment tools and procedures it includes. Finally, the conclusions drawn from the critical comment will be summarized in the last section of this paper together with a final reflection on the constraints faced when designing it, which account for possible shortcomings in the unit.

2. Purpose and Aims of the Dissertation

This dissertation paper proposes and analyzes an original didactic unit based on the principles and framework of Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) whose main aim is to foster students' communicative competence and active participation in the classroom. On the other hand, the unit addresses other subsequent needs emerged from a traditional teaching and the specific context of the classroom itself, and which are in line with the main purpose. In this way, this proposal also seeks to promote students cooperation and interaction in the L2 –as well as increasing their engagement and motivation- by means of cooperative learning

techniques such as pair and group work, speaking activities and games. Regarding students' level of English, this unit also seeks to provide different scaffolding and differentiation strategies for the performance and evaluation of the tasks to ensure that all the students complete them successfully. The unit will also enhance the use of ICTs for learning purposes and students' critical and creative thinking, complying with the legal provisions of the Aragonese Curriculum as regards the development of key competences. The extent to which these aims will be accomplished will be regarded in the evaluation proposal for the unit itself, which includes different tools for teacher's evaluation and students' auto-evaluation. Finally, it is worth mentioning that –by fostering students' active participation– this proposal also seeks to increase their motivation for learning the L2 with the final intention of solving the behavior problems that regularly affect the development of the classes and thus, the learning of the L2.

3. Justification, Theoretical and Curricular Framework, Methodology

In this section, I am going to justify the didactic proposal included in this dissertation paper according to the necessities I observed during my placement in IES Bajo Aragón and after the implementation of the unit I created for my Practicum II. Then, it will be justified according to the theoretical and curricular framework in which it is grounded, including principles from SLA Research and Communicative Language Teaching (CLT), the specific methodology and structure that the unit itself follows –Task-Based Language Teaching (TBLT)–, and the Aragonese Curriculum. Finally, an explanation of the procedures followed for the creation of this didactic proposal as well as for its evaluation will be provided.

3.1. Justification

As it has been mentioned, this didactic proposal emerges from the conclusions I drew from my experience in IES Bajo Aragón (Alcañiz) and my Practicum II Portfolio. Concretely, the rationales for its design are based on the issues I observed in all the EFL classes I attended there, as well as on the shortcomings and necessities I detected when analyzing and reflecting on my performance as trainee teacher.

Even though my observation tasks for the “Practicum II portfolio” (see Appendix 1.1.) were not based on data collected from the 1°ESO group for which I have designed this didactic proposal, I will provide a general account of the conclusions I reached because they can be extrapolated to the target class. Except for the groups belonging to the bilingual BRIT-Aragón program, the teaching methodology that prevailed in most EFL classes was virtually based on the teacher focusing on a specific grammatical point and students completing exercises about it on their own to then correct them together on the digital blackboard. As well as being able to verify that most activities included in textbooks are form-focused exercises that did not comply with CLT and SLA principles (see Appendix 1.2.), I also concluded that this kind of traditional textbook-centered lessons had a direct effect on the interaction pattern of the classes, resulting in a scarce promotion of students’ interaction and use of the L2 (see Appendix 1.1.). As students were limited to use the L2 to complete textbook exercises on their own, the questions the teacher made were in line with this methodology. All the questions students were asked were form-focused questions that required specific and short answers while correcting their textbook exercises. Another consequence related to this issue was that students’ communicative competence was scarcely developed. They were not provided with opportunities to produce extensive output, to use the L2 for meaningful communication nor to interact with each other. All these factors that affected negatively the learning of the L2 were also present in the 1°ESO class I decided to teach, and – what is more– they were aggravated by the specific characteristics of group. It was a group of 22 students in which the level of English was generally low, even though there was not any student with special educational support needs. In addition, it could be said that their behavior did not contribute to create an environment conducive to learning. Most students did not show any interest in following the lessons and the classroom activities. Instead, they used to chat with their partners, do homework from other subjects or even standing up and walking round the classroom without permission, forcing the teacher to interrupt the class constantly. In fact, class management took a lot of time out from the 50 minutes that the lessons were supposed to last.

As my mentor teacher gave me total freedom when implementing my sessions, I chose this class group with the aim of fostering students’ active participation and

communication in the L2 and making EFL learning more effective. By doing so, I also wanted to explore how students reacted to a different teaching approach and prove whether this succeeded in improving students' engagement and behavior in the classroom. Even though I did see that students were generally more engaged in the activities, most students had difficulties to carry out some of the tasks I had prepared, probably because their level was below the one I expected. After analyzing my materials and reflecting on my implementation for "Practicum II Portfolio" (see Appendix 1.1.), and creating a didactic unit for "Design of Learning Activities for EFL" (see Appendix 1.4.) I identified shortcomings and flaws that may have accounted for the results of my lessons too.

In an attempt to meet all the necessities and shortcomings stated above, the new unit created has been based on Second Language Acquisition (SLA) theory and research and CLT principles, which foster students' autonomy, active participation, and interaction with the final aim of improving the learning of the L2. In addition, the unit includes pair and group work activities that will contribute to enhance students cooperation and interaction, and the use of ICTs resources to exploit students' digital competence for learning as far as the context allows. At this point, it is worth mentioning that the classroom had limited digital tools and ICTs resources, basically consisting of a digital projector and a computer.

Finally, as motivation to use and learn the L2 is a relevant aspect that goes in line with the main objective pursued in this dissertation, I would like to mention that other essay that has been used to sustain the design of this didactic unit is a research about the use of the L1 in EFL classrooms carried out for the subject of "Innovation and Research in EFL" (see Appendix 1.3.), which revealed that students with lower levels of English are more motivated to use the L2 when doing speaking activities and games.

3.2. Theoretical Framework

This section will deal with different theories and principles that are directly related to the necessities identified in the classroom and stated in the previous section, as well as to the main aims of this didactic proposal: fostering students' communicative competence, and active participation in the classroom. First, some of the main principles

of SLA literature and research on effective L2 teaching are going to be reviewed due to their general incompatibility with traditional teaching approaches such as the one established in the target classroom ordinarily. In doing so, I will also give some attention to the role of motivation in learning. Then, Communicative Language Teaching (CLT) and its core principles will be briefly presented, as it provides the means for addressing these needs and the basis for the didactic proposal itself. Finally, in order to explain the specific framework according to which the unit is structured, Task-Based Language Teaching (TBLT) will be also accounted for.

Second Language Acquisition (SLA), Motivation and Effective L2 Teaching

As Ellis and Shintani (2014) claim, “good teaching is a teaching that proceeds in accordance with how learners learn” (p. 28). In fact, a great deal of research has been done on Second Language Acquisition in an attempt to set the principles for a successful teaching and learning of a second language. Both Lightbown (2003) and Ellis and Shintani (2014) agree on the need to direct students’ attention to meaning and form, trying to develop both implicit and explicit knowledge of the L2. Another core principle of SLA theory is that it is important to provide students with extensive L2 input inside and outside the classroom, as well as with numerous opportunities for output by creating a need for communicating. As a result, interaction between students in the classroom is key for most SLA researchers when promoting L2 learning (Ellis & Shintani, 2014; Lightbown, 2003).

Other researchers have given special emphasis to students’ motivation for an effective learning. Dörnyei (1994) identifies three different levels in the classroom that commonly affect the learning, being the language situational level the one that concretely refers to the the course motivational elements and the teaching methods. As regards this level, Dörnyei (1994) also establishes a clear connection between students’ motivation and the promotion of their autonomy and involvement in the learning, as well as cooperation among them.

Undoubtedly, all the conclusions drawn on effective L2 teaching and learning emphasize the role of meaningful communication and students’ active participation in

the learning process, revealing the effectiveness of communicative and learner-centered teaching methodologies such as CLT, in contrast to traditional ones.

Communicative Language Teaching (CLT)

CLT emerged from a paradigm shift in L2 Teaching that started in the 1980s, when the communicative nature of language was emphasized over the mastery of its form. As a result, traditional teacher-centered and form-focused methods were left behind for the sake of students' communicative competence (Brown, 2007).

As Richards (2006) claims, CLT is not a fixed notion, but it rather implies a set of principles that must be adjusted to the teaching context (p.22). Among them, one of the main tenets of CLT is that learners must be engaged in meaningful interaction and communication (Richards, 2006, p.22). As communication is a holistic process that involves different skills, all the components of communicative competence (organizational and pragmatic aspects of language) should be addressed (Brown, 2007, p.46). Even though meaning is paramount for CLT, fluency and accuracy are regarded as “complementary principles underlying communicative techniques” (Brown, 2007, p.46), so both need to be tackled in the classroom in order to develop students' communicative competence. Finally, the role of the teacher is that of facilitator and guide, someone who provides students with opportunities to use and notice the language (Brown, 2007; Richards, 2006). Students are the ones who have an active role in the learning process by constructing meaning to communicate and interact with each other, and reflecting on the form and use of language, as well as on their own learning (Brown, 2007; Richards, 2006).

CLT gave rise to different concepts and teaching approaches that are closely related to all these principles, such as Learner-centered Instruction and Task-Based Language Teaching (TBLT), which will be discussed in further detail later on. In contrast to Teacher-centered instruction, learner-centered instruction includes techniques that “account for learners' needs, styles and goals” and “give control to the student” (Brown, 2007, p.52). This explains why they are said to boost students' creativity, sense of competence, and intrinsic motivation (Brown, 2007).

Task-based Language Teaching (TBLT)

Task-Based Language Teaching (TBLT) is one of the teaching approaches that emerges from CLT, and it basically consists on the completion of tasks as the means to learn the second language. Skehan (1998, as cited in Brown 2007) defines “tasks” as activities that encourage students to use the L2 to solve a genuine communication problem and thus, they are primarily focused on meaning. Nonetheless, this methodology also gives attention to form and linguistic aspects, which will be determined by the communicative activity as they appear incidentally during the performance of the task (Long 1991, as cited in Ellis & Shintani 2014).

In her book *Task-Based Language Learning and Teaching*, Ellis (2003) specifies the guidelines for the structural design of task-based lessons. In general terms, the task-based structure consists of three main phases –each of them allowing for a variety of activities–: a pre-task, a task and a post-task. The pre-task phase is mainly aimed at preparing students for the task, being equally important for arousing students’ interest in performing the task (Dörnyei, 2001, as cited in Ellis, 2003). For this purpose, Ellis (2003) distinguishes different kinds of activities, including activities that provide students with or activate their own background knowledge on the task (“Non-task preparation activities”), provide them with useful resources and guides (“performing a similar task”, “providing a model”), or just give them time to plan their tasks (“strategic planning”). The task phase is dedicated to the performance of the task itself; and finally, the post-task phase involves procedures to (1) encourage students to repeat the task, (2) to reflect on the task performance, or (3) to give special attention to specific language forms (Ellis, 2003). In addition, she draws some guidelines as regards the participatory structures in the performance of the task-based lessons, clarifying that TBLT allows for both individual and social patterns for the three phases (Ellis, 2003). This will depend on “the aims of the phase [...] and the nature of the task itself” (Ellis, 2003, p.275).

3.3. Curricular Framework

In order to provide a clearer justification as regards the legal provisions that regulate the design of this didactic proposal, this section is going to be divided into two different sections. The first will cope with the general provisions for Compulsory Secondary

Education, whereas the second will be focused on the specific ones for the subject of English as second language, both as stipulated by the Aragonese Curriculum (Order ECD/489/2016, of May).

General provisions

Besides explicitly complying with Objective i. of comprehending and expressing oneself by means of a second language, this unit covers other general objectives for Compulsory Secondary Education (section 4.1. from the Curriculum). Students will be encouraged to develop work habits by means of completing both individual and cooperative tasks (Objective b.). In doing so, they will develop their sense of active participation, respect and cooperation, as well as their critical thinking and ability of learning to learn (Objectives b. and g.). Last but not least, this didactic proposal also seeks to develop to some extent students' skills in the management of ICTs resources for learning purposes (Objective e.). As regards the general methodological principles established by the Curriculum (section 12.3. from Order ECD/2016 of May 26), many of them are applied in the unit, but this will be discussed in the following section as they appear in the specific provisions for the subject of English too. Nonetheless, it is worth mentioning that in an attempt to address diversity among students (section 12.3., Principle a.) –specially because of the general low level of English observed in the classroom–, the didactic unit includes different scaffolding and differentiation techniques and procedures to favor the learning of all the students.

Specific provisions

As the didactic unit presented in this dissertation is based on a communicative teaching approach, it is explicitly aligned with the final objective for the area of EFL stated in the Curriculum: being able to communicate in English in different context and for different purposes (Order ECD/2016 of May 26, p.13124). Even though it will be discussed later in the critical analysis, it must be noted that this unit plan has been designed in an attempt to encompass all the stage objectives for English as a second language (from Objective 1. to Objective 8.), and to provide students with opportunities to develop the four skills implied in communication –speaking, listening, writing, reading– as the Curriculum requires.

Regarding the methodological principles for the subject of English, the methodology used to fulfill the main objectives of the didactic proposal allows to comply with most of them. Students' significant and autonomous and cooperative learning (Principles a. and c.) will be achieved by promoting their responsibility and autonomy in the completion of significant communicative tasks, as well as by encouraging them to reflect on their own learning process. By doing so, students' motivation, critical thinking and creative thinking will be also enhanced (Principle e.). In addition, the Competence-based Language Teaching approach and the integration of Key Competences contemplated in the Curriculum have been largely considered in the design of this didactic proposal (Principle b.).

3.4. Methodology

As it has been pointed out along the previous sections, the main purpose of this unit is to improve language acquisition of all the students in a 1°ESO group by promoting communication and active participation. In fact, this was also my main purpose when I conducted the classes during my placement in IES Aragon. Even though the didactic unit that is included in this dissertation was not implemented, I did have the opportunity to expose the target students to a more communicative kind of EFL lessons that went further than textbook exercises, and this experience was really useful for me when designing a proposal that better fit the needs of the target class. After my implementation I noticed that students needed more guidance in order to carry out the tasks I had prepared, as their level of English and autonomy was not the one I expected. On the other hand, I also noticed that my lessons had many flaws, as regards their communicative potentiality, the materials used and –specially– the sequencing of the activities. This experience also made me reflect on how to manage the classroom and the lesson time effectively. Finally, I concluded that TBLT could give me the means to solve all the necessities and shortcomings I had observed in the classroom. The principles that characterizes this methodology are clearly in line with a communicative learner-centered teaching approach and its specific structure can be arranged so as to provide students with more guidance and scaffolding strategies both before and after their tasks in order to help them complete them successfully.

Therefore, the lessons and activities of this didactic proposal have been arranged in such a way that they follow the complete task cycle because of the benefits it brings for the performance of the tasks –as well as for students’ language development–, as it will be discussed later on in the critical analysis. Before starting to design the unit itself, I also reviewed the Aragonese Curriculum to adjust the ideas I had in mind to the guidelines it establishes as regards the learning objectives, the integration of the key competences, the methodological principles and the evaluation criteria and procedures.

As I did not had the opportunity to evaluate my students during my placement, I also thought about how I could evaluate their progress, always having in mind all the observations I had made in the classroom during my placement. This also explains why the evaluation proposal for the unit gives more weight to the writing and speaking tasks that will be evaluated, as it will be explained later on. In addition, the evaluation proposal includes not only tools for the teacher’s evaluation, but also for students’ auto-evaluation so as to promote their active participation and autonomy in the learning process to a greater extent.

4. Critical Analysis and Discussion of the Didactic Proposal

4.1. Contextualization

This unit proposal has been designed for a group of 1°ESO students from IES Bajo Aragon (Alcañiz). Even though this is one of the largest public high-schools in Aragon and offers numerous programs to meet the needs of all the students, it must be noted that it is not a leading school as regards currently widespread teaching programs such as Project-based Learning or EdTech. In fact, ICTs resources in the classrooms are quite limited. Most of them are equipped with a single computer and a digital projector, and the use of mobile phone is only allowed for students of Bachillerato. Nonetheless, it is possible to book the computer room of the high-school and individual laptops if needed.

Concretely, the target group is a non-bilingual group of 22 students whose level of English is significantly below the expected one for 1° ESO (A2 according to the CERF). However, none of them is identified as student with special educational needs. Despite

the fact that their behavior is not good in general terms, they do show a positive attitude towards English. During the time I stayed there I realized that when the teacher prepared different activities that went beyond the textbook, they were eager to participate, whereas they did not usually follow textbook-based lessons. As it has been mentioned previously, I witnessed how their behavior usually disrupted the development of the classes and the learning environment. Even though all these factors may be seen as obstacles for the design and implementation of this didactic proposal, my election was actually motivated by the challenges that it posed to me and the willingness to provide students with a new concept of English classes, totally different from the kind of systematic form-focused lessons to which they were used.

The unit created for this group comprises six sessions which include a total of four tasks with their respective pre-task and post-task activities. All of them are related to a topic with which they are familiarized and which is significant for them: influential people of present day society. Throughout the unit, students will get to know and exchange information about life events of characters they are likely to know and admire or may be curious about. With the aim of encouraging students to communicate and making the unit as relevant as possible for them, different materials, speaking and game-like activities, and ICTs resources have been included to cope with this topic through different means.

It needs to be mentioned that –despite the fact that the unit integrates the four skills– there is special emphasis on those that involve production skills (speaking and writing). This can be explained by the main purpose of the unit and the class context itself. As pointed out repeatedly, textbook-centered instruction resulted in a lack of production activities –except for completing exercises with a few specific words. Therefore, the unit aims to foster students’ production in the L2 to a greater extent.

4.2. Contribution to Key Competences

As it is required by the Aragonese Curriculum (Order ECD/2016, of May 26) in accordance to the European Parliament and the Council (Recommendation 2006/962/EC), there is a series of key competences for lifelong learning that Secondary Education

must contribute to develop. Responding to this, this unit succeeds in developing all of them.

As the main aim of the unit is to foster communication in the L2, the Communicative and Linguistic Competence (CLC) is directly tackled in all the activities. In addition, it is explicitly promoted by the CLT approach and the Curriculum itself. Along the whole unit, students will learn both how the language works (linguistic component) and how it is used to communicate in different social context and for different purposes by means of different modes and genres, including oral and written ones. For example, students will have to prepare a brief oral presentation, participate in oral discussions with their classmates and write a biography. As regards the strategic component of Communicative competence, students will develop their ability to solve communication problems as well as their disposition for constructive interaction when exchanging information with their classmates. As it can be inferred, this competence is also enhanced by means of collective class discussions aimed at activating students previous knowledge about a topic before the tasks. As regards interaction patterns, working both in small groups and in pairs will guarantee that all the students have opportunity to interact in the L2.

As mentioned previously, the classroom has a single computer for teacher use and a digital projector, and 1ºESO students are not allowed to use their mobile phones in the classroom neither. Despite all these limitations, the unit succeeds in developing Digital Competence to a large extent. As it is difficult to use ICTs for output on a daily basis, a feasible alternative to expose students to different digital resources for information and communication is by integrating them when giving input to them. The teacher will use the digital projector and the computer as the tools to access TIME Magazine, and WordReference, and to project a trailer of a film so that students can draw connections between the tasks they are doing and their actual application in a real-world context –as well as noticing the benefits that ICTs provide and the role they have in present day society. Nonetheless, students will be also given opportunities to use ICTs autonomously and actively to look for useful information for their biographies, to access online dictionaries to check words, and to create a poster on *Canva*.

As it is implied by the learner-centered nature of CLT and TBLT, the Competence of Learning to Learn (L2L) is fostered in this didactic unit by promoting students autonomy in the completion of their tasks. For example, they will have to choose a character of their interest and do autonomous research about him/her before planning and starting writing their biographies; or they will have prepare their oral presentations on their own. At the same time, this competence will be also enhanced by the tools and resources provided by the teacher to guide them in the learning process, including the use of online dictionaries, or mind maps. Finally, students will be encouraged to reflect on their own process of learning by means of different assessment materials; concretely two checklists for self-assessment they will complete after their two last tasks .

Even though to a lesser extent, the unit also contributes to the development of the other four key competences. Competence in Cultural Awareness and Expression (CAE) – concerned with the ability to appreciate different cultural and artistic expressions– is quite present in the unit. This is specially due to the main topic it deals with –influential people in contemporary times– which allows to cover a wide range of cultural fields and societies. In addition, this competence will be also tackled by working with different genres of texts (posters, magazines) and exposing students to materials adapted from authentic resources of English-speaking cultures (TIME Magazine, Encyclopedia Britannica). Similarly, Competence in Mathematics, Science and Technology (CMST) may be developed to some extent during students' autonomous research depending on the characters they choose to write about (scientific characters), as well as by their use of technological tools and apps. The Social and Civic Competence (SCC) is partly implied by the communicative approach given to the classroom. In those activities in which students will work in pairs or in threes, they will have to take decisions and solve communication problems, interacting with other classmates in discussions and other speaking activities. In doing so, they will be expected to show an attitude of respect towards others' ideas and opinions, as well as willingness to resolve possible discrepancies. When presenting their biographies, they will have to plan them with the aim of communicating as effectively as possible. Finally, the Competence in Sense of Initiative and Entrepreneurship (SIE) is fostered in those tasks in which students will be asked to create a product. They will have to plan and manage their knowledge when

writing a biography or when creating a poster and preparing an oral presentation. Simultaneously, this will contribute to develop their creativity and critical thinking, as well as their decision-making abilities.

4.3. Learning objectives and contents of the unit

As stipulated by law, the Learning objectives and contents of the unit have been unpacked from the Aragonese Curriculum for the 1st year of Compulsory Secondary Education.

As regards the learning objectives, the unit aims to comply with the specific objectives that have been listed in the Appendix section (see Appendix 2.). They have been formulated according to the general learning objectives for the subject of English from the specific provisions of the Aragonese Curriculum (as accounted for in Appendix 2.). As well as being aligned with the contents and the evaluation criteria for the unit, they are closely related to the outcomes students will achieve at the end of the unit. That is why they are formulated as “can do” statements, simultaneously emphasizing the functional and communicative nature of English as a language.

The contents of this course plan (see Appendix 3.) are based on the four main blocks that are contemplated in the Curriculum (comprehension and production of oral and written text), covering a variety of curricular contents from the different categories they include, such as comprehension skills and strategies, communicative functions or sociocultural and sociolinguistic aspects. In addition, this unit covers the first of the cross-curricular contents included in the general provisions of the Curriculum (section 11) to a great degree. Concretely, it refers to the integration of reading comprehension, oral and written expression, audiovisual communication Information and communication technologies, entrepreneurship, and civic and constitutional education (Order ECD/489/2016, of May 26, p. 11).

In relation to this matter, I would like to mention that it is important to make the learning objectives clear to students from the very beginning for a better processing of their learning. That is why, an introductory poster has been included in the first session of this didactic proposal based on both the learning objectives and contents with which the unit will deal (see Appendix 6.a).

4.4. Lesson plans and sequencing of the activities

As accounted for in the theoretical framework, the activities of the lesson plan have been based on SLA and CLT principles to respond to the learning needs of students and promote their communication. At the same time, the different activities have been organized in accordance with the structure of Task-based Language Teaching methodology (TBLT) due to the affordances it provides to meet the necessities detected in the group. Concretely, the unit consists of six lessons that comprise four tasks and their respective pre-tasks and post-tasks, noting that a complete task-cycle sequence does not necessarily correspond to a lesson. This leads to the need to explain that all the task sequences have more than one pre-task and post-task activities as a way to provide more guiding and reinforcement activities to students before and after performing the tasks. In relation to fostering students' production skills, it must be noted that speaking and writing have been prioritized by generally addressing them in the three stages of the task cycle in order to reinforce them and integrating listening just in pre-task and post-tasks stages. Having said this, the lesson plans are going to be briefly described to then analyze them critically and comment on the most relevant aspects. The stages of the task cycle (pre-task, task, and post-task) will be also referred to for a better founded analysis.

Session 1 is key to engage students and enhance their motivation before starting the unit itself. Therefore, the main activity is aimed at raising students' interest for the unit by asking them to make guesses from the title. This activity will be complemented with an introductory poster to set clear learning objectives and outcomes for the unit (see Appendix 6.a.). The following three activities are pre-tasks activities which are mainly aimed at preparing students for the first task (lesson 2). However, each of them has a more concrete purpose. As defined by Ellis (2003), the first one consists of a "non-task preparation activity" (p. 246) that tries to activate students' content schemata by means of a brainstorming discussion based on their knowledge about a famous magazine. The second and third pre-tasks encompass different objectives. In an indirect way, they are aimed at eliciting useful vocabulary and ideas from students, as well as engaging them in small group discussions to reach an agreement. In order to help students organize their ideas and collect vocabulary, the teacher will give them a table to complete with

their rankings and specific data that they themselves have brainstormed in their discussions (see Appendix 6.b.). This will serve as a scaffolding technique, together with the teacher's collection of examples and vocabulary given by the students on the blackboard.

The second session is partly focused on grammar and consists of three activities, covering the first task and its post-tasks. In the task activity students will work in the same groups as in the previous session, interacting between them to make decisions to match different cards (see Appendix 6.c.). In order to introduce past simple –and more concretely affirmative and negative sentences–, the short texts of the task activity will be taken as examples to direct students' attention to specific linguistic forms. This will be done in the first post-task activity. Even though they are not examples taken from students' own production –as it is expected in TBLT lessons–, this decision has been made considering that the level of students is quite low and past simple is just being introduced. By observing the examples in pairs or threes, students are supposed to identify past verbs and discover the rules of past simple for themselves. This inductive approach will make rules more memorable for students, will involve them more actively and will contribute to increase their self-reliance. To help them in this process, they will be given a printed worksheet (Appendix 6.d.) to circle the regular and irregular verbs they find there. After this, the teacher will ask questions to students to elicit the rules of past simple together. As another scaffolding strategy, the teacher will show them a presentation to briefly explain the rules (see Appendix 6.e.). In the last post-task activity, students will have an opportunity to put the grammar structure into practice by writing a brief description of two of the characters in from ranking of the previous session, including life events or achievements they know about them. Even though this activity indirectly pushes students to use a specific structure, it will help them to better process the new linguistic form they have just been introduced, specially considering their level of English and the traditional English lessons to which they are used to.

Lesson 3 is the only one that comprises a whole task-cycle. However, it needs to be said that –at the same time– it work as a pre-task stage for students' next task (writing a biography), as it can be regarded as a WAGOLL. That is, the biography reading (Appendix 6.g.) provides students with a good model of language for their own

biographies. The session is made up of two pre-task activities, a task mainly focused on reading, and a post-task. The first activity will activate students knowledge about the genre of the biography and its conventions, and the second is aimed at creating expectations about the person they are going to read about, as well as arousing students' curiosity about him. In both of them, students will be encouraged to interact with their shoulder peers by means of oral discussions. As scaffolding techniques, they will be given different options with a poster (Appendix 6.f.) and the teacher will play a movie trailer to help them guess who he is. In doing so students will work on listening too. In the task, students will have to read the text in order to complete a mind map (Appendix 6.h.) with specific information included on it as a kind of reading comprehension activity. In fact, this activity will be assessed by the teacher by means of a checklist (see Appendix 7.a.). This mind map will also contribute to indirectly drive students' attention to specific aspects of the biography genre. The last activity (post-task) will be dedicated to focus on the conventions of the biography by explicitly analyzing its content and structure. As another reinforcement strategy and as way of helping students draw connections between this task and the previous one, they will be asked to identify the linguistic forms used in the biography, specially to talk about specific life events in the past.

Due to the activities that are to be performed in the fourth and fifth lessons, it will be necessary to get hold of individual computers for students' use by booking either the IT classroom or individual laptops. The fourth lesson encompasses the third task (drafting their biography) and three pre-tasks. The first two are aimed at giving students the guidelines and the resources that will help them perform the writing task. In order to do so, the teacher will show students the checklist for self-assessment they will complete after writing their biographies, and which they will need to consider during the planning and writing process. This activity is specially important, as their writings will be an important part of their final mark for the unit and the checklist is based on the criteria that are included in the teacher's rubric for the written biography. The teacher will also show students how to use an online dictionary to look for unknown words or check spelling, providing them with a useful tool that they will be able to use during their drafting. The third pre-task activity corresponds to the first phase of the writing process,

which involves brainstorming and planning. To make students draw connections with previous tasks –as well as helping them organize their ideas–, they will be given the same mind map of the reading session (see Appendix 6.h.). Now, they will have to do autonomous research with their laptops to complete it with data about the character they choose. Needless to say that –in addition to guide students during the writing process– these pre-task activities will foster students’ autonomy, critical thinking and digital and learning to learn competences to a great extent. Due to the nature of this task, students will work individually to write their biographies, though they will be able to help each other during the process. Nonetheless, individual work will be equally beneficial for them, as –besides fostering their independence– it will cater to students’ differences in learning styles and rhythms. Students will have as much time as they need to plan and draft their writings, and they will have the opportunity to experiment with the language on their own. In addition, students will have the option to finish their drafts at home if class time is not enough or if they ask for more time to improve them.

The fifth session will start with the post-task phase of the writing task, which covers three activities, and the pre-task activity for the final task. To make the most of it, a checklist (Appendix 7.c.) has been designed to both make students reflect on their performance as well as to direct some attention to the form of their writings. After completing their checklist for self-assessment, they will exchange their writings with their shoulder partner and will give feedback to each other based on the criteria included in the self-assessment checklist. These two activities of self and peer-assessment will develop students’ critical thinking and autonomous learning skill, and they will serve as a prior step to the editing phase of the writing process. Students will be given the opportunity to modify their writings before handing the final versions to the teacher considering the feedback received from their peers or their personal criteria. Once they finish their final versions, they will start preparing for the last task: reporting their biographies orally. Before this, the teacher will show students another checklist (see Appendix 7.e.) based on the rubric that will be used to evaluate their oral presentations to make them aware of the evaluation criteria and requirements for this assessment task. To exploit students digital competence and creativity, they will be asked to create a poster on *Canva* to support their brief oral presentations. In addition, the posters will

serve to create a Hall of Fame in the classroom. This activity will also provide students with an opportunity to bring to light their creativity and exploit their multiple intelligences. Even though they will have enough time during the lesson, they will be able to finish the posters at home if they need it.

The sixth lesson is devoted to the final task –students oral presentations and the creation of a Hall of Fame in the classroom–, and a follow-up speaking activity. The performers will have no more than a minute and a half to orally present their characters and the most relevant data about them, being able to use their biographies as support. Meanwhile, the rest of the students will have to complete a card (Appendix 6.i.) with the information given by one of their peers during the presentation. This simultaneous activity has been included in order to promote students' active listening, as it is the skill that is developed to the least extent along the unit. In addition, it will contribute to maintain the classroom order and increase students eagerness to perform the next activity. In the final speaking activity, based on the game “Who is Who”, students will be encouraged to interact in the L2 in a kind of information-gap activity. They will have short one to one interviews in which they will have to ask yes/no questions to discover the identity of their partner. Besides having the posters as support to recall information and formulate questions during the activity, the teacher will also provide students with ideas and examples of questions to help them think about what they are going to ask. At the same time, students will have to draw on their linguistic resources to ask for information, having the opportunity to put into practice the knowledge acquired along the unit. This follow-up activity will be assessed by means of an ongoing assessment checklist (Appendix 7.b.) that the teacher will complete for each students.

4.5. Materials and resources used

The nature of the topic of the unit itself was very exploitable in the classroom, as it could be made relevant and personal for students easily just by referring to famous characters in present day society they are likely to know or by giving them freedom to talk about characters they admire. Then, it was key to choose the materials with which they will work on this topic thoroughly as to make learning even more significant. With this in mind, the first conclusion I reached when thinking about the materials I wanted

to use was that they needed to be as appealing for students as possible in order to succeed in engaging them and promoting their active participation. On the other hand, I also sought to expose students to real uses of English and combining different kinds of genres in doing so. This was specially motivated by the fact that they were used to work exclusively with materials that had been created for teaching purposes in EFL classrooms. Besides being mostly focused on form, they did not provide students with opportunities to notice the actual use of English for communication. Clearly, authentic materials provided me with the means to comply with my personal requirements. In line with this, I concluded that it would be also a good idea to use materials with which they are familiarized and to which they are exposed in their daily life. At this point, I would like to emphasize that the fact that the students are quite young and have a lower level of English was a relevant aspect to bear in mind, as this made it necessary to adapt most of the materials to the students' level.

Considering all these factors, the materials used include both non-modified authentic materials (movie trailer, TIME Magazine) and created materials based on authentic resources, such as the cards based on encyclopedia entries (Appendix 6.c.) and the biography adapted from an authentic one (Appendix 6.g.). The unit includes other original materials that have been created just to provide students with scaffolding techniques and clearer input, such as the Introductory Poster (see Appendix 6.a.), the Past Simple Presentation (Appendix 6.e.), or the Biography Mind Map (Appendix 6.h.).

As the use of ICTs is limited in the classroom, I tried to exploit them to the largest extent by integrating them in the materials used for giving input to student. With this aim in mind, the digital blackboard will be used to access TIME Magazine list and to show students the real webpage from which the biography they will read is extracted. As well as making students aware of the use of English in the present-day society, this will give them the opportunity to notice the authentic form and multimodality of the texts with which they are working. This lack of digital resources also explains why a great deal of the materials for students' output are analogue (printed worksheets). Nonetheless, I must say that this may be beneficial for students in a sense, as they work with printed materials ordinarily.

Finally, I would like to mention that I also took into account the observations I made during my placement, which reaffirmed the results obtained from the Research carried out for the Master's course *Innovation and Research in EFL* (see Appendix 1.3.). Students seemed to be more engaged in speaking and game-like activities, so I decided to include games and game-like elements in some of the materials created, as it is the case with the Identity Cards to play "Who is who" (Appendix 6.i.), or the matching cards activity (Appendix 6.c.).

4.6. Evaluation and assessment

As stated in the theoretical framework, the evaluation criteria for this unit (see Appendix 4.) have been unpacked from the guidelines and legal provisions of the Aragonese Curriculum, which requires evaluation to be global, formative, continuous and integrative. In this sense, these specific evaluation criteria to evaluate students' learning process –as well as learning outcomes– are aligned with the evaluation criteria for 1ºESO, the learning standards and the key competences set in the Curriculum (as noted in Appendix 4.); and this will be made by means of different tools that have been designed for this purpose (see Appendix 7.). It is necessary to mention that there is also summative assessment in the unit, as students will get a final mark largely based on the two final tasks.

As it has been pointed out previously, production skills have been given more emphasis and are more developed in the unit as a way to respond to the necessities identified in the classroom. This explains why the two tasks that have more weight in students' final mark are specially focused on the skills of speaking and writing. Both students' written biography (30%) and oral presentation (20%) will be assessed by the teacher with two rubrics. Nonetheless, students performance on the other two skills will represent a part of the total mark. Reading (15%) will be assessed in the second task with a checklist (Appendix 7.a.) that the teacher will complete for each student based on the completion of a mind map. Listening (15%) will be assessed together with speaking by means of an ongoing assessment checklist (Appendix 7.b.) for the last session. The teacher will complete the checklist for each student based on the identity card students will complete

during the oral presentations and the observations he/she will make during the interaction activity.

Even though a great part of the final mark will depend on teacher assessment to make evaluation as objective as possible, self-evaluation tools are also included, complying with another relevant guideline of the Aragonese curriculum: making students aware of their own learning. In this sense, two checklists for students self-evaluation of their written biography (Appendix 7.c.) and oral presentation (Appendix 7.e.) have been designed in line with the criteria included in the two rubrics for the teacher. Students will have to complete them once they finish their tasks to assess their performance, as well as their final products. As formative assessment strategies, these checklists will provide students with the standards to meet with their works before the teacher evaluation (summative assessment) and will help students to have a clearer sense of certainty about what they are expected to do, being very useful for them both when planning and performing their tasks. With this in mind, they have been designed in such a way that they are clear enough and easy to understand for 1º ESO students.

	Tool	Percentage
Product	Written biography rubric	35 %
	Oral presentation rubric	25 %
Process	Written biography checklist (self-assessment)	5 %
	Oral presentation checklist (self-assesment)	5 %
	Reading comprehension checklist	15 %
	Ongoing assessment checklist for the speaking activity	15 %

In addition to the checklists for students' self-assessment, other scaffolding and differentiation strategies are included as regards evaluation. First, it is worth mentioning that individual evaluation caters to individual differences and varying learning styles. Nonetheless, students will be also given the option to work in pairs, help and give feedback to each other when completing their individual tasks, as well as having access to the resources provided during the classroom (ICTs). Regarding the two main tasks (the written biography and the oral presentation), students will be given the option to revise, modify or finish their essays or posters at home if they wish before presenting

the final versions that will be evaluated. In the case of the oral presentation, those students that do not feel comfortable when speaking in front of the whole class will be given the option to present his/her characters alone in front of the teacher.

5. Conclusions

In conclusion, this dissertation was aimed at providing a solution to the most relevant necessity identified in a 1ºESO in IES Bajo Aragon, as well as indirectly tackling underlying necessities in the same classroom context. The main problem was that students' active participation and communicative competence was not promoted as a result of a textbook-centered instruction. As a reaction to this traditional approach, this dissertation presents an innovative unit based on Second Language Acquisition theories and Communicative Language Teaching principles, and structured according to Task-Based Language Teaching.

Based on SLA research –as well as on my own experience as EFL student and trainee teacher–, I can confirm that traditional textbook-based instruction is clearly not the key to successful language acquisition. As there is not a magic formula for it, this unit combines principles of SLA theories, CLT, and TBLT to promote students' communication, autonomy and motivation. In addition, it is also aligned with the legal provisions established by the Aragonese curriculum and the methodological principles it promotes for the teaching of English as a second language. Therefore, this unit fosters students' active participation by means of different activities which have a clear communicative purpose and which are significant and appealing for them. In line with this, the unit also promotes students' interaction and cooperation by means of group and pair work and speaking activities. As regards students' participation in the learning process, it also enhances students' responsibility and autonomy by means of independent work and self-assessment techniques that help them monitor their work, as well as making them aware of their own learning.

As other necessities and deficiencies were identified in the target group, this unit also addresses them to a greater or lesser extent. As regards the age and level of the students, the unit succeeds in providing them with enough guidance and scaffolding and

differentiation techniques to help them perform the tasks successfully, favoring the acquisition of the L2. Despite the lack of digital resources in the classroom, the unit also develops students' digital competence as much as possible by exploiting the materials used and the resources available in the high-school.

As I did had the opportunity to teach this group, I would like to acknowledge some factors in relation to the classroom context that have influenced the decisions made as regards the design of the unit, and which may account for a possible interpretation of the unit as “too simple” and the identification of flaws that need improvement. Even though I would have liked to include activities that allow for more natural and extensive production in the L2 on the part of the students, I have tried to adjust the activities to students' level of proficiency and autonomy, as well as to their learning style. As regards cooperative learning, I would have liked to include more cooperative activities for the benefits they bring and their compatibility with CLT and the Curriculum itself. However, during my placement I observed that –though students enjoyed working in groups–, they tended to get distracted and agitated. Regarding the evaluation proposal, I would have liked to include more group-assessment techniques, but due to the nature of the tasks themselves and students individual learning style I have focused on students' auto-evaluation, which also has numerous advantages for students. Finally, I would have liked to exploit ICTs to a greater extent, as well as working with different genres that have a significant presence in the globalized present day world. However, the resources available make it quite difficult to do so. That is why –even though I must recognize that the unit itself could be improved and exploited to greater extents– I think that it is realistic and practical as regards its implementation in the target group. At the same time, I would venture to say that –for this same reason– it could be applied in any 1°ESO context despite any challenges implied in it.

Finally, I would like to conclude this dissertation with a personal reflection arising from it. It seems obvious that learning will only be successful if we adjust our teaching to the needs of the students, and –of course– this is not an easy task in general terms. However, this may be extremely challenging when there are other needs underlying from the context itself, such as limited resources in the classroom, misbehavior tendencies, or lower levels of proficiency and autonomy on the part of students.

Therefore, as teachers we must do our most to respond to our students' needs and adequate our teaching to the context, but always being aware of the fact that the final result will not exclusively depend on us.

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Appendices

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

1. **“Portafolio de Practicum II” for Practicum II (63268)**. A portfolio composed of four different tasks that have served as the main basis for this dissertation.

- Two observation tasks: Use of the Mother Tongue and The Language of Questions. After observing the interaction patterns in the EFL classrooms I noticed that there was no interaction in the L2. English was neither used by the teacher nor by the students in general terms, probably as a result of a book-centered and teacher-centered lesson. Specially as regards the students, they were limited to use the L2 to give short and specific answers to the exercises they corrected during the class, not being engaged in meaningful communication.

- An analysis of materials and a self-reflection on the implementation. After analyzing the materials designed and the results of their implementation, I noticed that there were flaws as regards methodology, shortcomings and other points as regards students’ level of English and learning style and the context of the classroom itself that needed to be addressed in order to optimize the learning.

<https://drive.google.com/file/d/1wyIT93TRhDgkeC4cuOcSCuwkirHT6wB0/view?usp=sharing>

2. **Analysis of a Learning Unit for Instructional and Curricular Design (63265)**. An analysis of the activities included in a textbook for 4^oESO students that demonstrates that the exclusive use of this kind of materials do not usually comply with CLT and its principles, and most activities they include do not contribute to the development of students’ communicative competence.

https://drive.google.com/file/d/1kMTjOV4joJZw2u3eh-Vlx_5IKvlbh1jC/view?usp=sharing

3. Research poster “Exploring the Use of the L1 in the EFL Classroom” for Innovation and Classroom Research in EFL (63267). A research that was carried out in EFL classrooms in Aragon on students opinion about the use of the L1 in the classroom. Specially, the findings obtained about how students with lower levels of English (1ºESO-2ºESO) think they could be more motivated to use the L2 in the classroom –which revealed that they like speaking activities and games– have been considered when designing the didactic proposal.

<https://drive.google.com/file/d/1zSWfLIM7XOe71LIRu6l-v6rQreFBKWlz/view?usp=sharing>

4. “Welcome to the World of Fiction” Unit Plan design for Design of Learning Activities for EFL (63266). A unit mainly based on CLT and TBLT that has served as a guiding force for this didactic proposal. In addition, the unit includes scaffolding and differentiation techniques, as well as assessment and evaluation procedures.

<https://drive.google.com/file/d/1mIS5E5gmNw-WDHwBkHXOA7urBal5ecD2/view?usp=sharing>

Appendix 2. Title and Learning Aims of the Unit

UNIT LEARNING OBJECTIVES	CURRICULAR OBJECTIVES
<ul style="list-style-type: none"> • Be able to justify orally their opinions and reach agreements with their classmates in discussions. 	Obj.IN.2.; Obj.IN.8.
<ul style="list-style-type: none"> • Be able to write a brief description about the life of a famous character of their interest 	Obj.IN.4.; Obj.IN.5.; Obj.IN.7.
<ul style="list-style-type: none"> • Be able to identify specific information in a written text, as well as noticing the structure of the biography genre. 	Obj.IN.3.; Obj.IN.5.; Obj.IN.7.
<ul style="list-style-type: none"> • Be able to use ICTs to look for specific data and words they want to include in their writings. 	Obj.IN.6.; Obj.IN.8.
<ul style="list-style-type: none"> • Be able to produce a short and well-structured written text, following the conventions of the biography genre. 	Obj.IN.4.; Obj.IN.5.; Obj.IN.6.; Obj.IN.8.
<ul style="list-style-type: none"> • Be able to present a character of their interest and give the most relevant information about his/her life in a brief oral presentation, supporting themselves with a poster. 	Obj.IN.2.; Obj.IN.8.
<ul style="list-style-type: none"> • Be able to identify general and specific biographical information in an oral presentation given by their classmates. 	Obj.IN.1.; Obj.IN.5.
<ul style="list-style-type: none"> • Be able to ask for data about a character in oral exchanges with classmates. 	Obj.IN.2; Obj.IN.5.; Obj.IN.7.; Obj.IN.8.
<ul style="list-style-type: none"> • Be able to self-assess their writings and oral presentations by using a checklist 	Obj.IN.6.; Obj.IN.8.

CURRICULAR OBJECTIVES (Order ECD/489/2016, of May 26)

Obj.IN.1. To understand general and specific information from oral texts about daily, common or topics of their own interest, broadcasted in face-to-face communicative situations or through digital resources.

Obj.IN.2. To express orally and exchange messages in a comprehensible, appropriate, and autonomous way about daily, common or topics of their own interest, in different communicative situations derived from specific tasks.

Obj.IN.3. To read and understand written texts of different kinds, adequate to their level, competence and interests, with the purpose of getting general and specific information, and to value reading as a source of information, pleasure and entertainment.

Obj.IN.4. To write simple texts about known, common or topics of their own interest, with enough correction, cohesion and coherence, taking into account the target reader and the communicative purpose.

Obj.IN.5. To use previous knowledge about the language and the rules of linguistic use to understand oral and written texts, talk and write appropriately, and to reflect on the functioning of the second language in communicative situations.

Obj.IN.6. To develop autonomous and cooperative learning strategies through the performance of classroom tasks, individual and team work, the use of the available resources (specially ICTs), self-evaluation and co-evaluation, with the purpose of progressing in the learning and acquisition of the second language.

Obj.IN.7. To value the use of the second language as a resource to access information, and to recognize its relevance as an instrument for communication and understanding between people from different origins and cultures, and with the purpose of developing an intercultural awareness free from prejudices and stereotypes.

Obj.IN.8. To develop and show an attitude of receptiveness, interest, effort and self-confidence towards the learning capacity as well as towards the use of the second language.

Appendix 3. Contents of the Unit

Comprehension skills and strategies
<ul style="list-style-type: none">- Comprehension of oral messages (explanations, instructions) uttered by the teacher orally in the class- Comprehension of general and specific information in the oral presentations of classmates- Comprehension of general and specific information in adapted written texts: biography, Encyclopedia entries.- Using comprehension strategies: activating previous knowledge about the biography genre- Using communication and production strategies: taking advantage of previous knowledge, expressing the message with clarity and coherence, adjusting to the modes and formulas to the biography genre- Participation in classroom conversations related to the classroom activities and personal interests.- Production of a briefs and comprehensible oral presentation about a character of their own interest- Using ICTs and online dictionaries appropriately when writing a biography- Reflecting on and applying self-correcting and self-assessing strategies to improve their written biographies
Sociocultural and sociolinguistic aspects
<ul style="list-style-type: none">- Showing a respectful attitude towards their classmates in interaction.- Valuing the foreign language as an instrument for information and communication.
Communicative functions
<ul style="list-style-type: none">- Starting and maintenance of personal and social relations with their classmates in interactions- Language functions in the classroom- Exchange of personal information about characters of their interest with their classmates.- Establishments and maintenance of communication and organization of the discourse in interactions and when doing their oral presentations
Syntactic and discursive structures
<ul style="list-style-type: none">- Using present simple and present continuous and using past simple (regular verbs and most common irregular verbs) to talk about characters of their interest- Using adverbs of time and prepositional phrases to talk about the past- Using affirmative and negative simple sentences- Using yes/no questions to ask for information
Oral and common-use lexis
<ul style="list-style-type: none">- Identification and use of lexis related to personal identification (jobs and occupations, culture and leisure) about characters of their interest- Identification and use of frequent formulas and expressions.
Patterns of sound, rhythm, accent and intonation
<ul style="list-style-type: none">- Identification and use of the alphabet letters in interactions and oral presentations
Orthographic patterns and conventions
<ul style="list-style-type: none">- Use of dictionaries to solve spelling doubts when writing their biographies.

Appendix 4. Evaluation Criteria of the Unit

Specific evaluation criteria	Curriculum Evaluation criteria	Assessment Tools	Key competences
Can write a short text about a character of his/her interest including personal information and respecting the features and structure of the biography genre	<ul style="list-style-type: none"> • Crit. IN. 4.1. • Crit. IN. 4.3. 	<p>Written biography checklist for students' self-assessment (Appendix 7.c)</p> <p>Written biography rubric (Appendix 7.d.)</p>	CLC,DC, L2L, CAE, SCC
Can identify specific information in a written biography	<ul style="list-style-type: none"> • Crit. IN. 3.1. 	Reading Comprehension Checklist (Appendix 7.a.)	CLC, L2L, CAE
Can produce a brief oral presentation about a character of his/her interest expressing the selected relevant data in a clear way and supporting it with a poster.	<ul style="list-style-type: none"> • Crit. IN. 2.1. • Crit. IN. 2.3. 	<p>Oral presentation checklist for students' self-assessment (Appendix 7.e)</p> <p>Oral presentation rubric (Appendix 7.f)</p>	CLC,DC, L2L, SCC
Can understand general and specific information given by his/her classmates in an oral presentation	<ul style="list-style-type: none"> • Crit. IN. 1.1. 	Ongoing assessment checklist for the interaction activity (Appendix 7.b.)	CLC, L2L, SCC
Can ask questions about a specific personal data in oral exchanges with his/her classmates	<ul style="list-style-type: none"> • Crit. IN. 1.1. • Crit.IN.2.2. • Crit.IN.2.3. 	Ongoing assessment checklist for the interaction activity Appendix 7.b.)	CLC, L2L, SCC
Can identify relevant information when doing autonomous research about a character of his/Her interest on the Internet	<ul style="list-style-type: none"> • Crit. IN. 3.1. • Crit.IN.3.2. • Crit.IN.3.3. 	<p>Written biography checklist for students' self-assessment (Appendix 7.c)</p> <p>Written biography rubric (Appendix 7.d.)</p>	CLC, CD, L2L, CAE
Can use ICTs to create an original poster on <i>Canva</i> including relevant data to support his/her oral presentation	<ul style="list-style-type: none"> • Crit. IN. 4.1. • Crit. IN. 4.3. 	<p>Oral presentation checklist for students' self-assessment (Appendix 7.e)</p> <p>Oral presentation rubric (Appendix 7.f)</p>	CLC,DC, L2L CAE

CURRICULAR EVALUATION CRITERIA (Order ECD/489/2016, of May 26)	
Comprehension of oral texts	
<ul style="list-style-type: none"> • Crit. IN. 1.1. To understand the general and specific information of oral texts which are brief and simple, broadcasted by voice or by technical means in different registers about daily life or self-interest topics, applying the adequate comprehension, identifying the main communicative functions and the syntactic-discourse patterns associated with these functions, recognising common lexical and basic pronunciation patterns. 	CLC, CMST, DC, L2L, SCC, CAE
Production of oral texts	
<ul style="list-style-type: none"> • Crit. IN 2.1. To produce brief oral messages about daily life topics and personal interests in an adequate register by using appropriate planning and execution strategies, expressing the required communicative functions through the use of appropriate linguistic exponents, discourse patterns, frequently used lexis and basic pronunciation patterns to organize the text clearly and with sufficient internal cohesion. • Crit. IN.2.2. To participate in easy exchanges orally, which are good organised, and to manage to use short sentences, uttering them in a clear and intelligible way, and including the sociocultural and sociolinguistic knowledge acquired. • Crit. IN. 2.3. To show an attitude of interest, effort and self-confidence in the use of oral language as a means of communication and understanding. 	CLC, CMST, DC, L2L, SCC, SIE, CAE CLC, L2L, SCC, SIE, CAE L2L, SCC
Comprehension of written texts	
<ul style="list-style-type: none"> • Crit. IN.3.1. To understand the general and specific information of simple and brief texts from different styles, about common or self-interest topics applying appropriate comprehension strategies, and identifying the main communicative functions, and the syntactic- discourse patterns linked to them, recognizing the daily lexis and the main spelling, typographical and punctuation rules. • Crit. IN.3.2. To autonomously read texts appropriate for their age, interest and proficiency level (e.g. comics, books, magazines), with visual support, using the dictionary efficiently, and proving comprehension by doing a specific task. • Crit. IN.3.3. To know and use sociocultural and sociolinguistic aspects for the comprehension of texts related to daily life (study and work habits, leisure), living standards (social context and structure), interpersonal relations and social conventions (register, traditions, politeness), showing a positive and self-confident attitude when using the language as a tool to access information. 	CLC, CMST, DC, L2L, SCC CAE CLC, DC, L2L, SCC, CAE CLC, L2L, SCC, CAE
Production of written texts	
<ul style="list-style-type: none"> • Crit. IN. 4.1. To produce brief and simple written texts about daily topics or personal interests, in different registres, applying basic planning and implementation strategies, expressing the main communicative strategies by using the syntactic-discursive patterns linked to those functions, the common lexis and the main orthographic, typographic and punctuation rules to organise the text in a clear and cohesive way. • Crit. IN. 4.3. To show an attitude of interest, effort and self-confidence in the use of the written language as a means of expression and communication among people. 	CLC, CMST, DC, L2L, SCC, SIE, CAE L2L, SCC

Appendix 5 Lesson Plans

LESSON 1				
1) Introduction to the Unit	The T will present the Title of the Unit and will ask SS for its meaning so that they start making guesses about what it is about. Then, the T will project a poster with the learning outcomes for the unit. The T will explain how they will be evaluated.	<ul style="list-style-type: none"> • Introduction poster (Appendix 6.a.) 	The poster will make the learning objectives clear for SS from the beginning.	10'
2) Pre-task	The T will show SS the TIME Magazine website of Most Influential People in 2022 and will ask them whether they know TIME lists. In pairs or threes, SS will have to create a list of ten people they think are included in that list.	<ul style="list-style-type: none"> • Piece of paper • Digital projector: TIME Magazine website https://time.com/collection/100-most-influential-people-2022/ 		10'
3) Pre-task	SS will compare their list with another couple and they will have to reach an agreement to select just ten of their characters and rank them according to the influence they think they have nowadays.	<ul style="list-style-type: none"> • Piece of paper • Digital projector: TIME Magazine website https://time.com/collection/100-most-influential-people-2022/ 		15'
4) Pre-task	The T will give each S an empty table in which they will have to write down their rankings, completing the names of their ten characters, their occupation/job and their origin, eliciting vocabulary and ideas that may be useful for their future tasks. Then, the T will ask for volunteers to share their answers. The T will draw the same table on the blackboard and will complete it with the answers given. The SS will be asked to complete their rankings on the worksheet with other characters they like.	<ul style="list-style-type: none"> • Ranking worksheet (Appendix 6.b.) • Blackboard 	The worksheet will help SS to organized their ideas and collect vocabulary. The T will draw and complete the table in the blackboard and SS will share their answers.	15'

LESSON 2

<p>1) Task</p>	<p>The T will start the lesson by accessing TIME Magazine website and showing the original list with the names on the digital projector.</p> <p>In the same groups of 2-3 SS will be given the picture of ten characters that appear on the list and the teacher will ask them to discuss who they are and why they are famous.</p> <p>Then, the teacher will give them 20 more cards to each group: 10 cards with their name, and 10 cards with some facts about their lives adapted from Encyclopedia Britannica entries. SS will have to match each picture with the correct name and life facts.</p> <p>Once all the groups finish, all the groups will discuss their results collectively.</p>	<ul style="list-style-type: none"> • Digital projector: https://time.com/collection/100-most-influential-people-2022/ • Pack of cards (Appendix 6.c.) 		<p>10'-15'</p>
<p>3) Post-Task</p>	<p>In the same groups, SS will be asked to identify the verb tenses used in the Encyclopedia entries. SS will be given a worksheet with the key of the matching activity to facilitate the identification of verbs tenses.</p> <p>SS will be asked to identify past simple verbs and circle in red irregular verbs and in blue regular verbs.</p> <p>Then, the T will ask them recall/figure out the rules of Past Simple in the same groups.</p>	<ul style="list-style-type: none"> • Key worksheet (Appendix 6.d.) 	<p>The printed worksheet will help SS to identify the verbs. SS will work out the rules in groups.</p>	<p>10'-15'</p>
<p>3) Post-task</p>	<p>Then, the T will ask for volunteers to share their discussions and will use a presentation to review past simple as a reinforcement. After this, the T will draw a table on the blackboard and will use it to classify the past simple verbs into regular and irregular by asking for volunteers.</p>	<ul style="list-style-type: none"> • Digital projector: Presentation (Appendix 6.e.) • Blackboard 	<p>The T will use a Presentation to explain the rules of Past simple. The T will use the blackboard as reinforcement while checking the answers.</p>	<p>10'</p>
<p>4) Post-Task</p>	<p>Individually or in pairs, SS will be asked to choose two of the characters they had included in the table of the previous session and write a brief description about them as an encyclopedia entry.</p>	<ul style="list-style-type: none"> • Key worksheet (Appendix 6.d.) 	<p>SS will have sample descriptions in the same worksheet (models).</p>	<p>10'</p>

LESSON 3

1) Pre-task	<p>The T will explain that today they are going to read a biography but before, he/she will ask SS questions about the genre.</p> <ul style="list-style-type: none"> • What kind of information can we find in biographies? • Why do we read biographies? • Where can we access biographies? • To who are biographies addressed? • Is the language formal or informal? 	-		5'
2) Pre-Task	<p>The T will show SS a picture of a famous character they probably do not know and will give them six options about who he is with a poster. SS will discuss it in pairs. Then, the T will explain that there is a documentary about his life and will project a few seconds of it to help SS choose the three correct answers. After that, SS will discuss it collectively.</p>	<ul style="list-style-type: none"> • Digital projector: Elon Musk Poster (Appendix 6.f.) and Trailer (0''-1'05'') https://www.youtube.com/watch?v=Hrhe5kZBa28 	SS are given different answers and are shown a video to help them in their discussion.	10'
3) Task	<p>SS will read a biography about Elon Musk adapted from the original version found in Encyclopedia Britannica. First SS will read the biography on their own and then they will read it together to comment on possible doubts. SS will be given a mind map to complete it with specific information (comprehension task). The T will ask orally more questions about the reading and will ask for volunteers to answer them.</p>	<ul style="list-style-type: none"> • Biography reading (Appendix 6.g.) • Biography Mind Map (Appendix 6.h.) 	The mind map will help SS notice the conventions of the biography genre (structure and content). SS can work in pairs to complete the mind map.	15'-20'
4) Post-Task	<p>In pairs SS will work on the conventions of the genre and will analyze its content and structure. They will be asked to:</p> <ul style="list-style-type: none"> -Underline the sentences that give the most important information -Identify the verb tenses used -Identify time expressions and connectors <p>The T will ask for volunteers once they finish to share their answers and will comment on the genre more deeply.</p>	<ul style="list-style-type: none"> • Biography reading (Appendix 6.g.) 	SS will work in pairs to analyze the genre.	15'-20'

LESSON 4				
1) Pre-task (Checklist)	The T will show and comment with SS the checklist they will use for their self-assessment, as well as the rubric that he/she will use for evaluating their writings.	<ul style="list-style-type: none"> Digital projector: Biography Checklist (Appendix 7.c.) 	The rubric and the checklist will help SS to plan and organize their writings.	10'
2) Pre-Task (Using online dictionaries)	The T will explain SS how to use online dictionaries to look for words they do not know and want to use or to check the spelling of words in Wordreference.	<ul style="list-style-type: none"> Laptops to access online dictionaries https://www.wordreference.com 	The dictionary is an extra resource that will help SS in their writings.	5'
3) Task (Pre-Writing and Writing)	SS will start planning their writings by choosing a character they want to write about (famous or not), and completing the same mind map used in the previous session. They will use the laptops to look for information they want to include in their writings. Once they finish, SS will start writing the drafts of their biographies. The T will take the writings at the end of the class unless SS want to finish it at home.	<ul style="list-style-type: none"> Laptops to access information Biography Mind Map (Appendix 6.h.) 	The Mind Map, as well as the reading model, will help SS to plan and organize their writings. SS can help each other while writing.	30'

LESSON 5				
1) Post-Task (Self-assessment)	The T will give the writings back to the students together with a copy of the checklist. SS will self-assess their work according to the criteria included in it.	<ul style="list-style-type: none"> Writings Biography Checklist (Appendix 7.c.) 	SS will reflect on their own learning when completing the checklist (metacognition)	5'
2) Post-Task (Peer-assessment)	Then, SS will exchange their writing with their shoulder partner and will assess it, basing themselves on the criteria included in the rubric and the checklist. SS will be feedback to each other and will have the opportunity to edit their writings.	<ul style="list-style-type: none"> Writings Biography Checklist (Appendix 7.c.) 	SS will have more time to complete their writings and modify their final versions.	15'
3) Pre-Task (Checklist)	The T will show students the rubric he/she will use to evaluate their oral presentations about the character they have written about to help them plan and organize their work.	<ul style="list-style-type: none"> Digital projector: Oral presentation Checklist (Appendix 7.e.) 	The checklist will help SS to plan and organize their presentations.	5'
4) Pre-Task	SS will have time to prepare their presentations by planning their speech and creating a poster to support themselves on <i>Canva</i> . The T will download all the posters at the end of the session to print them, unless SS want to finish it at home.	<ul style="list-style-type: none"> Laptops to access <i>Canva</i> 	The T will show a model of a poster. SS will be able to finish their posters at home.	25'

LESSON 6

<p>1) Task</p>	<p>SS will present briefly (1'-2') their characters with the poster they created on <i>Canva</i>. When they finish, SS will paste their posters on the wall of the classroom to build a Hall of Fame. The rest of SS will be asked to pay attention to their classmates and take notes for the next activity. In order to do so, the T will give each S an identity card. SS will have to secretly choose one of the characters and complete it with the data given by their classmates in the oral presentations.</p>	<ul style="list-style-type: none"> • Printed posters created on <i>Canva</i> • Identity cards (Appendix 6.i.) 	<p>SS can use their written biographies as support when presenting. SS will have the option to present their characters alone in front of the teacher.</p>	<p>30'-35'</p>
<p>2) Post-Task (Self-assessment)</p>	<p>Once they finish their oral presentations, SS will be given a copy of the checklist to self-assess their performance as well as their product.</p>	<ul style="list-style-type: none"> • Oral presentation Checklist (Appendix 7.e.) 	<p>SS will reflect on their own learning while completing the checklist (metacognition)</p>	<p>During oral presentations</p>
<p>3) Post-Task (Follow-up speaking activity)</p>	<p>If they haven't done yet, SS will complete the identity card with the information they have collected about one of the characters presented. Then, SS will walk around the classroom and have small interviews in pairs. They will have to discover the identity of their classmates by asking just yes/no questions. The main rule is that if the answer is yes, the students that is asking will have a new opportunity to ask another question. If the answer is no, the student will lose their turn. When both fail, they will look for a new partner. When a student discovers the identity of another one, he/she will get his/her card and the student whose identity has been revealed will go back to his/her seat. The students who gets the highest number of cards by the end of the class will win de game.</p>	<ul style="list-style-type: none"> • Identity cards (Appendix 6.i.) 	<p>SS will be able to go to the Hall of Fame to help themselves. The T will write two or three sample questions on the blackboard to help SS think about what they are going to ask and how.</p>	<p>15'-20'</p>

Appendix 6 Materials

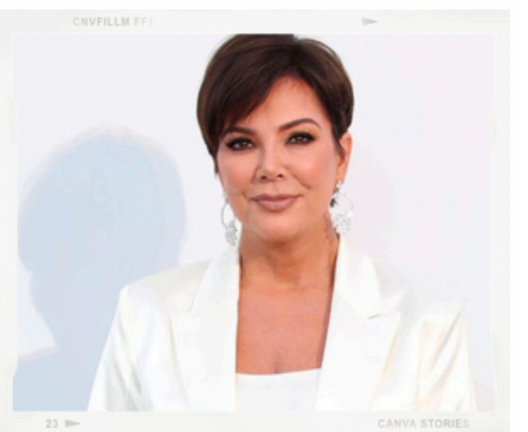
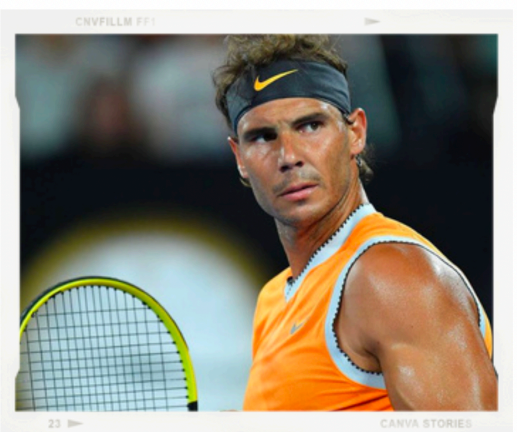
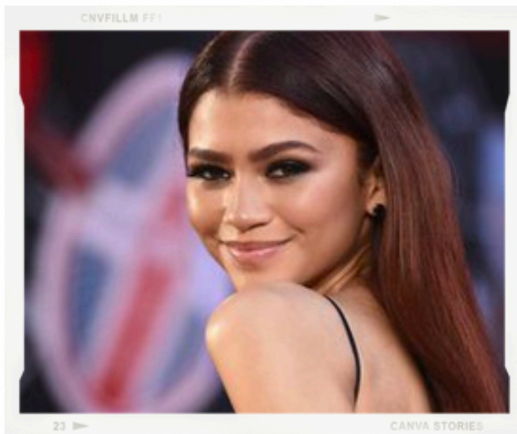
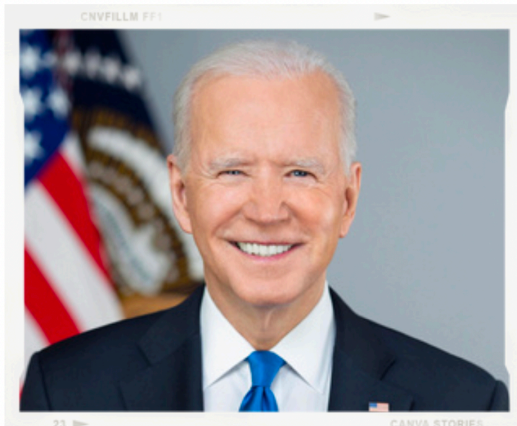
LESSON 1

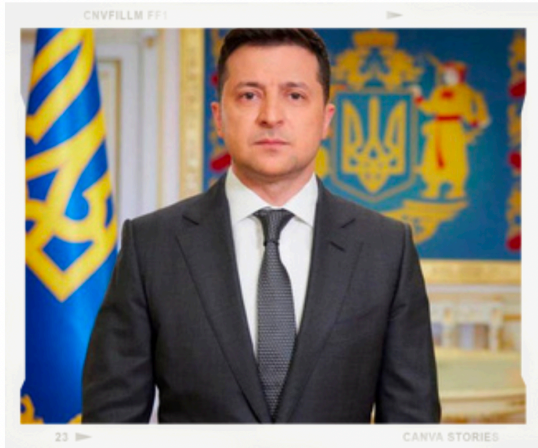
-6.a. Introduction poster (created on Canva)



LESSON 2

-6.c. Pack of cards to match (created on *Canva*)





ZENDAYA

VOLODYMYR
ZELENSKY

URSULA
VON DER LEYEN

KRIS JENNER

JOE BIDEN

RAFA NADAL

ADELE

XI JINPING

OPRAH
WINFREY

TIM COOK

- She is a German politician.
- She became the first woman elected president of the European Commission in 2019.
- She studied medicine and worked as gynaecologist.

- She is an American actor, singer, and dancer.
- She became famous for her roles in Disney Channel series.
- She won an Emmy Award for her role in the HBO Series *Euphoria*.

- He is chief executive officer (CEO) of Apple Inc.
- He took charge of the company in 2011, just before the death of his founder Steve Jobs.

- She is an American media personality, and businesswoman.
- She rose to fame for her the reality television series about her family *Keeping Up with the Kardashians*.

- She is an English pop singer and songwriter.
- Her voice made her one of the most popular performers of her generation.
- As a child, she liked singing contemporary pop music and learned to play the guitar and the clarinet.

- He is an Ukrainian actor and comedian
- He became president of Ukraine in 2019
- His leadership during the Russian invasion of Ukraine gave him global acclaim.

- She is an American TV host, actress and entrepreneur.
- Her daily talk show was among the most popular of the genre.
- She became one of the richest and most influential women in the United States.

- He was born in Manacor, Majorca.
- He emerged in the early 21st century as one of tennis leading competitors.
- He grew up in a sport-minded family.
- He began playing tennis at the age of four.

- He is a Chinese politician and government official.
- He served as vice President of China from 2008 to 2013.
- He won the Presidential elections on March, 2013.

- He is the 46th President of the US. He was vice-President for Obama's Administration.
- He had three children with his first wife.
- His wife and infant child died in a car accident.
- He wrote a memoir about the death of his eldest son from brain cancer.

-6.d. Key worksheet

TIME

100 Most Influential People 2022

ADELE	<ul style="list-style-type: none">• She is an English pop singer and songwriter.• Her voice made her one of the most popular performers of her generation• As a child, she liked singing contemporary pop music and learned to play the guitar and the clarinet. <p>Adapted from: https://www.britannica.com/biography/Adele</p>
URSULA VON DER LEYEN	<ul style="list-style-type: none">• She is a German politician.• She became the first woman elected president of the European Commission in 2019.• She studied medicine and worked as gynaecologist. <p>Adapted from: https://www.britannica.com/biography/Ursula-von-der-Leyen</p>
ZENDAYA	<ul style="list-style-type: none">• She is an American actor, singer, and dancer.• She became famous for her roles in Disney Channel series.• She won an Emmy Award for her role in the HBO Series <i>Euphoria</i>. <p>Adapted from: https://www.britannica.com/biography/Zendaya</p>
VOLODYMYR ZELENSKY	<ul style="list-style-type: none">• He is an Ukrainian actor and comedian.• He became president of Ukraine in 2019.• His leadership during the Russian invasion of Ukraine gave him global acclaim. <p>Adapted from: https://www.britannica.com/biography/Volodymyr-Zelensky</p>
OPRAH WINFREY	<ul style="list-style-type: none">• She is an American TV host, actress and entrepreneur.• Her daily talk show was among the most popular of the genre.• She became one of the richest and most influential women in the United States. <p>Adapted from: https://www.britannica.com/biography/Oprah-Winfrey</p>
RAFA NADAL	<ul style="list-style-type: none">• He was born in Manacor, Majorca.• He emerged in the early 21st century as one of tennis leading competitors.• He grew up in a sport-minded family.• He began playing tennis at the age of four. <p>Adapted from: https://www.britannica.com/biography/Rafael-Nadal</p>

<p>XI JINPING</p>	<ul style="list-style-type: none"> • He is a Chinese politician and government official. • He served as vice President of China from 2008 to 2013. • He won the Presidential elections on March, 2013. <p>Adapted from: https://www.britannica.com/biography/Xi-Jinping</p>
<p>JOE BIDEN</p>	<ul style="list-style-type: none"> • He is the 46th President of the US. He was vice-President for Obama's Administration. • He had three children with his first wife. • His wife and infant child died in a car accident. • He wrote a memoir about the death of his eldest son from brain cancer. <p>Adapted from: https://www.britannica.com/biography/Joe-Biden</p>
<p>TOM COOK</p>	<ul style="list-style-type: none"> • He is chief executive officer (CEO) of Apple Inc. • He took charge of the company in 2011, just before the death of his founder Steve Jobs. <p>Adapted from: https://www.britannica.com/biography/Tim-Cook</p>
<p>KRIS JENNER</p>	<ul style="list-style-type: none"> • She is an American media personality, and businesswoman. • She rose to fame for her the reality television series about her family <i>Keeping Up with the Kardashians</i>. <p>Adapted from: https://www.britannica.com/biography/Kris-Jenner</p>

-6.e. Past Simple Presentation (created on Canva)

PAST SIMPLE

WHEN DO WE USE PAST SIMPLE?

To talk about something that happened in the past

- Yesterday
- Last night
- Last Sunday
- Last week / month / year
- Five years **ago**
- When I was a child
- In 1956
- In the 13th century...

AFFIRMATIVE SENTENCES

REGULAR VERBS

-ED

Exceptions...

- Stop > stopped, plan > planned, prefer > preferred
- Travelled
- Worry > worried
- Bathe > bathed

IRREGULAR VERBS

Be
See
Have
Hear
Read
Write
Speak
Go
Do
Come

...

IRREGULAR VERBS

BE	WAS/WERE
SEE	SAW
HAVE	HAD
READ	READ
WRITE	WROTE
SPEAK	SPOKE
GO	WENT
DO	DID
COME	CAME

NEGATIVE SENTENCES

REGULAR VERBS

DID/DIDN'T
+
VERB

IRREGULAR VERBS

DID/DIDN'T
+
VERB

Exceptions...

- BE: **Wasn't / Weren't**

LESSON 3

-6.f. Elon Musk Poster(created on Canva)



-6.f. Biography reading



ELON MUSK

Elon Musk is a South African-born American entrepreneur and businessman. He is known for known for founding Tesla Motors and SpaceX.

Musk was born on June 28, 1971, in Pretoria, South Africa. As a child, he crated a lot of inventions, and when he was 10 he became interested in computers. He taught himself how to program, and when he was 12 he sold his first software. Musk spent his early childhood with his brother Kimbal and sister Tosca in South Africa and in 1989, Musk moved to Canada.

In 1992, Musk left Canada to study business and physics at the University of Pennsylvania. He obtained a degree in economics and a second degree in physics.

Musk launched his first company, Zip2 Corporation, in 1995 and became a multimillionaire in his late 20s when he sold it. He founded X.com in 1999 (which later became PayPal) and his third company, SpaceX, in 2002 with the intention of building spacecraft for commercial space travel. On May 22, 2012, Musk and SpaceX made history when the company launched its Falcon 9 rocket into space. In 2003 he became one of the main funders of Tesla Motors, a company that produces affordable electric cars.

Adapted from <https://www.biography.com/business-figure/elon-musk>

-6.g. Biography Mind Map(created on Canva)

A central template for a Biography Mind Map. The title "Biography Map" is centered at the top in a large, bold, dark blue font. Below the title is a yellow-outlined rectangular box with rounded corners and small circles at each corner, containing the text "Name of Person". Surrounding this central box are six teal-outlined rectangular boxes, each with a specific label: "Date of Birth" and "Date of Death*" (top left), "Origin" (middle left), "Education" (bottom left), "Job/ occupation" (top right), and "Achievements" (bottom right).

LESSON 6

-6.h. Identity cards (created on Canva)

A template for an identity card. The left side features three large, red-outlined question marks. The right side is a vertical form titled "IDENTITY CARD" in red. Below the title, the word "NAME" is written in red, followed by a horizontal red line. Below this line are the following labels: "Date of birth", "Place of Birth", "Occupation/job", "Achievements", and "Other relevant data". At the bottom of the form, there is another horizontal red line.

Appendix 7 Assessment tools

-7.a. Reading comprehension checklist (teacher assessment)

Reading comprehension checklist	
The student has identified the date of birth of the character	
The student has identified the place of birth of the character	
The student has identified all the data given about the occupation of the character	
The student has identified all the data about the education of the character	
The student has showed comprehension of why the character is famous (achievements)	

-7.b. Ongoing assessment checklist for the interaction activity (teacher assessment)

Ongoing assessment checklist	
The student has completed the identity card correctly with specific information given by classmates in the oral presentation	
The student has listened attentively to his or her classmates during the oral presentations	
The student has used grammar and vocabulary accurately when asking and answering questions	
The student has used vocabulary accurately when asking and answering questions	
The student has showed comprehension of the messages uttered by other interlocutors and has responded according to it	
The student has respect turn taking when interacting with their classmates	

-7.c. Written biography checklist for students' self-assessment
(created on *Canva*)



Biography checklist

- My biography has a title
- My biography is organized in four different paragraphs (introduction, early life, education and achievements)
- I explain why my character is/was famous
- I include the date and place of birth of my character
- I include information about his/her childhood and education
- I include other information I found when I did research on the internet
- My ideas are well connected
- I used the online dictionary to look for words I didn't know
- I reread my writing and checked the grammar and the spelling

-7.d. Written biography rubric (teacher assessment)

	Exceeds expectations	Meets expectations	Needs improvement
Grammar	There is an accurate use of grammar. There are no grammar mistakes.	There are no more than two grammar mistakes.	There are more than three grammar mistakes.
Vocabulary	There is a wide range of vocabulary related to the topic, including not only known words but also new ones.	The vocabulary used includes known vocabulary related to the topic.	The vocabulary related to the topic is vague and simple.
Content	All the data required is included. In addition, other data the student has considered relevant when doing research has been included.	Data about all the topics required is included (date and place of birth, childhood, education, achievements)	There is missing data about one or more of the topics required.
Structure	The writing is organized in four different paragraphs according to the kind of data included.	The writing is structured in paragraphs but they are not clearly-defined as regards their content.	The writing is not structured in paragraphs and the data included on them is not well-organized.
Spelling	There are no spelling mistakes.	There are from one to three spelling mistakes	There are more than five spelling mistakes
Cohesion and coherence	The data and ideas included are well-linked and the final product is easy to read.	There are some ideas that are not well-linked but the final product is easy to read.	The ideas included are not well-linked. This makes it difficult to read the final product.

-7.e. Oral presentation checklist for students' self-assessment
(created on *Canva*)



Oral presentation checklist

- I talk about the date of birth of my character
- I talk about the place of birth of my character
- I talk about the job of my character
- I explain why my character is/was famous
- I talk about other relevant data I found on the internet
- My poster includes a nice picture of my character
- The name of my character is at the top of the poster
- I include relevant data about the character in my poster to support my presentation
- My poster is original and visually appealing

-7.f. Oral presentation rubric (teacher assessment)

	Exceeds expectations	Meets expectations	Needs improvement
Content	The student gives all the data required and includes other relevant data about his/her character.	The student gives all the data required about his/her character (date and place of birth, occupation and achievements).	The student gives data about one or more of the aspects required.
Grammar	The student uses grammar correctly. The student utters complete sentences all the time.	The student makes some grammar mistakes. The student utters complete sentences most time.	The student makes numerous grammar mistakes. The student does not utter complete sentences.
Vocabulary	The student uses already known and new vocabulary related to the topic.	The student uses already known vocabulary related to the topic.	The student uses vague and simple vocabulary.
Pronunciation	The student pronounces already known words correctly. The student tries to pronounce correctly new words.	The student pronounces most already known words correctly.	The student does not pronounce known words correctly. The student shows no effort to pronounce correctly.
Visual aids	The poster is original and creative. Most relevant data has been included.	The poster is good. Data has been included but there is some relevant data missing.	The poster is simple. Few relevant data has been included.