



**Universidad**  
Zaragoza

## TRABAJO FIN DE MÁSTER

Title: Improving students' learning engagement and learning quality  
through the use of literature.

Título: Mejorar el compromiso y la calidad del aprendizaje de los alumnos  
mediante el uso de la literatura.

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Curso 2021/2022

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## **Abstract**

The following final dissertation has the primary purpose of designing a didactic unit that will solve some issues that were observed during the placement period in high schools. These issues were mostly related to the lack of learning engagement and motivation of students, thus resulting in diminished learning quality. In order to design this unit, methodological principles and guidelines have been followed. The result is a didactic proposal that collects the tenets of CLT, TBLL, the CEFR and the Aragonese Curriculum in combination with some key aspects of the integration of authentic texts (literary sources) as materials for the instructional sequences of learning.

## **Resumen**

El siguiente trabajo de fin de máster tiene como objetivo principal diseñar una unidad didáctica que resuelva algunos problemas que se observaron durante el periodo de prácticas en los institutos. Estos problemas estaban relacionados, en su mayoría, con la falta de compromiso y motivación de los alumnos en el aprendizaje, lo que se traduce en una disminución de la calidad del mismo. Para el diseño de esta unidad se han seguido principios y pautas metodológicas. El resultado es una propuesta didáctica que recoge los postulados del CLT, el TBLL, el MCER y el currículo aragonés en combinación con algunos aspectos clave de la integración de textos auténticos (fuentes literarias) como materiales para las secuencias didácticas de aprendizaje.

## **1. Introduction**

This dissertation, which goes by the name of “Improving students’ learning engagement and learning quality through the use of literature”, has been written answering some questions and issues that arose during the placement in high-schools, especially regarding the lack of motivation of students when learning English. These samples of evidence have been included in Appendix 1 and they are a survey on motivation and the document that collects the observation tasks and the implementation materials that were used during the placement. One of the main challenges when teaching is to catch students’ attention and to create engaging learning environments. Even though nowadays teachers try to design communicative and engaging lessons, the result is that some students still struggle with keeping the focus on the task they are doing, or even on starting it because they feel they are not motivated enough to engage in learning and to actually enjoy learning.

The main topic of this dissertation is related to learning engagement through a task-based approach in which literature will be exploited as well. Its relevance within the context of Second Language Learning and Teaching and Secondary Education can be explained by the necessity of creating multicompetencial, communicative, meaningful and lifelong learning as stated by the Aragonese Curriculum (Order ECD/65/2015 and Order ECD/489/2016). In this sense, its theoretical framework will be outlined by the main principles that rule Communicative Language Teaching (CLT), Task-Based Language Learning (TBLL), the 21st century skills, the motivational components of learning and some essential aspects from the Common European Framework of Reference for Languages (CEFR), compiled by the Council of Europe (COE, 2020).

As stated before, a number of issues have been identified within the English classroom during the placement in higher education centres. Among them, the most crucial seems to be the lack of motivation and learning engagement of students. This paper seeks to remedy these problems by analysing the literature of TBLL in conjunction with the main aspects of achieving motivation within the classroom with the aim of solving the aforementioned problems by designing a didactic unit that follows the principles of CLT, TBLL and the CEFR and that will exploit literature as an authentic source of information in order for students to acquire meaningful knowledge and skills.

The overall structure of the dissertation takes the form of 5 main sections that have been collected in the table of contents of this document, with the additional appendices at the end of it. Section 1 or *Introduction* will present the current dissertation, in communion with Section 2 or *Purpose and Aims of the Dissertation*, which will state and outline the main objectives to be achieved after the fulfilment of this paper. Section 3 or *Justification, Theoretical and Curricular Framework, Methodology* will collect the main basis of CLT, TBLL and the CEFR, among others, in order to create the didactic unit. Section 4 or *Critical Analysis and Discussion of the Didactic Proposal* will analyse and highlight the major aspects by which the didactic unit can be both implemented and improved in real-life educational settings. Section 5 or *Conclusions* will summarise the main findings and implications for further study, as well as the limitations of the present study. Finally, *Appendices* will collect all the data from the didactic unit such as the assignments for improvement, the information regarding the title, contents, aims and outcomes, materials, lesson plans and evaluation criteria and instruments.

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

In the history of EFL teaching and learning, motivation has been thought of as a key factor in achieving long-time benefits among students. One of the main purposes of this dissertation is to tackle the problem of students' motivation while learning English by means of using task-based learning with the objective of enhancing the quality of their learning process. Another main purpose of this study is to develop an understanding of the ways in which future teachers can enhance students' motivation and learning within the English classroom throughout the use of literature in English. The final purpose of this dissertation is to improve the current situation of English as a Foreign Language (EFL) learning by using authentic literary resources.

For this reason, one of the aims of this dissertation is to review the available literature in the fields of CLT, TBLL and motivation (e.g. Dörnyei, 1994) in order to find evidence that task-based instructional strategies can in fact achieve long-term benefits for students. Another important aim is to design a didactic unit plan that will solve this issue accordingly, as well as encourage students to keep on reading as a way of learning a foreign language. The final aim of this dissertation is to provide a proposal for innovation within the field of EFL.

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

#### **3.1. Justification**

Task-based learning is an increasingly important aspect of EFL teaching and learning, and one of the many approaches that the Aragonese Curriculum offers to teachers in order to create and design meaningful learning environments. By doing tasks, students will integrate all of the required skills without additional effort and thus they will be able to create a final task that will collect all the knowledge they have acquired throughout the unit, thus connecting previous with new knowledge.

One possible evidence of the problem that has been observed during the placement has been collected in the form of a questionnaire that is attached to this document in Appendix 1 (“Assignments used as evidence of the necessity of improvement”). This questionnaire was created to be implemented among students during the placement in the high schools. The main topic of this questionnaire is related to the aspects of an EFL classroom that motivate students. A total of fifty students participated and the results are rather clear: students prefer to work in groups rather than individually, to play games rather than doing mechanic activities and in general to do activities that require interaction with classmates. In this line, TBLL and cooperative work could be beneficial in the sense that they encourage students to work together to complete activities in the form of tasks for which they need to interact and share information with their peers.

Another sample of evidence has been observed during the implementation in the high school, specially an activity regarding a debate in class. The last day of implementation I carried out a debate in class to evaluate the whole unit in terms of speaking. The group was in the first course of Baccalaureate and it was a group of twenty-four students. They were grouped in groups of four to six people and were given, some days before, their position in the debate (for or against online shopping). In previous days, students worked in groups to look for information and evidence that supported their claims, and the last day they presented those claims in front of the class. They were engaged to participate in the debate because they saw it as an innovative activity that allowed them to use whatever language they had to convey their ideas, always returning to the topic of online shopping and using as much as possible the vocabulary that was seen during the implementation of the unit. The results were satisfactory in that students performed well according to the guidelines of debate league and the evaluation criteria that was employed for their summative assessment.

### **3.2. Theoretical framework**

A large and growing body of literature in the field of EFL has investigated the ways in which teachers and educators may improve students' learning process by adapting it to the 21st century and its needs and challenges. This process has resulted in the creation of guidelines and principles by which teachers can design communicative learning sequences for their pupils to thrive linguistically in accordance with educational laws that seek to achieve competencial, meaningful, lifelong learning.

The first step towards the presentation of the theoretical framework for this dissertation is related to the concept of EFL and its implications for teaching and learning. EFL comprises different concepts and ideas that altogether define the much broader topic of how speakers use English. These concepts and ideas are “World Englishes”, “English as Lingua Franca”, “Linguistic Imperialism” and “Hybridity” (McKay, 2016). The first one has special interest within this theoretical framework. “World Englishes” make reference to the different varieties of English due to geographical borders and contexts. In this regard, Kachru (1989) identified three circles that encompass nearly all of the varieties of English that are spoken nowadays: the inner circle, which corresponds to the countries in which English is the native language; the outer circle, where English is spoken as L2 alongside the native language(s); and the expanding circle, where English is spoken as a foreign language. This last circle is where Spain, its educational context and legislation are included.

The current Educational Law, the Order ECD/489/2016, of May 26, by which the curriculum of Compulsory Secondary Education is approved and its application is authorised in the educational centres of the Autonomous Community of Aragon, in addition with the Order ECD/65/2015, presents a competence-based approach for EFL teaching and learning. One of the key aspects of belonging to the expanding circle according to Kachru (1989) is that lawmakers need to take into consideration the fact that English is not even spoken as a second language, so it is of the utmost importance that students are able to learn English in the most immersive way possible. Among its guidelines, this Order highlights seven Key Competences (KC; Communicative, Mathematical and Scientific, Digital, Social, Cultural, Sense of Entrepreneurship and “Learn to learn”) for the creation of meaningful learning. This competence-based approach, collected in the Order ECD/65/2015, of January 21st, which describes the relationships between the competences, contents and evaluation criteria of primary education, compulsory secondary education and baccalaureate, encourages teachers

to integrate the seven KC when teaching EFL and the ways in which they can be integrated so students can not only learn the language but also will acquire essential skills for their lives and thus thrive personally and socially as citizens of a multicultural and multilingual society.

In terms of the English subject, this competence-based approach seeks to develop the Competence in Linguistic Communication (CLC) along with the six other KC, but placing specific emphasis on this one. The reason why CLC needs to be outstanding is because English is understood as a tool for communication in today's intercultural society, thus the necessity of instructing children to thrive linguistically in languages other than their mother tongues. This CLC has three subcategories or dimensions that every lesson in every unit require to be fulfilled. These subcategories are the linguistic, the pragmatic and the sociolinguistic. In reference to all of them, the Council of Europe (2020) has compiled a document (*Common European Framework of Reference, CEFR*) that collects the guidelines and specification of these subcategories as well as the descriptors corresponding to every level of performance in attaining proficiency in English (from A1 to C2).

Beginning with the linguistic competence, it has to do with the purely linguistic aspects such as grammatical and lexical control and range and phonological and orthographic control. These aspects, or critical features, are the basis of achieving proficiency in the language, and they need to be developed and covered by the contents in the didactic units.

While the linguistic competence is related to the knowledge of the language that possess the speakers, the pragmatic competence makes reference to the actual use of language made by them, with its social conventions such as turn-taking, irony and humour, and also those related to the construction of texts (cohesion/coherence and thematic development, COE, 2020, p. 138).

Finally, the sociolinguistic competence makes allusions to the social dimension of languages. In this regard, this competence deals with the sociolinguistic appropriateness of language. This means that the language we use has to be appropriate to the social situation in which it is employed, so that the accent and dialect we have, the politeness strategies we use and any other element may contribute to making the discourse appropriate to the context (COE, 2020, p. 136).



The rest of the KC are likewise developed during the EFL lessons in the following way: the Competence in Mathematics, Science and Technology (CMST) can be developed by working with numbers, dates, information and its comprehension, and with the topics of the environment, the human body, etc.; the Digital Competence (DC) can be developed with the use of ICTs such as chromebooks, digital whiteboards, and any other resource that students may use to obtain information and communicate; Learning to Learn (L2L) is developed through the selection of the best strategies that students may use of in order to facilitate their own learning process; the Social and Civic Competences (SCC) are developed mainly through interaction with their peers and also with the teacher, as both need to build up appropriate social conventions and social behaviour; the Sense of Initiative and Entrepreneurship Competence (SIE) can be developed by encouraging the students to take responsibility for their own learning as well as encouraging them to enter the academic and professional world; Cultural Awareness and Expression (CAE) is developed through the use of authentic sources in the EFL classroom, which are essential for the development of this didactic proposal.

In line with the CEFR, authors like Binkley et al. (2012) have attempted to draw a classification on the so-called “21st century skills”, which are the competences and skills that are required for students and teachers to master in order to be adapted to the fast-changing world and especially to the integration of the new technologies at hand. These skills, which are ten, can be classified into four big categories (“Ways of thinking”, “Ways of working”, “Tools for Working” and “Living in the World”, Binkley et al., 2012, p.36), collected under the name of the *KSAVE* model (*Knowledge, Skills, Attitudes, Values and Ethics*). More precisely, “Ways of Thinking” includes *Creativity and innovation, Critical thinking, problem solving and decision making, and Learning to learn, metacognition*; “Ways of Working” includes *Communication and Collaboration (teamwork)*; “Tools for Working” includes *Information Literacy and ICT Literacy*; and “Living in the World” includes *Citizenship (local and global), Life and career and Personal and Social responsibility (cultural awareness)*. In conclusion, these ten skills play a key role in the development of up-to-date individuals.

Talking now about approaches or methods, maybe the most relevant one is CLT. Several authors and educators (e.g. Richards, 2006; Brown, 2007; Brandl, 2008; etc.) have stated the importance of applying a communicative approach for teaching and learning EFL. In its basis, CLT is an approach that focuses on the student as the centre of the learning process, encouraging them to use the language to communicate regardless of their mistakes. Other key

features of CLT are that it has clear outcomes that integrate all of the linguistic, pragmatic and sociolinguistic skills and subskills; forms and functions are connected so that students learn at the same time both aspects; accuracy and fluency are mastered alongside as well, with the predominant weighting being focused on fluency during the tasks and on form during post-tasks; the language used is focused on real-life situations so that students can use it outside the classroom (Richards, 2006); the importance of individual and cooperative work, both easily attainable in a single session by creating tasks that made students work individually at first and then share their knowledge with their classmates (Brown, 2007).

Another approach that complies with the Aragonese Curriculum is the action-oriented approach (COE, 2020). This approach emphasises the importance of creating tasks and activities that are oriented towards real-life contexts and situations so that students are prepared to use whatever language they possess to solve problems, ask for clarification or simply interact with others that share their worries, interests, etc. In this way, students are seen as social agents that employ the language in a wide range of situations outside the classroom.

In a similar vein of thought, Skehan (1998), Ellis (2003), Richards (2006) and Brown (2007) commented on an approach that was based on tasks. TBLL is a proposal for organising instructional sequences into tasks or task cycles with clearly stated aims, in which students will have to make use of all of their linguistic devices in order to complete the task and to achieve an outcome (Ellis, 2003; Brown, 2007). As happened with CLT, meaning is paramount in TBLL and it can be pursued by students using the language they have at their disposal as they please, as long as they communicate and carry out the task (Willis, 2018). One model of TBLL that has proved to be successful within the EFL classroom is the flexible framework of Willis (2018). This framework is composed of three stages that correspond to a pre-task phase, a main task phase and a post-task phase. The pre-task phase acts as the activation that is needed in order to carry out the main tasks, and it prepares students for the language forms or functions that they are expected to use during the main task phase. This main task phase is the central stage in the flexible framework and it corresponds to the real sharing of information in order to solve a linguistic problem or to fill in a gap of any kind. It is worth mentioning here that all tasks must have some information gaps that students need to work out in order to complete the activity and for which they need to use the language that is available to them at that moment. Finally, the post-task phase is the reflection of the language that has been used and its mastering by means of exercises and additional practice.

A task, according to Ellis and Shintani (2013), is an instructional activity that is characterised by these four aspects: it focuses on meaning rather than on form, it presents a gap of knowledge (something that student do not know and have to work it out), students may use any resource they have in order to complete the task and the ultimate goal is that of the task itself, not learning the language but rather learning how to use the language to convey meaning and communicate with a stated purpose of action. This definition of task will be employed to design the instructional sequences that will compose the didactic proposal.

Another aspect that characterises this dissertation is the topic of motivation, much needed and sought in today's education. Motivation within the classroom can be defined as a combination of different factors, such as engagement, interest, persistence, choice, etc. (Dörnyei, 1994) that students show or make use of when learning. These authors shed light on the motivational aspects of learning that teachers may benefit from when designing and implementing in the EFL classroom. Dörnyei (1994), for instance, placed special emphasis on enhancing intrinsic motivation, which he understood as the motives for doing something that resided within the student due to a feeling of self-improvement, as opposed to extrinsic motivation, which is the reason a students does something because he/she will be rewarded externally (p. 275).

Last but not least, this theoretical framework must include a detailed commentary on the relevance of literature to teach EFL. As McKay (2002) pointed out, literature can improve the learning process in three ways: with the integration of the four skills, by developing cross-cultural awareness and by adding relevance to the form in order to achieve communicative goals.

Literature can integrate the four skills (reading, writing, listening and speaking) by means of a variety of activities. Literature itself implies reading, but more specifically, reading original and authentic texts through which students can receive rich input implicitly. Students can also choose the books they prefer to read based on their preferences, so reading does not result in a boring activity for them. Literature can also be aural in the sense that students can listen to audiotapes of their favourite books or to stories told by storytellers in literary workshops. As for writing, literary texts provide students with an opportunity to write about a wide variety of topics and ideas while at the same time they are giving their own opinions and support for those opinions. Finally, speaking can be nurtured by literature, specially by drama, due to its dialogic nature, even though it is scripted beforehand. Students can learn the art of

turn-taking while understanding the appropriateness of language use depending on the situation, thus developing their pragmatic and sociolinguistic subcompetences.

Literature may as well raise cross-cultural awareness in four different aspects: aesthetic, sociological, semantic and pragmatic. The aesthetic aspect is achieved when we, as readers, identify a certain language with certain authors, movements or rhetoric devices (English with Shakespeare or Italian with Dante). By using different themes, topics, motives and imagery, readers may acquire cross-cultural understanding in a sociological context, and by choosing the words of a text, writers enhance the semantic aspect given to their compositions. In terms of the pragmatic aspect of cross-cultural awareness, it is up to the reader how to interpret the words, sentences and expressions that are collected in the book.

Maybe the key aspect of integrating literature in the EFL classroom is due to the fact that texts can be used with the purpose of achieving different communicative goals. Whether we want students to describe a landscape or a person, give and ask for opinion, or express agreement or disagreement, literary texts can be a source of inspiration as well as form. By analysing the text, students can see instances of real language used with any specific purpose, so that they learn structures (grammar or lexis) in an inductive manner.

### **3.3. Methodology**

This dissertation will be based on the creation of a didactic unit that will apply task-based learning principles and tasks for students to develop the required skills and knowledge to achieve meaningful, long-life learning, as stated before in Sections 1 and 2, following the purposes and aims created in those sections. In terms of the methodological principles of the didactic unit, it will be designed according to the guidelines of CLT and TBLL as well as some recommendations from the CEFR and the Aragonese Curriculum.

To begin with, this didactic unit has been designed with the idea to be implemented in a group of 4th course of Secondary Education composed by 22 students, from different linguistic backgrounds and different learning styles and special needs. The temporalization of this didactic unit is intended to take eight sessions of fifty minutes each. This didactic unit complies with TBLL in that it organises lessons around task cycles (pre-task, main task and post-task) that will end up with the participation on a final task (Debate). This unit will be divided into eight sessions and will follow the flexible framework of Willis (2018). This unit will have six task cycles, the last one taking the last three sessions (sessions 6, 7 and 8) due to

the final task of the unit, which is the debate. The reason why the last task cycle is divided into three sessions is because there are twenty-two students in the group and the debate will be performed during two sessions, each session hosting a debate made by two groups. There will be two groups of five students each and two more groups of six students each. The first two groups (ten students in total) will do the debate in session 6 and the second two groups (twelve students in total) will do the activity in session 7.

The first five task cycles will take place in the first five sessions of the unit, respectively. Each session will be made of a pre-task or activation phase, a main task and a post-task or reflection phase. In addition, session 3 will be a flipped-classroom session in which students will have to work in groups with the information they have extracted from a video they have watched previously. According to the Flipped Learning Network (2014), “Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter”. This can be translated into a shift from a teacher-centred environment where students are passive agents to a student-centred environment where they are actively engaged in their learning process.

This didactic proposal could be included in a functional-notional syllabus included in turn within a standards-based curriculum (Ellis and Shintani, 2013). The functional-notional syllabus focuses on meanings and functions rather than on forms; it encourages students to learn the functions of language (describe, give opinions, etc.) rather than the forms themselves (grammar and lexis directly). With this type of syllabus, language is taught inductively through different communicative functions that have specific forms. More specifically, the functions of this didactic unit are to describe events and characters and to give personal opinions about some topics that appear throughout the book, all of it with the final purpose of being able to give arguments for or against a topic in a final debate.

This didactic proposal will be evaluated following the criteria that the Aragonese Curriculum has established in relation to the aims and objectives of the course. Appendix 4 (“Evaluation Criteria”) collects in a chart these criteria classified into four categories depending on the type of activity or task that it will evaluate along with the learning standards, the KC that help developing and the weight on the final mark of each category. These categories are “Oral reception”, “Oral production”, “Written reception” and “Written production”.

Moreover, Appendix 4 (“Analysis Criteria”) also collects six criteria that have been established from the theoretical framework as the guidelines to analyse the effectiveness of this dissertation, specifically the didactic proposal. Crit.1. has been designed following the principles of TBLL (Ellis, 2003; Brown, 2007 and Richards, 2006). Crit. 2. and Crit. 3. are related to the development of the seven KC (C.2, Order ECD/65/2015 & Order ECD/489/2016) and specifically the CLC (C.3) (COE, 2020). Crit. 4. analyse whether the didactic proposal is aligned with the curricular framework (Order ECD/489/2016). Crit. 5. is related to the integration of the four skills (Hinkel, 2010). Finally, Crit. 6. analyse the materials and procedures for the evaluation and assessment of the didactic proposal (Order ECD/489/2016).

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

This dissertation was set out with the aim of assessing the importance of TBLL in combination with the use of authentic literature in the EFL classroom in order to enhance learning engagement and motivation among students. The purposes and aims of this dissertation, which were established in Sections 1 and 2, have been achieved successfully. In this regard, this dissertation has analysed the available literature in the fields of EFL teaching and learning in addition to the principles that rule CLT and TBLL together with the tenets of motivation to design a didactic proposal that would solve the problems observed and collected in both sections mentioned above. This didactic proposal will, in turn, show evidence of the literature and principles that are likewise collected in the Aragonese Curriculum for Secondary Education.

The didactic proposal has been called “A perfect society?” because one of the key expected learning outcomes is that students will be able to understand, comment on and compare utopian societies with current societies. *The Giver* has been chosen as authentic material because the book depicts a utopian society in which pain and suffering are eradicated from the community, until a boy starts asking himself how his community would be if such emotions were present. The book challenges its readers to change their mind about their way of living by questioning the established society. This book has also been selected because it can be read with ease because of the plain text and the short chapters, which prevent students from getting bored while reading. Along with the plot and the fact that the protagonist is a 12-year-old boy that can change his world, this book can be an effective tool for presenting new ideas and concepts to students, ideas such as integrity, courage and the need for change.

This proposal is intended to be implemented in a group of twenty-two students belonging to the 4<sup>o</sup> course of Secondary Education. In this course, the average level of the students is A2+/B1 according to the CEFR (COE, 2020). For this reason, the lessons and materials have been designed or adapted to a B1/B1+ level, so that students are challenged to learn because the received input is somehow higher than the level they already have (Krashen, 1991, p. 409). This idea, also known as the Goldilocks Effect (not too easy, not too difficult, just challenging enough to activate learning) received the name of “comprehensible input” by Krashen due to the necessity of teaching students some concepts they do not understand yet but which are adequate for their level and to continue with the learning process towards more difficult concepts. This new knowledge is presented throughout *The Giver*, the book that students have already read before starting this didactic unit. It is worth noting that this specific group of students enjoy reading but have not acquired the reading routine that is required for this level. This situation could be solved by giving students the opportunity to read books and stories that are appealing for them, stories that awaken in them ideas and feelings that have been dormant. At this level, students are old enough to start asking questions about the world around them and to start discussing their own views with their peers, and so the chosen book is suitable for this awakening.

In terms of the differentiation that may be needed during the implementation of this didactic proposal, several aspects need to be taken into consideration. First of all, the materials are available in two different formats (online and offline), for any student that is not able to work either with chromebooks or has any disability that prevents them from using paper-based resources and has to make use instead of adaptability solutions. Tasks and activities have been designed to include all types of intelligences (Sternberg, 1984), whether students have analytical, creative or practical intelligence or a combination of all of them. In this regard, the proposal has theoretical (reading and listening comprehension and grammatical explanations) as well as practical and creative (debates, brainstorming) activities and tasks to account for the variability that a group of students like the intended for this proposal has.

Another aspect that is relevant for differentiation is how students work during the lessons. There are activities that require students to work individually (reading and listening comprehension), activities that require students to work in pairs (grammatical explanations) and finally activities that require students to work in small groups (preparation of arguments for the debate). The two last groupings have special interest for differentiation since pairs and groups will be different every lesson so that students can work with different classmates and

learn from each other, always rotating except for the grouping in sessions 5, 6 and 7, which will be the same during the three sessions because of the debate.

Last but not least, the teacher will carry out an ongoing assessment process characterised by constant monitoring of the group as a whole and also of each individual student. This process will take part mainly during the main task stage where students will be working on their own to complete the tasks proposed.

Throughout the whole unit, scaffolding will be provided mainly during the pre-task stages in order for students to see and understand what they are supposed to do during the main task and post-task stages. The teacher will present the activities by means of models in some of the lessons while students take a look at them and organise their learning process. Then, during the main task stage, the teacher will be constantly monitoring the students' learning process and providing feedback and support whenever necessary. Finally, during the post-task stage, students will be free to work with whatever linguistic means and devices they have without the teacher's intervention, because they already know what to do thanks to the scaffolding provided.

The upcoming critical analysis and discussion will be carried out following six criteria that have been extracted from the theoretical framework and principles that have been followed in order to design this didactic proposal. These criteria can be found in Appendix 4 ("Analysis Criteria") of this document. As they are stated in Appendix 4, a short description will be sufficient. Crit. 1. analyses whether this proposal has followed CLT, TBLL and other guidelines presented before in Section 3 (3.2. Theoretical Framework). Crit. 2 and Crit. 3. analyses the extent to which the proposal develops the KC and the CLC more specifically. Crit. 4. analyses whether the expected learning outcomes, the learning aims of each session and the contents are aligned with the Aragonese Curriculum. Crit. 5. analyses the integration of the four skills (reading, listening, writing and speaking) along with communicative functions. Finally, Crit. 6. analyses the assessment and evaluation criteria that are connected as well with the Curriculum.

Crit. 1. (Ellis, 2003; Brown, 2007 & Richards, 2006) is met because the whole unit, its learning sequences and task cycles have been designed taking into account the methodological principles stated in Section 3. This means that the unit is an example of CLT in that it encourages students to communicate to reach some goals, to use the language to fulfil the aims of each lesson and not only to complete the tasks proposed, thus employing the



language to describe and give opinions, both functional and adapted to real-life situations. The unit is also an example of the flexible framework of TBLL of Willis (2018) in that it is developed throughout task cycles, including a pre-task (used as activation for the main activity), a task (usually a reading or listening comprehension activity with some questions for students to answer and discuss in pairs) and finally a post-task in which students reflect on the language that has been used to carry out the task and practise it by doing some exercises or sharing information with their peers.

The activities that have been designed or adapted to act as pre-task are usually open-ended questions for which students need to find an answer, more often than not by negotiation with their classmates; word clouds in which students have to collect all the information from previous lessons to create visual representations of their own knowledge; models that introduce them to the main task (either for grammar explanations or for reading comprehension) and videos that highlight the main structures that will be needed in order to carry out the main task.

For the main task, the activities have been designed or adapted taking into account that students need to have some informational gap that must fill using the language they have at their disposal, by working individually, in pairs or small groups. These activities are a brainstorming, a fast debate, a flipped classroom, a reading comprehension, an activity in which students have to work in groups to think about arguments for the debate and the final debate.

The post-task phase acts as recapitulations of the main tasks and activities in this stage have been designed or adapted with the purpose of making students reflect on their own learning process as well as to reinforce those bits of knowledge that are weaker by practising them with extra activities. These activities are mostly focused on language focus, either grammatical or lexical forms that have been employed during the main tasks and writing compositions where students develop their writing skills.

In terms of the materials or resources that have been used in the creation of this didactic proposal (see Appendix 6. Materials), only three of them have not been created, for they were already existing and it was only necessary to adapt them to be included in the proposal. These materials are the book that students have read and will serve as a source of authentic material throughout the whole unit; and two videos taken from YouTube, one of them about the main themes in the book and the other about useful structures and vocabulary for debating. The rest

of the materials (Padlet, infographics that will be used as models for reading comprehension and grammatical explanations and assessment instruments (peer assessment handout and teacher's evaluation rubric)) have been created exclusively for this proposal. The criteria used to identify, select and adapt the first three materials are that the book represents an authentic source that can enhance several of the seven KC (CLC, SCC and CAE) and that videos are examples of multimodal texts, used to develop the 21st century skills. The criteria employed to create the rest of the materials are the necessity of creating resources that allow for the integration of the four skills, for the development of all of the seven KC and for the creation of TBLL instructional sequences.

Crit. 2. (Order ECD/65/2015 & Order ECD/489/2016) is met because the didactic proposal develops the seven KC, including the CLC and its three subcompetences, by means of the activities and materials that have been designed or adapted with this purpose. The CMST is developed by the use of numbers and dates. The book makes special emphasis on age until kids arrive at the Ceremony of Twelve, where age stops to be important and even taken into consideration. Every year before that Ceremony, there is one specifically devoted to each age. This is seen in the infographic that contains the characteristics of utopian societies as depicted in the book.

The DC is developed with the use of the chromebooks to access the reading and listening comprehension activities. Students can also access the information within the infographics via Canva if they prefer to work online and even the book is online, so students can read it directly from the webpage and do not have to buy it physically.

The SCC is developed through the understanding of the social structure that the community represents in the book, establishing connections and differences with the society that exists nowadays. This competence is also developed through the interaction between students and the teacher and among students themselves, establishing cordial relationships that enhance the learning process.

The CAE is developed thanks to the authentic source that is the book, so that students can learn directly from that specific literary manifestation. By reading authentic literature, students can immerse themselves in other worlds and cultures without leaving the classroom. This evasion is achieved by the extracts from the book used as reading comprehension.

The L2L competence is developed because students are masters of their own learning process and so they need to select the most suitable strategies and resources at hand to make the most of their learning. Whether they are supposed to do a more mechanical activity or improvise and negotiate meaning, students are free to choose from a wide repertoire of learning strategies that will ease their learning path.

The SIE is developed because students take responsibility for their own learning process and products, specially those that will be evaluated. As the final task of the unit will be a debate, students need to get prepared for it, and for this preparation they need to look for information and come up with arguments and possible counterarguments that will be received from their opponents.

Crit. 3. (COE, 2020) is met because the whole unit is created to develop the CLC and its subcompetences. The CEFR, compiled by the COE in 2020, collects the guidelines for the correct development of the CLC and its subcomponents.

The linguistic competence is developed by mastering grammatical and lexical range and controlling the orthographic and phonological aspects of language. Students may work with those grammatical structures that allow them to understand what is a utopian society and to compare it with the current model of society, as well as the vocabulary items that are needed to give opinions and valid arguments for the debate.

The pragmatic competence is developed when students need to present their arguments and any other kind of oral and written production. This can be translated into the correct choice of words and expressions so that utterances make sense to both the producer and the receiver of the message, regardless of it being oral or written. The pragmatic competence is also developed during the debate and any other oral exchange because students need to know the rules for turn-taking, flexibility and fluency in their speech.

The sociolinguistic competence is developed when students interact with each other during the tasks and when interacting with the teacher. As explained before with the SCC, students are immersed in a social environment and for that reason they need to behave accordingly. Language, as the social phenomenon that is itself, confers interaction a paramount importance. In addition, the Aragonese Curriculum places special emphasis on creating communicative environments and it can only be achieved by having students interact with each other and with the teacher to develop all three subcomponents of the CLC.

Needless to say, the seven KC will be evaluated by the criteria established in Appendix 4 (“Evaluation Criteria of the Unit”) as aligned with the current curricular framework (Order ECD/65/2015 & Order ECD/489/2016).

Crit. 4. (Order ECD/489/2016) is met because the learning aims, outcomes and contents are aligned with the curricular framework in that they are functional aims (can-do statements) based on everyday situations. Beginning with the learning outcomes, the didactic proposal has five main outcomes that will allow students to describe and give personal opinions about utopian societies and to compare them with current models of society, as well as to create arguments to be used both in a written composition, regarding the topic of whether rules and control could ensure safety and wellbeing, and in the debate, with the topic of the possibility of having a utopian society as the predominant way of living in a near future. Finally, students will have the opportunity to self assess their own performance at the end of the unit as well as peer assess their classmates during the debate.

To achieve the expected learning outcomes of the unit, each session has some learning aims that are specific to the instructional sequences that have been designed for each of the eight sessions. Some of the aims are that students will be able to understand the main characteristics of utopian societies, to identify certain grammar structures and language forms like the passive and active voices and to create, by working cooperatively, arguments that will be used during the debate.

The contents are aligned with the curricular framework in that, even though the topic chosen for the unit is rather specific (utopian societies), students can in fact talk about a wide range of aspects, going from their personal sphere (family, neighbourhood, town) to a more professional sphere where the working world and academic development are implied. By hypothesising about what the future will look like, students have freedom to learn about a variety of topics depending on the aspect they want to focus on.

Additionally, this didactic proposal complies quite well with the notional-functional syllabus that was presented in Section 3.2. Theoretical Framework. The unit is focused on functions (description, comparison, argumentation, etc) rather than on forms (passive voice), the proposal exemplifies a notional-functional syllabus in that it places emphasis on the things that students can do with the language being learnt.

Crit. 5. (Hinkel, 2010) is met because the learning sequences or task cycles integrate the four skills in almost every session. The integration of the four skills (reading, writing, listening and speaking) are essential to create communicative and meaningful lessons. The didactic proposal combines reception skills (reading and listening) with production skills (writing and speaking) in all of the sessions in order for students not to neglect any of the skills. More specifically, the first five task cycles (Sessions 1, 2, 3, 4 and 5) combine speaking and listening during the pre-task stage and reading, listening, speaking and writing during the main task and post-task stages.

Special attention deserves to be put in speaking. As it is probably the key aspect for achieving communicative lessons, throughout the three stages of the TBLL flexible framework, interaction among students and between students and the teacher is essential for this purpose. There are a number of interaction strategies that allow students to create communicative environments while completing the tasks. Such strategies are clarification requests (during the debates, for example, when students have not understood their opponents they may ask for clarification), confirmation checks (when students want to make sure that their classmates have understood them) or negotiation of meaning or form (when students are inducing the rules to change sentences from the active voice to the passive voice or when they have to classify the characteristics of utopian societies). By mastering these strategies, students will be able to thrive linguistically both within and outside the classroom.

Crit. 6. (Order ECD/489/2016) is met because the evaluation criteria is aligned with the curricular framework stated in Section 3.2. Theoretical Framework. In this regard, Appendix 4 (“Evaluation Criteria for the Unit”) collects the criteria adapted from the curricular framework (Order ECD/489/2016) in the form of a chart. This chart includes the four different skills (Oral reception, oral production, written reception and written production), the standards of learning that correspond to each skill, the KC that are developed by each skill and the percentage of each skill for the final mark. This final mark has been divided in the following way: oral reception (listening) accounts for 10% of the total mark, oral production (speaking) accounts for 30% of the total mark, written reception (reading) accounts for 10% of the total mark, written production (writing) accounts for 30% of the total mark and, finally, participation accounts 20% that is left for the final mark. It is worth mentioning that production skills have been given more importance than reception skills because the target learners of this didactic proposal were somewhat lacking production skills.

## **5. Conclusions**

After reviewing the available literature in the fields of education and more specifically CLT and TBLL, the present dissertation confirms previous findings and contributes additional information that suggests the necessity of designing multilingual, multicultural, meaningful and life-long learning lessons.

The main goal of the current dissertation was to design a didactic proposal in the form of a didactic unit that was based on the methodological principles and rules that current educational legislation is promoting. This didactic proposal has been created to solve some problems that have been observed during the placement that took place in the last months of March and April. These problems were basically related to the lack of motivation and learning engagement of students while learning English.

In order to solve these issues, the didactic proposal collects the tenets from the main theoretical and curricular frameworks by means of which current educational practices are carried out. These tenets are those extracted from CLT, TBLL, the CEFR and the Aragonese Curriculum. According to them, EFL teaching and learning must include multicompetencial, multilingual and multicultural tasks that encourage students to use the language at their disposal as much as possible in order to solve communicative gaps or problems. Tasks are activities that are specifically designed to have these communicative gaps so that students have to interact with each other to complete the assignments. By doing so, students will be developing their CLC among others, collected by the Order ECD/65/2015, the Order ECD/469/2016 and the CEFR. In line with the last affirmation, the seven KC are richly developed throughout the whole didactic proposal, making special emphasis on the CLC, around which this unit has been created. Additionally, some aspects of the integration of authentic literary texts are also included to enhance KC like the SCC and the CAE.

Regarding the methodological principles of the didactic proposal, the unit has been created around eight sessions that will develop six task cycles entirely. The first five task cycles will be carried out during the first five sessions of the unit and the last task cycle will take place during the last three sessions. In terms of the main tasks that have been designed, this unit includes a fast-debate, one reading comprehension and two listening comprehensions, one flipped classroom and the final debate. The materials have been adapted or created following some criteria that have been extracted from the curricular and theoretical frameworks.

The critical analysis and discussion of the didactic proposal has been carried out following six criteria that have been extracted from the curricular and theoretical frameworks. In this sense, the selected criteria have analysed the extent to which the didactic proposal follows the methodological principles of TBL, whether it develops the seven KC with special emphasis on the CLC, whether the learning outcomes, aims and contents are aligned with the curricular framework, the extent to which the four skills are integrated into the lesson plans and whether the evaluation and assessment criteria are aligned with the curricular framework as well.

Finally, a number of important limitations need to be considered. First of all, the didactic proposal has been created having in mind an ideal environment where students are engaged in the learning process and the general behaviour is adequate. This means that the temporalization and distribution of the task cycles have been designed taking into account the previous situation. When implemented, this temporalization may suffer some changes.

Another limitation is that related to the connection of the curricular and theoretical frameworks with the activities designed. It may happen that some activities do not resemble any of the aspects that were explained in Section 3. While some tasks (debate) are examples of communicative tasks according to CLT and TBL, others (reading and listening comprehension) may lack some essential aspects that make them truly communicative activities.

To sum up, this dissertation could be used to further develop targeted interventions aimed at increasing motivation and learning engagement among students when learning English within a classroom context.

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## Appendices

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

- Survey about motivation - <https://forms.office.com/r/YPt2d5FJBY>  
x Motivation in the EFL classroom(1-50).xlsx
- Practicum II - Muñoz\_Haro\_Carmen\_Practicum\_II\_Portfolio

### Appendix 2 Title and Learning Outcomes of the Unit

The title for this didactic unit is “A perfect society?”. The learning outcomes are the following:

- Students will be able to describe the characteristics of a utopian society.
- Students will be able to give personal opinions about a utopian society.
- Students will be able to write a for-and-against essay about a certain topic.
- Students will be able to participate in a debate giving arguments for and against a certain topic.
- Students will be able to self-assess themselves and peer-assess their classmates.

### Appendix 3 Contents of the Unit

The main contents that students will work with in this unit are the following:

- Functions: to provide detailed descriptions; to give opinions; to compare two different social models; to participate in a debate, to give arguments for and against a topic.
- Grammar:
  - Revision of tenses;
  - Passive voice.
- Vocabulary:
  - Adjectives and nouns to describe settings, routines, rules, everything that makes up a utopian society;
  - Argumentative structures.

#### Appendix 4 Evaluation Criteria of the Unit

	Criteria	Standards	Type of Assessment	Weight of the total mark	Competences
<b>Reception of oral texts</b>	Crit.IN.1.1.	Est.IN.1.1.1.	Summative	10% (Listening)	CLC, CMST, DC, L2L, SCC, CAE
	Crit.IN.1.2.	Est.IN.1.2.1.			CLC, L2L, SCC, CAE
<b>Production of oral texts</b>	Crit.IN.2.1.	Est.IN.2.1.1.	Summative	30% (Speaking)	CLC, CMST, DC, L2L, SCC, SIE, CAE
		Est.IN.2.1.2.	Formative	Participation *	
	Crit.IN.2.2.	Est.IN.2.2.1.	Formative	Participation *	CLC, DC, L2L, SCC, SIE, CAE
<b>Reception of written texts</b>	Crit.IN.3.1.	Est.IN.3.1.1. & Est.IN.3.1.2	Summative	10% (Reading)	CLC, CMST, DC, L2L, SCC, SIE, CAE
	Crit.IN.3.2.	Est.IN.3.2.1.			CLC, DC, L2L, SCC, CAE
<b>Production of written texts</b>	Crit.IN.4.1.	Est.IN.4.1.1. & Est.IN.4.1.2.	Summative	30% (Writing)	CLC, CMST, DC, L2L, SCC, SIE, CAE
	Crit.IN.4.2.	Est.IN.4.2.1.	Formative	Participation *	CLC, DC, L2L, SCC, SIE, CAE

\* Participation counts as the 20% left from the total mark.

### **Analysis Criteria for the Didactic Proposal**

- Crit. 1. The unit follows the principles of Task-Based Language Learning Approach (Ellis, 2003; Brown, 2007 & Richards, 2006)
- Crit. 2. The unit allows students to exploit all of the seven key competences (Order ECD/65/2015 & Order ECD/489/2016)
- Crit. 3. The unit allows students to exploit their linguistic competence and its three subcompetences (COE, 2020)
- Crit. 4. The unit has been designed to achieve specific learning aims, outcomes and contents and they are aligned with the curricular framework (Order ECD/489/2016)
- Crit. 5. The unit integrates the four skills (Hinkel, 2010)
- Crit. 6. The evaluation criteria is aligned with the curricular framework (Order ECD/489/2016)

## Appendix 5 Lesson Plans

	Aim(s)	Pre-task	Task	Post-task
<b>Lesson 1</b>	<ol style="list-style-type: none"> <li>To activate previous knowledge.</li> <li>To work cooperatively to reach a final decision.</li> </ol>	Introduction to the topic + questions	Brainstorm of ideas to answer the questions through negotiation.	Writing of main ideas individually on Padlet.
<b>Lesson 2</b>	<ol style="list-style-type: none"> <li>To understand examples of utopian societies.</li> <li>To give personal opinions about utopian societies.</li> <li>To identify and classify certain characteristics.</li> </ol>	Question: What is a utopian society?	Mini-debate: Would you like to live in a community like the one from the book?	Reading comprehension + identification of utopic characteristics + grammar structures (passive voice) = language focus + practice
<b>Homework</b>	Video + take notes			
<b>Lesson 3</b>	<ol style="list-style-type: none"> <li>To remember the vocabulary from last sessions.</li> <li>To reflect on the main ideas from the video.</li> </ol>	Word cloud to remember the main ideas of the video	Flipped classroom - Connect, extend, challenge	Language focus (identify main structures)
<b>Lesson 4</b>	<ol style="list-style-type: none"> <li>To identify grammar structures (passive voice).</li> </ol>	Model for grammar	Reading comprehension	Language focus + practise

<b>Lesson 5</b>	1. To understand how a debate works.	Video + take notes.	Preparation of arguments in groups	Writing composition.
<b>Lesson 6 &amp; Lesson 7</b>	1. To participate in a debate. 2. To peer assess classmates' presentations.	Debate Instructions	Debates - Is it possible that, in the near future, a utopic society will be the predominant way of living?	
<b>Lesson 8</b>	1. To be able to self assess your own performance. 2. To be able to identify the strengths and weaknesses.	Peer and teacher assessment		

LESSON 1		
Pre-task	Task	Post-task
<p>T presents the topic (Literature, Science-Fiction, Utopian Societies) and asks two questions that ss have to find an answer for: Can we change the world we live in? &amp; Does science-fiction resemble real life?</p> <p>Ss listen to the questions and write them down in their notebooks.</p> <p>Materials: ss' notebooks</p> <p>Time: 10 min.</p> <p>Skills: listening + writing</p>	<p>T explains the task (instructions) and provides support if needed (monitoring learning process).</p> <p>Ss work in pairs to think about possible answers to the questions through negotiation and write down the main conclusions.</p> <p>Materials: ss' notebooks</p> <p>Time: 20 min.</p> <p>Skills: listening + speaking + writing</p>	<p>T explains the activity (instructions) and provides support if needed (monitoring learning process).</p> <p>T collects the main ideas as a word cloud for ss to copy them in their notebooks.</p> <p>Ss create a post in Padlet with their own ideas (individually) and then read and comment on their classmates posts (peer assessment).</p> <p>Materials: ss' notebooks + chromebooks</p> <p>Time: 20 min.</p> <p>Skills: listening + writing + reading + speaking</p>

<b>LESSON 2</b>		
<b>Pre-task</b>	<b>Task</b>	<b>Post-task</b>
<p>T asks a question to students: What is a utopian society?</p> <p>Ss write down the question in their notebooks.</p> <p>Ss tell the teacher their ideas.</p> <p>Materials: model + ss' notebooks</p> <p>Time: 10 min.</p> <p>Skills: listening + speaking + writing</p>	<p>T explains the task (instructions) and provides support if needed (monitoring learning process).</p> <p>T asks ss the question: Would you like to live in a community like the one from the book?</p> <p>Ss discuss their views with a shoulder partner (mini-debate). They may take note of their own views and their classmate's views.</p> <p>Materials: ss' notebooks</p> <p>Time: 20 min.</p> <p>Skills: listening + reading + writing + speaking</p>	<p>T explains the activity (instructions) and provides support if needed (monitoring learning process).</p> <p>Ss read the extracts from the book and identify the utopic characteristics by classifying them into categories.</p> <p>Ss write the characteristics and any more examples they come up with in their notebooks.</p> <p>Materials: extracts + ss' notebooks</p> <p>Time: 20 min.</p> <p>Skills: listening + speaking + reading + writing</p>



<b>LESSON 3</b>		
<b>Pre-task</b>	<b>Task</b>	<b>Post-task</b>
<p>T explains the activity (instructions) and provides support if needed (monitoring learning process).</p> <p>Ss create a world cloud with the main ideas that have been extracted from the video that they have watched at home the previous afternoon.</p> <p>Materials: ss' notebooks</p> <p>Time: 10 min</p> <p>Skills:</p>	<p>T explains the task (instructions) and provides support if needed (monitoring learning process).</p> <p>Ss answer the thinking routine handout first individually and then share their findings with their group.</p> <p>Materials: thinking routine handout</p> <p>Time: 20 min.</p> <p>Skills: listening + writing + speaking</p>	<p>T explains the activity (instructions) and provides support if needed (monitoring learning process).</p> <p>Ss identify the main structures and topics that have been used to complete the thinking routine.</p> <p>T explains these structures if there are doubts about them.</p> <p>Materials: thinking routine handout</p> <p>Time: 20 min.</p> <p>Skills: listening + writing + speaking + reading</p>
<p><b>Additional comments:</b> This lesson is a flipped-classroom lesson, where ss will have to work in groups to complete the thinking routine “Connect, Extend, Challenge”. Before the lesson, ss would have watched a video and taken some notes of the main ideas.</p>		

## LESSON 4

Pre-task	Task	Post-task
<p>T explains the activity (instructions) and provide support if needed (monitoring learning process)</p> <p>Ss read the model with the examples from the book and take notes.</p> <p>Materials: model</p> <p>Time: 10 min.</p> <p>Skills: listening + reading + writing</p>	<p>T explains the task (instructions) and provide support if needed (monitoring learning process)</p> <p>Ss work in pairs to understand and guess the changes and differences between both columns within the model provided.</p> <p>Materials: ss' notebooks + model</p> <p>Time: 20 min.</p> <p>Skills: listening + writing + speaking + reading</p>	<p>T explains the activity (instructions) and provide support if needed (monitoring learning process)</p> <p>T explains the rules of the passive voice only after students have inducted any rule about how to change a sentence from the active to the passive voice.</p> <p>Ss write more examples created by themselves to check understanding</p> <p>Materials: ss' notebooks + model</p> <p>Time: 20 min.</p> <p>Skills: listening + reading + writing</p>


## LESSON 5

Pre-task	Task	Post-task
<p>T explains the activity (instructions) and provide support if needed (monitoring learning process)</p> <p>Ss watch a video about the most common structures to use in a debate and take notes.</p> <p>Materials: ss' notebooks + video</p> <p>Time: 10 min.</p> <p>Skills: listening + writing</p>	<p>T explains the task (instructions) and provide support if needed (monitoring learning process)</p> <p>Ss work in groups to think about arguments for the debate and write them down in their notebooks.</p> <p>Materials: ss' notebooks</p> <p>Time: 30 min.</p> <p>Skills: listening + reading + writing + speaking</p>	<p>T explains the activity (instructions) and provide support if needed (monitoring learning process)</p> <p>Ss write (individually) a composition on the following topic: Are rules and control a way to ensure safety and wellbeing within the society?</p> <p>Ss begin drafting the composition in class and finish it at home.</p> <p>Materials: ss' notebooks</p> <p>Time: 10 min.</p> <p>Skills: listening + writing</p>

**LESSONS 6-7 & Lesson 8**

<b>Pre-task</b>	<b>Task</b>	<b>Post-task</b>
<p>T explains the activity (instructions) and shows the ss the rubric that she will use to evaluate their performances in the debate, as well as the peer assessment handout that ss will use to evaluate their classmates and themselves.</p> <p>Materials: rubric for teacher evaluation + peer assessment handout</p> <p>Time: 10 min.</p> <p>Skills: listening + reading</p>	<p>Ss will take part in the debate with their groups and their classmates will give peer assessment while they listen to it.</p> <p>At the end of each performance, ss will have to self assess themselves with the same handout.</p> <p>Materials: peer assessment handout</p> <p>Time: 40 min.</p> <p>Skills: listening + writing + speaking</p>	<p>T comments the strong and weak points of the performances in general</p> <p>Ss write those points and ask the T for clarification about any structure or word they do not understand or want further practice.</p> <p>Ss see the peer assessment of their classmates and ask them for clarification if there is any question.</p> <p>Materials: rubric + peer assessment handout + ss' notebooks</p> <p>Time: 50 min.</p> <p>Skills: listening + reading + writing + speaking</p>

## Appendix 6 Materials

- *The giver*, Lois Lowry (1993)  The Giver (Full Book).pdf
- Padlet - Science-Fiction or real life ?  
<https://padlet.com/carmenxu803/zrdz4qhschrloeab> (model below)

padlet

padlet.com/carmenxu803/zrdz4qhschrloeab

### Science-Fiction or real life?

Share your ideas about the questions discussed in class.

CARMEN MUÑOZ HARO JUN 17, 2022 07:05AM

CARMEN MUÑOZ HARO JUN 17, 2022 07:24AM

#### MODEL


- **Can we change the world we live in?**

Of course we can change the world we live in. We need to take part in the little changes that we, as human beings and citizens, can make in our everyday lives, changes like recycling, reducing the waste, fighting for human rights and to end inequalities, grouping with people that think like us so that we can create a movement to change for a better world.

- **Does science-fiction resemble real life?**

Science-fiction can resemble real life situations if it depicts utopian or dystopian societies where natural disasters or wars have destroyed the life we know. As the world is deteriorating by moments, these societies are not as strange as they were fifty years ago.

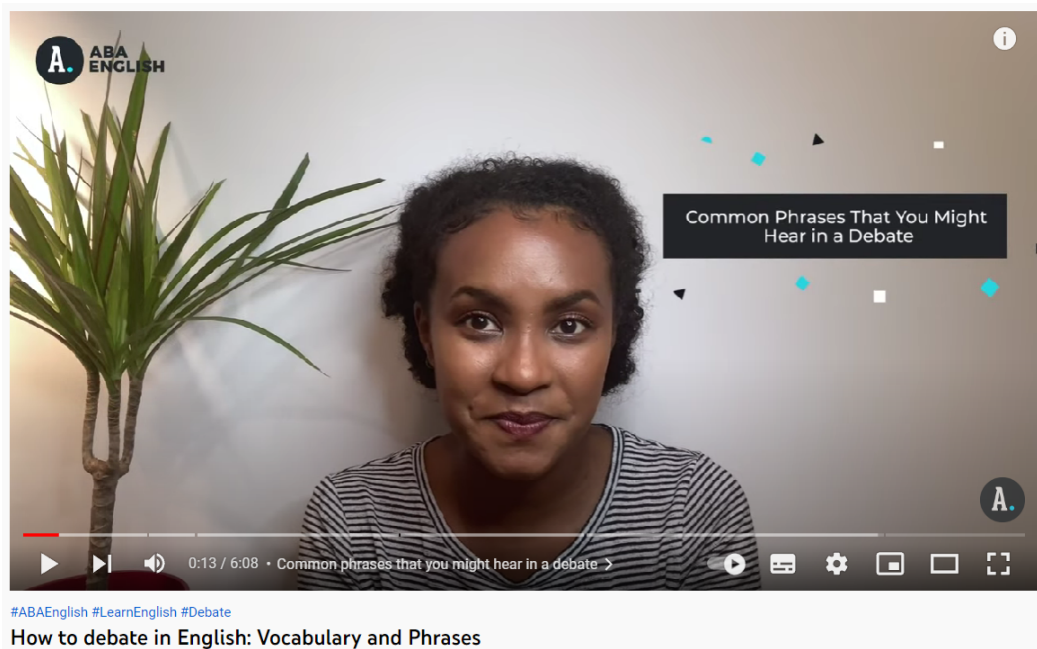


- Canva - Infographic with extracts from the book -  utopian societies.pdf
- YouTube - A "Perfect" World No Pain No Conflict No Lies But No Emotions No Freedom No Individuality - [https://youtu.be/\\_mAYsp\\_zuWI](https://youtu.be/_mAYsp_zuWI) (screenshot below)



A "Perfect" World No Pain No Conflict No Lies But No Emotions No Freedom No Individuality

- Canva - Infographic with thinking routine - [connect, extend, challenge.pdf](#)
- Canva - Infographic with examples from the book (active and passive sentences) - [passive voice examples.pdf](#)
- YouTube - How to debate in English: Vocabulary and Phrases - [https://www.youtube.com/watch?v=-VVFwNo\\_29I](https://www.youtube.com/watch?v=-VVFwNo_29I) (screenshot below)



- Canva - Self and peer assessment handout - [Peer assessment.png](#)
- Google Doc - Teacher's evaluation rubric - [teacher evaluation](#)