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Trabajo Fin de Máster

A Parallel Reality: Improving the integration of language skills through a PBLL proposal that connects 1st of ESO students with the world of social media

Una Realidad Paralela: Mejorando la integración de las destrezas del lenguaje a través de una propuesta de aprendizaje por proyectos que conecta a los estudiantes de 1º de la ESO con el mundo de las redes sociales

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Abstract

This Dissertation is constituted by the presenting of the learning unit called "A Parallel Reality" as a didactic proposal that is directed towards achieving an improvement in the method of teaching English in a group of pre-teen students belonging to the 1ˢᵗ of ESO level. Said learning unit is presented as part of an end of Master's Degree project and has the aim of integrating the four main language skills into a Project Based Language Learning didactic proposal. It was designed taking into account some theoretical framework belonging to the principles of CLT (Communicative Language Teaching), ELF (English as a Lingua Franca), ESL (English as a Second Language), Cooperative Learning and Project Based Language Learning (PBLL). It makes good use of the available ICTs and authentic materials in order to engage students into authentic communication. At the end of the didactic unit students will be making an innovative and attractive audiovisual project that will consist on the creation of a post on one of the most relevant social media platforms at the moment: TikTok.

Resumen

Esta disertación consta de la presentación de la unidad didáctica llamada "Una Realidad Paralela" como propuesta didáctica dirigida a mejorar el método de enseñanza del inglés en un grupo de estudiantes pre adolescentes pertenecientes al nivel de 1° de la ESO. Dicha unidad didáctica se presenta como parte de un Trabajo de Fin de Máster y tiene el propósito de integrar las cuatro principales destrezas del lenguaje en una propuesta didáctica basada en el aprendizaje del lenguaje a través de proyectos. Fue diseñada teniendo en cuenta algunas bases teóricas pertenecientes a los principios de la enseñanza comunicativa del lenguaje, el inglés como *lingua franca*, el inglés como segundo idioma, el aprendizaje cooperativo y el aprendizaje del lenguaje a través de proyectos. Hace buen uso de las TIC y de los materiales auténticos para así involucrar a los estudiantes en comunicación auténtica. Al final de esta unidad didáctica, los estudiantes realizarán un innovativo y atractivo proyecto audiovisual en grupo que consistirá en la creación de una publicación en una de las redes sociales más relevantes del momento: TikTok.

1. Introduction

This dissertation is going to act as a proposal for a different approach towards teaching English as a Second Language (from heron referred to as ESL) in a Spanish Secondary School classroom with the main purpose of making the lessons more efficient towards the integration of the four main language skills (Listening, Reading, Speaking and Writing) in a group belonging to first of ESO (Spanish mandatory secondary education) students. The main premise of this lesson plan will be to make the students use the English language in a way that can allow them to communicate in a more organic way than the one of a more traditional teacher-fronted English class. In this manner, students can be able to take part in their own learning process due to the fact that they would be constantly made to remain mentally active in order to follow the lessons. At the same time, they will also be encouraged to take more interest into learning the language due to the fact that, by means of the activities they will be asked to do, they will understand that English can be useful for them in their daily life, which includes communicating with others through social media.

The reason why the level of first of ESO has been chosen is that this is the level which I have had the most contact with during both of my student placement periods in my Master's Degree. This experience has allowed me to both observe the previous class dynamics in this group and implement some slight changes into the method of teaching English in order to see how it would affect the students' attitude and level of motivation in class. The group for which I had the opportunity to teach was originally learning through a text book and the exam that they were going to have at the end of my implementation was already fixed (as seen in my *Portafolio Practicum II*). Having mentioned this, I had freedom to make changes in the method of teaching as long as I included the grammar and vocabulary contents that appeared in the corresponding unit from their text book. The effect that these slight changes had on the students' motivation level can be observed in my section of a group assignment that me and my classmates made after our student placement period, which is the *Written Report*. Both of these papers will be attached below in Appendix 1 (p. 27).

Moving on to the necessity of improvement that I identified in this group that I had contact with, I noticed that their lessons were especially lacking in the skill of speaking in the sense that the students weren't encouraged to express themselves orally in a less guided manner. For this reason, the main purpose of the learning unit that I designed for

this dissertation is going to be to encourage the students to be given the chance of having meaningful communication by including some activities in which they will be asked to express themselves with their partners in order to solve some sort of meaning gap or analyze some real-world materials. This will diverge from traditional text book centered grammar instruction and create more self-confidence in the students when it comes to communicating in English.

The lessons are going to be carried out following a Project Based Language Learning (PBLL) sequence that will be backed up by different sources. Among these sources we can find the LOMCE Aragonese Curriculum for ESO (Orden ECD/489/2016) as well as the research of some scholars that have investigated on topics such as Communicative Language Teaching (CLT), Cooperative learning, English as a Lingua Franca (ELF) , English as a Second Language (ESL) and, of course, Project Based Language Learning (PBLL) and Project Based Language Teaching (PBLT).

This Dissertation will consist of first presenting the purpose and aims of the lesson plan, which will be followed by the justification, the theoretical and curricular framework that it will lean on and the methodology that will be used to carry this out. Then, what will follow is a critical analysis and discussion of my didactic proposal and finally I will present the conclusions of the whole project.

2. Purpose and Aims of the Dissertation

With the increasing need for using the English language in different contexts that go beyond the classroom, the developing of different communicative skills is an element that has gained relevance. In this sense, English appears to be on its way of becoming a key tool in order to function in a globalized world. For this reason, my end of the Master's Degree Dissertation will have the following purposes to improve the students' experience during their process of learning the English as a Second Language:

1- To make them more familiar with real-life materials such as articles and audio-visual media.
2- To increase their confidence when speaking, as well as their creativity and their motivation in class, through PBLL.
3- To allow them to be more independent learners and not depend so much on external instruction.

4- To make them more familiar with ELF (English as a Lingua Franca) and its different uses outside of the classroom.

5- To make them learn how to work in a collaborative manner with their team mates in order to achieve a common final goal (the final group project).

6- To allow them to use ICTs in order to switch up the class dynamics by creating a final audiovisual project at the end of the learning unit.

7- To raise awareness about both the benefits and the dangers of technology and social media.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1. Justification

In the educational center that I was sent to during my student placement period I had the opportunity of observing the teaching of ESL in several groups belonging to my tutor: two groups from 1st of ESO, one group from 2nd of ESO and two groups from 3rd of ESO. Having mentioned this, from this moment onwards I am going to focus mainly on one of the 1st of ESO groups, which is the one that I had the most contact with and for which I had the opportunity to be the teacher during one entire learning unit – as mentioned before, making some slight changes to the text book centered method of teaching that they originally had, but not being able to change the way they were going to be evaluated.

This particular school offered the possibility of having a "regular" (non-bilingual) or bilingual education program, which implied having some subjects taught in English as well as slightly more advanced English lessons. What I was able to notice was that, despite this being a bilingual group, students were just as passive as the ones in the non-bilingual groups. This was reminiscent of the atmosphere that I could usually observe in the English lessons during my own High School years. The only materials that the students worked with in class on a daily basis came directly from a text book, with the only "new" element being that the teacher had the digital version of the book on the class computer and she projected it onto the big screen. This digital book was used for correcting exercises more easily – with the answers shown on the big screen instead of being written by hand on the board – as well as for playing the audio tracks from the listening exercises and sometimes even videos, which also came from the digital version of the book. As can be implied, the exercises and explanations included in said book were quite heavy on grammar instruction and did not create any need for communication

among the students, that is, there wasn't an appropriate atmosphere where the students were encouraged to use the language for a specific communicative purpose. There was heavy use of L1 (in this case, Spanish) during the lessons and, as a consequence, not a lot of meaningful interaction using the L2. This atmosphere encouraged the students to learn by means of translating instead of building their knowledge by using the language in different scenarios. As for the teacher's intervention in the students' learning process, she mainly stuck to the exercises that were planned for each day of class and did not push the group to have any discussions where they could communicate with each other more freely, in a less scripted way. I was able to see some oral work in pairs or in small groups, but it could not be considered as true interaction because the dialogues that they had were already fabricated beforehand, that is, they were mostly scripted.

When it was my turn to be the group's teacher for a week, my main goal was to provide them with some activities that would give them a reason to interact – both with me and with their classmates – using exclusively the L2. Also, I was very keen on the idea of showing them some authentic audiovisual material that was not altered – that is, that came directly from real-life sources instead of being fabricated by the company that made their book. Although I had several restrictions in terms of the changes that I was allowed to make to the method of teaching that they previously had, it was visible in the data belonging to CPI Parque Goya in my *Written Report* how these few changes made a difference in the students' levels of motivation.

Thus, for this Dissertation I decided to take this change to its full potential by creating a whole new learning unit that is based on CLT by means of a PBLL approach which at the same time adapts to the guidelines provided by the current legislation concerning the teaching of English in public Secondary Schools. In order to create said learning unit I took into account not only the LOMCE Aragonese Curriculum for ESO (Orden ECD/65/2016), but also the findings of numerous authors who studied about different topics related to English teaching. I also focused on making the topic of the didactic proposal attractive for the students and, for this reason, I came up with this learning unit called "A Parallel Reality". The main premise of this unit will be to raise awareness on the positive and negative aspects of sharing your life on the internet and the lessons will include several opportunities for the students to interact with their classmates.

The reason why this topic has been chosen for my unit is that nowadays both children and teenagers are having access to the world of social media and are allowed to have their own account on apps such as TikTok or Instagram. As seen in Wenner Moyer:

> Of particular concern to some who track screen time is an upswing in social media use among children ages 8 to 12. (…) It's also not healthy for younger kids to be exposed to the social complexities intrinsic to social media, Dr. Heitner said. "Social comparison, and the potential to see events that you're not included in or missing out on, can be painful," she said. (2022)

The treatment of this topic in class can spark the student's interest and, consequently, create in them the will to communicate in English (inside and outside of the classroom) in order to express their opinions and personal experiences. At the same time, the topic itself can be helpful for them on a more personal level due to the fact that 1st of ESO students find themselves in the age frame where they are about to leave behind their late childhood and start the period of adolescence, where education about different digital media is more and more demanded. "Recognition of these transformative changes in learning environments is raising compelling questions about vulnerabilities and opportunities. Consider the foundational social and emotional learning that shapes identity development in adolescence." (Giovanelli et al., 2020, pp. S7-S8). The fact that this learning unit is going to be heavier on speaking than what the students may be accustomed to does not imply that no importance is going to be given to grammar. In fact, this topic, as it can be interesting for the students, can on the contrary motivate them in their process of grammar acquisition and, as suggested in the title of this Dissertation, in the integration of the four language skills.

3.2. Theoretical and Curricular Framework

As mentioned in the Aragonese Curriculum for ESO,

> El Consejo de Europa indica que el objetivo del aprendizaje de una lengua extranjera es que el alumno alcance de manera progresiva la competencia comunicativa, entendida ésta como la integración de tres tipos de competencias (lingüística, sociolingüística y pragmática). El aprendizaje se concibe como un proceso no lineal que se desarrolla según el ritmo de cada persona. Ha de ser un aprendizaje integrador de las cuatro destrezas: *Listening*, *Speaking*, *Reading* y *Writing*. Estas destrezas estarán integradas en las

diferentes tareas a lo largo de las unidades didácticas y el objetivo principal
será la comunicación.

(Orden ECD/2016)

The European Council points out that the goal of learning a foreign language
is for the student to progressively achieve the communicative competence,
which can be understood as three types of competences (linguistic,
sociolinguistic and pragmatic). Learning is conceived as a non-linear process
that develops depending on each person's pace. It must integrate the four
skills: Listening, Speaking, Reading and Writing. These skills will be
integrated in the different tasks throughout the learning units and their main
objective will be communication.

(My translation)

These guidelines are directly trying to target the problem that has been mentioned
in the justification for my improvement in the approach of the lesson plan. This plan, as
mentioned before, will focus on providing the students with a context in which they have
a chance of communicating with their classmates. Speaking of communication, this is
precisely one of the ways in which Dörnyei (1994) describes the learning of a second
language:

L2 learning presents a unique situation due to the multifaceted nature and role
of language. It is at the same time: a) *a communication coding system* that can
be taught as a school subject, b) an *integral part of the individual's identity*
involved in almost all mental activities, and also c) the most important *channel
of social organization* embedded in the culture of the community where it is
used. (p. 274)

All of these components of the role of an L2 can affect to a certain degree the
students' motivation levels in class, which is why it should be so important to design the
English lessons around topics that can spark interest in the students or that they could
somehow find useful in their daily life. In fact, Bell (2010) mentions that an effective way
of creating intrinsic motivation in the students – that is, motivation that comes from
within, not to achieve a specific goal – is to give them the possibility of making their own
choices in their learning process. As she states, "differentiation allows students to develop
their own interests and pursue deeper learning. (…) They become able to make better

choices, whether relating to process, environment, or outcome, which enables them to become more independent and responsible for their own learning." (p. 41).

Dörnyei (1994) talks about this when he makes his classification of the motivational components that are specific to different levels of learning situations. At the *language level*, the most relevant component for this Dissertation is the one of developing learners' instrumental motivation by showing them the different uses of the L2 outside of the classroom – that is, the relevance that it can have in their daily life. At a *learner level*, we have got promoting the students' self-efficacy with regard to achieving their goals by means of exposing them to activities in which they have to solve a problem by means of communication. At a *learning situation level*, the author suggests making the class materials more attractive for the students by putting them in contact with authentic materials that come from real-life sources (but which are still comprehensible for their level), dealing with topics that can be interesting and surprising for them and selecting some less traditional types of activities (p. 281). Moving on to elements that concern the attitude of the teacher, we can talk about the *authority type*, which can be a key element in the sense that it can be a key influence on the students' attitude towards the subject as well as the confidence that they develop during their learning process (Dörnyei, 1994, p. 277). For this reason, in my lesson plan the purpose is for the teacher to have a more supporting and less intimidating authority type, more like a "facilitator" (Tsiplakides, 2009, p.114) who provides "scaffolded instruction", which "refers to the supports provided to students to assist them in making cognitive growth just beyond their reach" (Bell, 2010, p. 41).

All of this leads to the fact that Communicative Language Teaching can be a good option in terms of teaching English in a more motivating and effective way for the students than traditional instruction, as it "uses almost any activities that engage learners in authentic communication" (Farouk, 2016, p. 12). According to Trinidanti's (2018) observations, "most students do not have the opportunity to engage in English communication activities" (p.36). Richards (2006) clarifies that even though grammatical competence is important in terms of language learning, it does not determine one's ability to use the L2 in order to create meaningful communication. Hence, it is necessary to have communicative competence in order to be able to properly function using the language in a range of different contexts (pp. 2-3). While traditional language learning has been viewed as a process of strictly learning grammatical structures and focusing on not

making any mistakes, with the shift towards CLT this perspective has changed. It gives more importance to elements such as creating meaningful interaction where students have negotiation of meaning, paying attention to feedback (that is, learning from your mistakes) and developing the skill of expressing the same message in different ways instead of only having one possible correct answer (Richards, 2006, p. 4).

In order for CLT to occur, students have to engage in some sort of Collaborative Learning, which means that it is suitable to include pair work and group work in the different class activities. As Dillenbourg and Schneider (1995) put it, "verbal interactions generated to solve conflict are related to learning outcomes" due to the fact that "when disagreement occurs between peers, social factors prevent learners to ignore social conflict and force them to find out a solution" (p. S-10-7). In their study they also mention that it is important to have the variable of the "heterogeneity of the group", that is, in this case, to mix weaker and stronger students during group activities in order to optimize the outcome of their work. This way, the weaker students can benefit from the skills of the stronger ones (pp. S-10-9 – S-10-10). This is also stated by Jacobs and Hall (2002), who point out that most experts suggest that, for the purpose of cooperative learning purposes, the teacher should be the one who selects the groups in order to achieve a heterogenous mix and promote peer-tutoring (p. 54). In addition, as stated by Smith and MacGregor (1993), an important part of Collaborative Learning is Cooperative Learning, where "the development of interpersonal skills is as important as the learning itself", as "learning to cooperate is key to high quality group work". For this reason, it is advisable to get the students involved in group projects at school, to make them achieve "both academic objectives and social skills objectives".

Farouk (2016) made a study on CLT in which he took a group of students who were previously learning through more traditional text book instruction and put them through a PBLL model very similar to the one that my teacher Victoria Gil presented in class, which is the one that I will be using for the design of my own learning unit. Her model consists of seven stages: 1) Activation, 2) Discovery, 3) Deepening, 4) Planning, 5) Creation, 6) Publishing, 7) Assessment and Reflection. Returning to Farouk's (2016) study, once the subjects had finished their period of instruction using this model, they were given a questionnaire in order to express how they felt during and after the whole process. The results of said study showed that "almost all students indicated that they had

gained confidence to speak with their colleagues and also to present their ideas in English before others" (p. 13).

This phenomenon is also reflected in Tridinanti (2018), who stated that "when students are confident about their abilities irrespective of their past experiences, they will succeed in their learning" (p. 37). In addition to that, Farouk (2016) not only pointed out that "students who participated in this study indicated that they have learnt the English that was appropriate for reporting their projects and findings", but also that through PBLL this group of students had learnt to work with the provided materials independently and source out knowledge that will be useful for them in the real world (p. 15). In connection to this real-world knowledge, according to the author this model has been shown to create in the students what he calls "Willingness to Communicate", which he describes as a mental process in the students that makes them take advantage of any chance they can get to utilize the L2 to communicate with others (p.12). This coincides with Lightbown and Spada's (1999) results, showing that (after going through a PBLL model) most learners' willingness to participate in learning activities increased and that they were more eager to experiment with new language (in Tsiplakides, 2009, p. 116). The PBLL model gives special importance to the skills of speaking and listening, as they can often be neglected in more grammar centered teaching models. In fact, at the end of Tsiplakides' study "most students showed an improvement in all four skills", with their speaking and listening skills reflecting the greatest improvement in contrast with the teaching model that they had prior to that (2009, p. 116).

What brings even more importance to learning English as a Second Language (ESL) or as a Foreign Language (EFL) is the fact that it is becoming what is called a Lingua Franca. As Firth (1996) defines it, ELF is "a contact language between persons who share neither a common native tongue nor a common (national) culture and for whom English is the chosen *foreign* language for communication" (in Mckay, 2016, p.30). At some point of their lives, students might find themselves having to exchange information with someone who is not necessarily from an English-speaking country and with whom they will share English as their common language. As McKay (2016) states, this phenomenon can encourage students to "listen carefully and negotiate fully in order to understand and be understood from people of all backgrounds" (p. 31), and this perspective "is supportive of a more realistic view of English learning today" (p.32). This same phenomenon can be connected to the topic that I have chosen for my learning unit,

as social media can serve as a means to connect people from different countries who might choose the English language to communicate with the rest of the world in order to get to a wider audience. As Melchers and Shaw (2003) put it, "overall changes in the environments in which English is used mean that the language is used more and more for practical purposes by people with very varied norms and scopes of proficiency" (in Seidlhofer, 2004, p. 212).

3.3. Methodology

Having presented this theoretical and curricular framework, I will list the different steps that will be followed in the methodological design of this Dissertation.

What has been taken as a starting point for this project are my observations during both of my student placement periods, but mostly the second one, which was also the longest and the one in which I was able to identify the main need for a change in the didactic proposal. Observing how much the class dynamics affected the motivation levels of the students – which is reflected in the section of my *Written Report* that refers to CPI Parque Goya – encouraged me to create a new learning unit that would not only be more motivating for them for several reasons, but that encouraged them to engage in communicative situations.

To do this, I read through some of the literature that has been recommended during this Master's Degree as well as some extra research that I found related to my topic of interest in order to have a solid base upon which to build my didactic proposal for a learning unit. The main document that I had to take into account is the LOMCE recommendations and regulations for the teaching of English in the 1st year of ESO. Along with that, I based my decisions on some of the authors who cover topics such as ESL, students' motivation, CLT, Collaborative Learning, TBLT and ELF. In the critical analysis of my learning unit, I will further discuss how I included all of these concepts into my unit design.

Then, I proceeded to design the learning unit that I am going to present in this Dissertation, which aims to make the students understand that English is used way beyond the classroom to communicate with the world through means such as the internet and how this can have both positive and negative consequences. The way in which they are going to be taught this is by being in contact with real life materials such as videos and text, as

well as engaging in class activities that will put them in a situation where they will have a high volume of interaction with their classmates.

Finally, I make a critical analysis of my learning unit, contrasting it with the literature that I have chosen as my framework. This is done to see if the didactic proposal in fact meets both the aims of the improvement and the learning aims of the didactic proposal. The critical analysis will be then followed by the final conclusions concerning the whole Dissertation.

4. Critical Analysis and Discussion of the Didactic Proposal

In this section of my Dissertation, I am going to analyze the lesson plan that I have created based on the specific school context that I was able to observe during my student placement period and the results that were obtained. These results were seen in the students after being able to implement some slight changes into the English lessons of the group that I had the opportunity to work with. In order to do this, I am going to start by commenting on the specific context of the school as well as the group that I worked with and towards which my lesson plan will be directed. Then, some remarks will be made on the process of creating this lesson plan and finally I will proceed with the analysis of the didactic unit, contrasting it with the literature.

As has already been mentioned before, I was sent to CPI Parque Goya, a school that is located in a middle-class neighborhood of the Spanish city of Zaragoza. It is slightly different from the most common type of Spanish public High School because it is called "Centro Público Integrado", which stands for "Integrated Public Center". This means that it does not only offer secondary, but also primary education for its students. At the moment of my student placement period this school offered up to 3rd of ESO and, as mentioned in my *Memoria Practicum I*, it was in the school's plans to grow a little more and offer up to 4th of ESO at some point in the future (p.2). Because of this special characteristic, there was generally an atmosphere of a closer relationship between teachers and students, as the teachers have known the students since they were quite young and have been receiving feedback from their past teachers for a longer period of time.

Moving on to the context of the specific group that I had in mind while designing this lesson plan, it was, as stated in the justification of this Dissertation, a 1st of ESO group that belonged to the bilingual program in the school. This group was not totally

homogenous in the sense that it had some stronger and some weaker students who did not collaborate during the activities in the English class but were rather solitary learners. As has been suggested in the justification of this dissertation, there was also a heavy use of the L1 during the English lessons and this did not generate much interaction between the students using the L2. Returning to the information about this school being situated in a middle-class neighborhood, due to their socio-economic context of this area it was also observed that all students, despite their young age, had access to some sort of electronic device – the most common ones being mobile phones and tablets. Also, stemming from the observed interaction among the students, it was inferred that all of them were regular users of social media (TikTok, YouTube, Twitch, Instagram, etc.), which is a phenomenon that is becoming more and more common in the younger generations.

The first thing that was taken into account in order to design the unit was the initial idea of providing the students with a timely topic that could be interesting and motivating for them according to Dörnyei (1994), who in his research points out that at a language level students can develop instrumental motivation when they understand how the L2 can be used outside of the classroom. In this case, as has been mentioned throughout this Dissertation, it is apparent that the internet – and specifically social media – can be a good topic to catch the students' attention. As this is a relatively recent phenomenon, it has been considered that High Schools should take this opportunity to adapt to the new circumstances of society and include raising awareness on topics related to technology into their teaching programs.

The next question to address was how to transform this initial idea into a functional lesson plan, which was done by means of reviewing some literature on English teaching and deciding which route would be the most suitable to take for the context of the specific group that I had in mind. In order to do this, the assignments that were used as evidence were my Portafolio Practicum II – which documents my experience in my Practicum II with said 1st of ESO group – and my section of the Written Report – a group research project that contains the results of the slight changes in the teaching method that I was able to make during my student placement period in CPI Parque Goya. Both of these assignments are attached in Appendix 1 (p. 27). The learning unit that constitutes my lesson plan is called "A Parallel Reality" and it is formed by six in-class 50-minute lessons plus one extra session that will be done by the students outside of class: the creation of

the final group project. The details of this lesson plan will be broken down and analyzed further on in this section of the Dissertation.

To start my analysis, I am going to comment on how this didactic proposal takes into account the key competences that are present in the LOMCE Aragonese Curriculum for ESO and how I have related these competences and the contents of the learning unit with the findings of the authors present in the theoretical framework of this dissertation. As can be seen in Appendix 4 (p. 34), the evaluation criteria from the Aragonese Curriculum go together with these key competences due to the fact that the key competences can be achieved through the compliance to all of the criteria.

The Linguistic Communication Competence (LCC) is worked on extensively throughout the didactic proposal, as it includes several activities in which students have to speak with each other in a non-scripted manner. This adjusts to Farouk's (2016) and Richards' (2006) guidelines, as it implies that they are not given any prepared dialogue which they have to reenact, but instead they are given a concept or a topic and they have to find a way of discussing it fully in English and express their personal ideas about it. As stated in Richards (2006), during this process students are given the opportunity to engage in negotiation of meaning, as well as learning from their own mistakes. This competence is present in oral activities such as commenting a Word Cloud that they have just created, class discussions, sharing their opinions about one specific social media or having a debate with the whole class divided into two groups. On the other hand, this competence can also be seen in written activities such as activity 2 from lesson 4 (see Appendix 5), in which the students are paired up and they have to interact via e-mail in order to try to solve a problem and give their classmate some advice. As for the organization of ideas and the creation of the final audiovisual project – that is, the TikTok post – these are the activities in which the students apply all of the communication skills that they have acquired throughout the lessons of the learning unit in order to reach a group agreement.

The Mathematical Competence and basic Science and Technology Competences (MCSTC) are present in this didactic proposal in activities that involve classifying information into positive and negative aspects of social media, analyzing the structure of a text, reorganizing sentences and talking about mental health issues. For the final audiovisual project students will be encouraged to look for information on the internet related to their topic of choice and experiment with the process of structuring and editing

said project. This can be related to the findings of Melchers and Shaw (2003) in the theoretical framework, as they talk about using English for practical purposes.

The prior competence can be linked to the Digital Competence (DC), which is achieved by means of the repeated use of electronic devices throughout the lessons of this didactic proposal. The use of these electronic devices (such as mobile phones, tablets or laptops) in class gives the students access to interactive digital content that they can all take part in, such as the creation of the Word Cloud or the Padlet activity (see Appendix 5). Another way in which this didactic proposal contributes to the Digital Competences is that some of the activities can be accessed by means of scanning a QR code, which can be considered to be a very timely and effective way of accessing digital content nowadays and is widely used in the outside world by mobile phone and tablet users. The use of these electronic devices can be linked with Firth's (1996) definition of ELF as a contact language between people of different linguistic backgrounds, as English is used worldwide as the language of technology independently of the country where you are.

The Learning to Learn Competence (L2LC) is present throughout this lesson plan in the sense that students are encouraged to take part in their own learning process in order to successfully complete the lessons. They have to constantly bring their ideas to the table, organize and classify information, participate in brainstorming activities and assess their own and their peers' progress. The attitude of the teacher takes into account Dörnyei's (1994) research about authority type in the classroom. Similar to how Bell (2010) describes it, throughout this didactic proposal the teacher portrays less of a lecturer's role and instead, he or she is there to support and prompt the students' learning process. The same author also points out that, by giving the student more freedom in their learning process the teacher can increase their intrinsic motivation. Another element that contributes to the achieving of this competence is the fact that the students are presented with real world materials which are taken directly from the source, without any modification being made to them. The fact that they get to work with authentic materials, apart from creating intrinsic motivation, can prepare them for future learning opportunities, as they will be able to use any source that they find in the real world as a possible learning material, just like they will have had done in class.

Social and Civic Competences (SCC) are tackled by means of constant group interaction throughout the English lessons, as students are constantly encouraged to participate in several types of interactions that imply cooperation between all the

members of the group. This cooperation can be a key element for the successful completion of the final group project, as the members of the group have to reach an agreement when making the different decisions such as thinking of the topic, the structure and the editing of the video. In the case of other group activities such as whole class debates and discussions, students learn to respect their classmates, take turns while talking and express their opinion without bringing down their classmates. This reminds me of Dillenbourg and Schneider's (1995) paper where they affirm that solving peer conflicts in order to carry out an activity can result in learning outcomes. As for the way the working groups are formed, it is stated in Jacobs and Hall (2002), the way in which students are paired during pair or group work can likewise contribute to the acquisition of these competences, as in this didactic proposal students are grouped in such a way that the weaker students can benefit from the stronger ones. This creates the need for them to communicate in order to solve problems together while respecting their partner(s).

The Initiative and Entrepreneur Spirit Competence (IESC) is tackled in the sense that throughout the lessons students are constantly encouraged to participate. The outcome of this coincides with what Farouk (2016) describes as "Willingness to Communicate" as a result of putting the students through a PBLL teaching program. Throughout my didactic proposal they are often asked open questions that can be encouraging for them to contribute to the class by providing some new content in the form of a new perspective on any topic that is being talked about. This constant need to participate in the class discussions can boost their creativity and their confidence when speaking in public – which, according to Tridinanti (2018) is key for learning success. This will not only help them in the outside world, but also with the creation of their final audiovisual project at the end of the learning unit.

Finally, the Conscience and Cultural Expressions Competence (CCEC) is present in the sense that students are exposed to authentic materials that come from the internet and the learning unit itself revolves around exposing yourself on the internet. Because of this, they are being taught that one should respect how other people portray themselves online and not contribute to the worldwide problem of cyberbullying. They are also indirectly taught that the internet is a place where people from many different countries can post and sometimes one does not know about these people's cultural background. The statements in McKay's (2016) paper could be applied in this context, as she emphasizes being able to successfully communicate with people or different backgrounds – and the

internet can be a platform where one may encounter people from all around the globe whose common language is English.

The learning aims or learning outcomes of this unit (see Appendix 2) are designed in such a way that they take into account the specifications of the evaluation criteria for 1st of ESO that are present in the LOMCE Aragonese Curriculum as well as some of the guidelines belonging to Bloom's Taxonomy (in Armstrong, 2010). However, as the students for which this lesson plan is designed are so young, the elements that they can be evaluated on are simpler than those of older students. In the same way, the contents of this learning unit (see Appendix 3) have also been selected from the recommendations stated in the LOMCE Aragonese Curriculum for the year of 1st of ESO. These contents have been selected to fit both the topic and the type of activities that were envisioned for the didactic proposal.

The approach that was decided to be taken for the structural design of the unit was the one of creating an activity sequence that follows the PBLL pattern taught by Victoria Gil in the subject of Design of Learning Activities for EFL. This sequence, as has already been mentioned before, consists of seven stages: 1) Activation, 2) Discovery, 3) Deepening, 4) Planning, 5) Creation, 6) Publishing, 7) Assessment and Reflection. The reason behind this choice was the observation of some different study results such as Farouk's (2016), Lightbown and Spada's (1999) or Tsiplakides' (2009), which reveal that, after putting students through a PBLL model, they showed an improvement in their speaking skills due to an increase in their confidence. For the sake of this didactic proposal, it was important to offer the students a lesson plan that was directed towards improving their speaking skills, as during my student placement period I observed that this particular skill was the most neglected and the least evaluated.

In this particular case, all of these stages do not necessarily coincide each with a lesson but, instead, they are followed in order and the duration of each stage is determined based on the contents that are being dealt with. For instance, the deepening stage has been considered to be one of the most relevant ones and the type of activities that are done in it can take a longer time to complete than others. For this reason, this stage is constituted by two lessons instead of only one: lesson 3 and lesson 4 (see Appendix 5). On the other hand, stages 5 and 6 – Creation and Publishing – have been joined in one "lesson" that is designed to be done outside of class (see Appendix 5). It has been designed like this due to the nature of the final group project that has been assigned to the students, which

consists of recording and editing a TikTok video in which they talk about a topic related to the correct (or incorrect) use of social media. As for the rest of the stages (Activation, Discovery, Planning and Assessment and Reflection) in the sequence, they each take up one lesson.

Focusing on the "lesson" that contains the Creation and Publishing stages, it is designed to be done outside of class in order to give the students complete freedom in terms of where they want to film their video, if they want to just assemble some pictures and have a voiceover, and the amount of time that it takes them to do this. The design behind this lesson takes into account Bell's (2010) student and project differentiation because each student – or in this case each group of students – might need a different amount of time in order to produce their video. Plus, as can be inferred, each of their final projects might require different timings and different procedures in order to be successfully completed. This is why it has been decided to eliminate the restraints of the classroom and give them the opportunity to be as creative as they like and take as long as they need to.

In relation to group work, it is not only present in the final project, but also throughout the whole didactic proposal (see Appendix 5). During the lessons belonging to this proposal students are mostly made to work with the whole class and sometimes in pairs. This is done so the students have the opportunity to be in a situation where they must communicate with their classmates in order to express their point of view on a certain topic or talk about their personal experiences, as suggested in Smith and MacGregor (1993). This communication implies processes such as negotiation of meaning or reaching an agreement, which highly contribute to both their learning and their social skills. As for the activities done in pairs such as activity 2 in lesson 2 or activity 2 in lesson 4 (see Appendix 5), the teacher will make sure to pair up the students in such a way that the stronger students do not go together in the same pair but instead are put in the same pair with a weaker student, as shown in Dillenbourg and Schneider's (1995) study. This will be done in order to promote collaboration between students by means of taking advantage of the heterogeneity of the group.

Moving onto the general structure of the lessons of this learning unit, they all follow a very similar pattern, with lessons 1 to 5 including 4 activities each (see Appendix 5). The most content-heavy lessons are the ones that go from 1 to 4 and each of them starts with some sort of introduction, activation of previous knowledge or brainstorm in order

to get the students involved in the topic of the lesson before starting with the main activity assigned for that session. In the central part of these lessons, we can find the main activity that is going to have the most important content of the day. This main activity (or couple of activities) will usually be the one(s) in which students will be pushed to do something that will go just one step beyond their current knowledge, with the teacher giving them a series of prompts to scaffold their learning, as explained in Bell (2010). These prompts can be a certain topic that they have to talk about or some input in the form of a video or a text. Another phenomenon that will occur in the central part of each of these lessons is that the students will be placed in a situation where they are given a reason to communicate with their classmates and with the teacher in order to solve some sort of information gap. In this part of the lesson, they will learn by means of interaction, which can be oral (such as in the debates and interviews) or written (such as the e-mail). As for the end of each of these sessions, it will act as a sort of cool-down after the more demanding activity or activities. It can be a quick oral review of the contents of the main activity (such as happens in lesson 1), an interactive online activity where students are asked to use their electronic devices (such as in lessons 2 and 4) or some feedback for the whole class provided by the teacher (such as in lesson 3).

In terms of the progression of the lessons, all of them are sequenced in such a way that by the end of the didactic unit the students are prepared to do the final project in all the skills that they need to use to complete it. Plus, in the planning stage (see Appendix 5), there is a possibility of showing those students who do not know how to edit a video on the TikTok app how to do this. As can be seen in the lesson plan (see Appendix 5), the length of said video will be of up to three minutes, which is the maximum length that the app allows for its posts and, as a remark, the students will not be recommended to make a video shorter than two minutes. This duration of the audiovisual project is considered to be enough due to the fact that at this age and level students are still not able to produce very long oral messages. As is said in Crit.IN.2.1. (see Appendix 4), the oral texts that the students are required to produce should be brief and contain simple language. Once the students have created and published their final audiovisual project, it will be time for the final session, which corresponds to the Assessment stage of the PBLL sequence. This session will be dedicated to viewing all the final products on the big class screen and, for entertainment purposes, voting for the best three TikToks of the class. If everybody brought an electronic device to class that day (a mobile phone, tablet or laptop) the voting

process can be done online by means of a google form previously prepared by the teacher with all the team names (this google form is not available on Appendix 6 due to the fact that the pairing of the students and the team names are uncertain). After the winners have been decided, the teacher will proceed to hand in their prizes, which can be something symbolic such as some sweets. The reason behind choosing to hand the students some prizes for their work is that during my student placement period it was observed that, due to the young age of the 1st of ESO students, their motivation and effort increased if they received some sort of prize or special recognition at the end.

The evaluation criteria for this didactic proposal have been taken from the 1st of ESO section in the LOMCE Aragonese Curriculum (Orden ECD/2016) (see Appendix 4) and they are divided into four blocks, which coincide with the four main language skills (Listening, Speaking, Reading and Writing). The didactic unit includes activities in which each of the language skills can be assessed and, as has been mentioned throughout this dissertation, a special emphasis is made to the skill of speaking in the sense that there are more activities in which it is used because students have been detected to need more practice in relation to this skill. Nevertheless, in the evaluation rubric for the language skills (see Appendix 4) each skill has the same percentage in relation to the final mark. As can also be seen in the rubric from Appendix 4 (pp. 39-40), the evaluation of the four language skills will represent 60% of the final mark (with 15% for each skill) and the other 40% is going to belong to the final project, which is going to be graded according to a series of criteria which are considered to be relevant given the nature of the final project. Each of these criteria is going to be given a mark from 1 to 5 (1 being the worst mark and 5 being the best) depending on how well the groups performed with regard to each criteria. One final remark about the students' final marks is that the language skills are going to be evaluated individually, whereas the group project is going to have one final mark for the whole group.

5. Conclusions

Throughout this Dissertation it has been made clear that, when designing this learning unit, the most important element that was taken into account was the specific context of the group for which the learning unit has been designed and the possibility of compensating for the lacks that were observed in the classroom. In this case, there was a lack of balance in the use of the four main language skills as well as the presence of a type of instruction that did not create any opportunities for the students to interact and use

the English language to express themselves in a natural manner. It was decided to tackle this need for improvement by means of creating a whole new learning unit that can be more motivating for them than traditional text book instruction and that encourages them to use English to communicate with their classmates. Additionally, said unit was also thought to make students understand that the English language can be used to communicate with other people from different places around the world through the use of social media. This was done by means of creating a learning unit that took into consideration one of the main interests and trends amongst young people nowadays and transforming them into the connecting thread of all of the activities in said unit. Another thing that was taken into consideration was the integration of all four language skills instead of just focusing on reading and writing – as happens in some text book centered instruction models. Similarly, there has been an emphasis on abandoning the figure of the teacher as a "lecturer" whose only role is to provide the students with endless grammatical input and does not admit any mistakes in class. Instead, the teacher is now presented as a "friendlier" figure who is there to monitor students' learning and give them some prompts to allow them to advance beyond their current level of knowledge and learn both from their own and their classmates' mistakes.

As can be seen in the lesson plan as well as in the critical analysis of this unit, all of this has been made possible thanks to the creation of a learning unit that follows the PBLL model that has been seen in the subject of Design of Learning Activities for EFL. Said model is additionally supported by a carefully selected theoretical framework that contains the findings of several authors who have researched on topics such as CLT, PBLL, Cooperative Learning and ELF – without forgetting the LOMCE Aragonese Curriculum for ESO. This theoretical framework has guided the main decisions made during the design process of the learning unit with all of its materials and the evaluation tools used in it. Probably one of the most innovative elements that have been included in this learning unit has been the nature of the final group project. It can be thought so because it includes the creation of a social media app that has started to emerge very recently as one of the most popular apps amongst young people in the same age frame as the students towards whom this lesson plan is directed.

After designing the learning unit, I returned to the literature and the guidelines in the Aragonese Curriculum presented in the theoretical and curricular framework and I was able to contrast the theory with my unit design to see if it in fact adjusts to what is

established by the government as well as the findings of the scholars. Throughout this critical analysis I was able to establish connections between the literature and the learning unit that has been created. By means of this I was able to check that I apply all of the findings of the authors that have been selected and at the same time adjust to the guidelines established by the government for this specific level of education – in this case, 1st of ESO.

The main and the most obvious weakness or limitation that this project has is the fact that said lesson plan has not actually had the chance of being implemented in a real classroom situation, which means that the whole unit is constructed on a hypothetical situation. The group for which the lesson plan has been designed is the only real element and – as mentioned throughout this dissertation as well as in the assignments that I used as evidence of the necessity of improvement (see Appendix 1) – they were thoroughly observed in order to identify in which way they could be helped. Although I did not have the chance to fully change the English teaching method in this group (because the exam was already fixed), I was able to include some innovative activities in their lessons. These activities are present in my *Portafolio Practicum II* (see Appendix 1) and they contain some original materials such as online reviews and YouTube videos and the results of this implementation clearly show an improvement, which is represented in my section of the *Written Report* (see Appendix 1). Having said this, I cannot say nor do I have a way to prove if the learning unit that conforms my didactic proposal for this Dissertation succeeds at achieving the students' learning Aims written in Appendix 2 of this Dissertation (p. 27).

In essence I am quite pleased with the learning unit that has been designed but I never had the opportunity to put it into practice. Hopefully in my future years as an English teacher I will have a group of students for whom this lesson plan is suitable and have the chance to use it at some point.

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Appendices

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

1. Portafolio Practicum II (From my *Practicum II*): https://drive.google.com/file/d/17mAE_A3J8eDP7hTgWiVXHISg8-SIITVw/view?usp=sharing

2. WRITTEN REPORT: A RESEARCH PROJECT REGARDING THE USE OF METHODOLOGIES AND MATERIALS TO BOOST STUDENTS' MOTIVATION IN THE EFL CLASSROOM (From the course of *Innovation and Classroom Research in EFL*): https://drive.google.com/file/d/1LkJvnxLXB1vSyOEqAy6iNN5miJNCWuZ4/view?usp=sharing

Appendix 2: Title and Learning Aims of the Unit

The learning unit that constitutes my didactic proposal is called "A Parallel Reality", and by the end of this unit students will be able to…

- ✓ Digitally and physically participate in a brainstorm where they should provide several words that come to their mind in relation to the topic that is being provided to them.
- ✓ Understand the general message in authentic audiovisual and written materials taken from real-life online sources.
- ✓ Classify information coming from audiovisual sources into a pros and cons list.
- ✓ Infer the formation of *Wh-* questions by means of analyzing the possible answers to said questions and reaching an agreement with their classmates.
- ✓ Interview a partner using *Wh-* questions created by themselves.
- ✓ Identify the different types of online communication and point out their characteristics.
- ✓ Demonstrate their comprehension of a level appropriate text about a topic of their interest by means of expressing their point of view on the content of the text both orally and in a written form.
- ✓ Use digital resources to search for useful information to produce their final audiovisual project.
- ✓ Organize the ideas that they want to present in their final audiovisual project and reach a group agreement on how they are going to portray them.

✓ Carry out different forms of peer assessment and reflect on their own learning throughout the unit.

Appendix 3: Contents of the Unit

The learning unit that forms my didactic proposal will have the following contents, translated from the LOMCE Aragonese Curriculum for 1st of ESO (Orden ECD/2016) (my translation):

Comprehension abilities and strategies for oral and written texts:

- Comprehension of oral messages belonging to communication inside the classroom (guidelines, explanations, dialogues).
- Comprehension of basic written guidelines to perform specific tasks in the classroom.
- Comprehension of general information in simple oral texts (interviews, radio programs, …) about everyday topics or topics of their interest.
- Comprehension of specific information in everyday oral texts (prices, times, dates, people, objects, places and activities).
- Comprehension of general and specific information in different texts suitable for their age and level of competence: stories, descriptions, messages, articles, etc.
- Autonomous reading of simple texts of varied and/ or literary topics (adapted books, comics, youth magazines).
- Message interpretation: written code features, differentiation between data and author's opinion, author's intention…
- Use of comprehension strategies:
  - Activation of previous knowledge about the topic and the type of task.
  - Identification of the type of text, adapting the comprehension to it.
  - Distinction between types of comprehension (general, specific and detailed information).
  - Anticipation of the general content of what is being listened with verbal and non-verbal support.
  - Prediction of information based on textual and non-textual elements.
  - Reformulation of hypotheses based on the comprehension of key words or new information.
  - Deduction of meanings out of the linguistic or situational context.

o Reformulation of hypotheses based on the comprehension of new elements.

o Predisposition to understand the general idea of a text, without needing to understand each and every element of it.

o Application of strategies (locate key words in the questions and in the text, infer meanings, translate, etc.) to solve specific tasks (open questions, multiple choice, etc.).

o Use of digital or bibliographic resources to solve comprehension problems.

Production abilities and strategies (for oral texts):

- Production of brief and comprehensible oral texts about everyday topics or topics of their interest.

- Participation in conversations related to classroom activities and personal experiences/ interests.

- Use of communication strategies:

  o Planification:

    - Conceive the message clearly, distinguishing the main idea or ideas and their basic structure.

    - Adequately use digital or bibliographic resources to make monologues, dialogues or group presentations.

    - Adapt the text to the target audience, context, and channel, applying the suitable register and structure for each case.

  o Execution:

    - Lean on and take maximum advantage of previous knowledge (e.g. learned formulas and expressions).

    - Express the message with clarity, coherence, adequate structure and adjusting to the models and formulas of each type of text (interview, description, narration, opinion, dramatization, …).

    - Readjust the task or the message to their possibilities, after valuing the difficulties and the available resources.

    - Reflect on and apply self-correction and self-evaluation strategies to improve oral expression; recognize the mistake as part of the learning process.

- Compensate for the linguistic shortcomings through linguistic, paralinguistic and paratextual procedures:
    ➢ Linguistic:
        ▪ Use words of similar meaning; defining or paraphrasing a term or expression.
    ➢ Paralinguistic and paratextual:
        ▪ Ask for help, clarifications (cooperative strategy); point at objects or images or perform actions that clarify meaning.
        ▪ Use culturally appropriate body language (gestures, facial expressions, postures, eye or body contact, proxemics).
        ▪ Use extralinguistic sounds and conventional prosodic qualities (voice intensity, tone, volume, laughs, pauses, …).
        ▪ Be conscious of the pragmatic consequences of these strategies in the interpretation of the message.

Production abilities and strategies (for written texts):

- Composing of brief written texts (descriptions, narrations, instructions, biographies, emails, blog entries, short messages, …) about known topics or topics of their personal interest.
- Use of production strategies:
    o Planification:
        - Activate and coordinate general and communicative competences with the goal of efficiently perform the task (review the knowledge about the topic, generating options through the technique of "brainstorming", paragraph organization, revising a draft, etc.).
        - Locate and adequately use linguistic or thematic resources (use of dictionary or grammar, ICT resources, asking for help, etc.).
    o Execution:
        - Lean on and take maximum advantage of previous knowledge (e.g. already learned formulas and expressions).
        - Write texts based on models and guided activities.

- Express the message with clarity, adjusting to the models and formulas of each type of text.
- Readjust the task (undertake a more modest version of the task) or the message (make concessions on what they would really like to express), after assessing the difficulties and the available resources.
- Interest in minding the presentation of the written texts.
- Reflect on and apply self-correction and self-evaluation strategies to improve written expression; and recognize the mistake as part of the learning process.

Sociocultural and sociolinguistic aspects:

- Social conventions, politeness norms and linguistic registers (formal, informal).
- Customs (family life, schedules, meals).
- Values, beliefs and attitudes towards other ways of thinking.
- Non-verbal language.
- Valuing of the foreign language as an instrument of information, communication and understanding between cultures.
- Interest in establishing contact with speakers of other languages.

Communicative functions:

- Initiation and maintenance of personal and social relations.
- Exchange of personal information: age, place of birth, nationality, hobbies, opinions.
- Description and comparison of physical and abstract qualities of people, objects, places and activities.
- Narration of occasional and common past events; description of present states and situations; expression of intentions or future plans.
- Asking for and giving information about guidelines.
- Expression of different types of modality (attitude of the speaker towards what is happening): intention, capacity, possibility, permission, obligation and prohibition.
- Expression of the interest, the approval, the tastes or preferences, the surprise, the hope, and their contraries.
- Establishment and maintenance of communication, and discourse organization.

Syntax and discursive structures:

- Tense: Review of *to be* / *have got*; present and past (past simple /present continuous; past simple of regular verbs); most common irregular verbs (e.g., *went*, *did*, *had*, *put*, *read*, *said*, *sent*, *wrote*).

- Modality: Ability, permission and possibility (*can*, *can't*), obligation (*must*); prohibition (*mustn't*, *can't*).

- Singular and plural nouns (*-s*, *-es*, *-ies*); some irregular plurals (e.g., *child-children*).

- Articles: *a(n)*, *the*; possessives and determiners (e.g., *his* + noun), demonstratives (*this/that*, *these/those*).

- Quantifiers: *many*, *much*, *some*, *any*, *none*, *How many…? How much …?*; cardinal and ordinal numbers.

- Pronouns: use of interrogative pronouns (*who*, *what*, *which*, *whose*); genitive case: *'s* and of-phrase.

- Attributive adjective (adj. + noun), predicative adjective (*be* + adj.), common adjective endings (e.g., *-y*, *-ing*, *-ed*, *-ful*); comparison adjectives (e.g., *more dangerous than…*; *as/not so* + adj. + *as*); irregular forms (*good-better*; *bad-worse*)

- Adverbs: degree (e.g., *very*, *quite*), manner (e.g., *easily*, *well*), time (e.g., *now*, *right now*, *yesterday*, *soon*), frequency (e.g., *always*, *never*, *once*), words used as adjective and adverb (e.g., *early*).

- Questions: *Yes/No* questions; *Wh-* questions (*Where? How? How old?*, etc.).

- Coordination (*and*, *or*, *but*).

- Subordination: Time (*when*), reason (*because*).

- Connectors: sequence (*first*, *next*, *then*, *finally*), additive (*also*, *too*).

Commonly used oral lexis (for reception and production):

- Personal identification, the household and the environment, daily life activities, family and friends, school life, free time, language and communication, news of interest, Information and Communication Technologies.

- Frequent formulas and expressions.

Sound, accent, rhythm and intonation patterns (for comprehension and production of oral texts):

- Identification of the letters of the alphabet; sound discrimination.

- Pronunciation of the letters of the alphabet.

- Contracted forms (e.g., *don't*, *doesn't*, *can't*, *'ve got*, *haven't*).

- Recognizing basic accent, rhythm and intonation patterns.

Graphic patterns and orthographic conventions (for comprehension and production of written texts):

- Recognizing and using punctuation signs (*full stop*, *comma*, *question mark*, *exclamation mark*, *inverted commas*) and capital letters.

- Use of text processors and dictionaries to resolve orthographic doubts in digital texts.

- Identification of acronyms and frequent abbreviations.

- Comprehension of basic digital language (e.g., @, www, .com, #hashtag, frequent emojis).

- Comprehension of special symbols (e.g. &).

Appendix 4: Evaluation Criteria of the Unit

- **Evaluation Criteria taken from the LOMCE Aragonese Curriculum for 1st of ESO (Orden ECD/489/2016) (my translation)**

Block 1 - Comprehension of Oral Texts	
EVALUATION CRITERIA	**KEY COMPETENCES**
Crit.IN.1.1. To comprehend the most important general and specific information in short and simple oral texts, transmitted orally or through technological mediums, in different registers, about everyday topics or topics of their interest, applying adequate comprehension strategies, identifying the main communicative purposes and the syntax-discursive patterns associated to said communicative purposes, recognizing the common use lexicon and the basic pronunciation patterns.	- Linguistic Communication Competence - Mathematical Competence and basic Science and Technology Competences - Digital Competence - Learning to Learn Competence - Civic and Social Competences - Competence of Conscience and Cultural Expressions
Crit.IN.1.2. To know and use for the text comprehension the sociocultural and sociolinguistic aspects related to daily life (sports and free time activities), life conditions (family, school), interpersonal relations (between friends, boys and girls), behavior (non-verbal language) and social conventions (customs, traditions).	- Linguistic Communication Competence - Digital Competence - Learning to Learn Competence - Civic and Social Competences

	- Competence of Conscience and Cultural Expressions
Crit.IN.1.3. To recognize the importance of the foreign language as an instrument of communication and understanding between people from different cultures, showing an attitude of reception, interest, effort and confidence in the learning capacity itself.	- Learning to Learn Competence - Social and Civic Competences

Block 2 - Production of Oral Texts: Expression and interaction	
EVALUATION CRITERIA	**KEY COMPETENCES**
Crit.IN.2.1. To produce brief oral messages, in an adequate register and simple language, about everyday topics or of their interest, using for it the adequate planification and execution strategies, expressing the required communicative aims through the usage of the associated linguistic exponents, the discursive patterns, the frequently used lexicon and the basic pronunciation patterns, to clearly organize the text.	- Linguistic Communication Competence - Mathematical Competence and basic Science and Technology Competences - Digital Competence - Learning to Learn Competence - Social and Civic Competences - Initiative and Entrepreneur Spirit Competence - Conscience and Cultural Expressions Competence

Crit.IN.2.2. To participate in simple oral exchanges, clearly structured, pronouncing in a clear and legible way and incorporating the acquired sociocultural and sociolinguistic knowledge for a better oral expression.	- Linguistic Communication Competence - Learning to Learn Competence - Social and Civic Competences - Initiative and Entrepreneur Spirit Competence - Competence of Conscience and Cultural Expressions
Crit.IN.2.3. To show an attitude of interest, effort and self-confidence to better the elaboration of oral messages and to value the language as a means of communication and understanding between people.	- Learning to Learn Competence - Social and Civic Competences

Block 3 - Comprehension of Written Texts	
EVALUATION CRITERIA	**KEY COMPETENCES**
Crit.IN.3.1. To comprehend the most relevant general and specific information from brief and simple texts, in different styles, about everyday topics or of their interest, applying the adequate comprehension strategies, identifying the main communicative	- Linguistic Communication Competence - Mathematical Competence and basic Science and Technology Competences - Digital Competence - Learning to Learn Competence

functions and the syntax-discursive patterns associated to said functions, recognizing the common use lexicon and the main orthographic, typographic and punctuation rules.	- Social and Civic Competences - Conscience and Cultural Expressions Competence
Crit.IN.3.2. To read in an autonomous way texts appropriated for the age, interests and competence level (e.g., comics, adapted books, youth magazines), with visual aid, efficiently using the dictionary and demonstrating comprehension through a specific task.	- Linguistic Communication Competence - Digital Competence - Learning to Learn Competence - Social and Civic Competences - Conscience and Cultural Expressions Competence
Crit.IN.3.3. To know and use for the purpose of text comprehension explicit sociocultural and sociolinguistic aspects related to everyday life (study and work habits, free time activities), life conditions (environment, social structure), interpersonal relationships and social conventions (politeness, register, traditions), showing a positive and self-confident attitude in the use of the language as a means of accessing information.	- Linguistic Communication Competence - Learning to Learn Competence - Social and Civic Competence - Conscience and Cultural Expressions Competence

Block 4 - Production of Written Texts: Expression and interaction	
EVALUATION CRITERIA	**KEY COMPETENCES**
Crit.IN.4.1. To produce brief and simple written texts, about everyday topics or of their interest and in different registers, applying basic strategies of planning and execution, expressing the main communicative functions through the syntax-discursive patterns associated to said functions, the common-use lexicon and the main orthographic, typographic and punctuation rules, to organize the text with clarity.	- Linguistic Communication Competence - Mathematical Competence and basic Science and Technology Competences - Digital Competence - Learning to Learn Competence - Social and Civic Competences - Initiative and Entrepreneur Spirit Competence - Conscience and Cultural Expressions Competence
Crit.IN.4.2. To incorporate to the text elaboration the sociocultural and sociolinguistic knowledge related to daily life, life conditions, interpersonal relationships and social conventions.	- Linguistic Communication Competence - Learning to Learn Competence - Social and Civic Competences - Initiative and Entrepreneur Spirit Competence - Conscience and Cultural Expressions Competence

Crit.IN.4.3. To show an attitude of interest, effort and self-confidence in the written use of the language as an instrument for communication and understanding between people.	- Learning to Learn Competence - Social and Civic Competences	

- **Evaluation Instruments (my own elaboration)**

Rubric to evaluate the language skills (60% of the final mark) → Individual mark for each student

SKILL	Deficient	Needs Improvement	Okay	Very good	Excellent
Listening (15%)	The student can barely understand any of the information he or she is hearing.	The student understands some of the words of the oral text but is unable to get the general message.	The student understands the general message of the oral text.	The student understands the general message of the oral text and by his/her response he/she shows that he/she is able to differentiate most of the specific vocabulary.	The student fully understands the content of the oral message and expresses that he/she can identify all of the specific expressions and grammatical structures.
Speaking (15%)	The student is unable to make himself/herself understood.	The student can make himself/herself understood but has a lot of grammatical mistakes. Some imagination is needed	The student can make himself/herself understood but uses very basic structures and does not include	The student can make himself/herself understood and successfully includes some of the vocabulary and	The student can make himself/herself understood and successfully includes and selects according to the topic most or all

		to interpret the message.	any new contents seen in class.	structures seen in class.	of the vocabulary and structures seen in class.
Reading (15%)	The student does not understand the topic of the text.	The student understands the topic of the text but is not able to analyze it.	The student understands the topic of the text and is able to point out the basic structure of said text.	The student understands the topic, is able to point out the structure and some of the key information in said text, but misses some points.	The student fully understands the text and is able to point out all of its characteristics.
Writing (15%)	The student is unable to correctly form basic sentences.	The student can form some basic sentences but makes lots of grammar mistakes. Some imagination is needed to understand the text.	The student is able to write a text using basic structures but does not adjust to the structure and register requirements, missing some of the important points.	The student is able to adjust to the structure of the text and makes use of some of the characteristic of the genre.	The student can perfectly write a text in the required structure, including all the register, vocabulary and grammar qualities.

Grading tool to evaluate the final group project (40% of the final mark) → Group mark

CRITERIA	GRADE (1 being the lowest grade and 5 being the highest)
Topic originality (5%)	1 – 2 – 3 – 4 – 5
Topic relevance (5%)	1 – 2 – 3 – 4 – 5
Organization of information (5%)	1 – 2 – 3 – 4 – 5
Editing (5%)	1 – 2 – 3 – 4 – 5
Grammar (5%)	1 – 2 – 3 – 4 – 5
Length (5%)	1 – 2 – 3 – 4 – 5
Fluency (5%)	1 – 2 – 3 – 4 – 5
Group cohesion /Participation of all group members (5%)	1 – 2 – 3 – 4 – 5

Appendix 5: Lesson Plans

Course: 1st year of ESO (Compulsory Secondary Education)

Topic of the learning unit: Dealing with your life being exposed on the internet

Title of the learning unit: "A Parallel Reality"

Lesson 1: Activation			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Warm-up The teacher will open a tool on the class big screen that allows the creation of a word cloud with all of the students' collaboration. Students will be asked to use their phone or any other electronic device in order to open a link or scan a QR code that the teacher will provide them and that will allow them to add words to the word cloud. The topic for this word cloud will be "Social Media" and, without any other guidelines, students will add whatever words come to their mind in relation to this topic. Each student can submit up to 5 words to the word cloud. When they have finished making their entries, the teacher will show the resulting word cloud to the whole class and comment on the results as a group.	Class computer and projector Some sort of electronic device for each student (a mobile phone, a tablet or a laptop) Mentimeter link / QR code (see Appendix 6)	Whole class	10'

Activity 2: Listening/ Reflecting on the topic	Class computer and projector	Individual work / Whole class	17'
The teacher plays two short introductory YouTube videos about social media, one with a positive and one with a negative attitude towards the topic. After watching these two videos, students will be asked to make a list of positive and negative aspects of social media in their notebook. They can include information that has been mentioned in the videos as well as their own ideas. When they finish making their lists, the outcomes will be shared with the whole class and the teacher will encourage the SS to create a little discussion on the topic.	Is social media good for you? - BBC My World - YouTube https://bit.ly/3xCG0JP This Is How Social Media Is Destroying Your Life - The Fake Reality – YouTube https://bit.ly/3HAvZ4b Students' notebooks		
Activity 3: Inductive grammar learning – *Wh- questions*	Class computer and projector *Wh-* questions slide (see Appendix 6)	Teacher-SS	17'
Directing the students' attention to the list they have just made about positive and negative aspects of social media, the teacher proposes the following question: *If we wanted to ask somebody about the two parts of the list that you have just made, how would we do it?* Students' expected answer: *What are the positive and negative aspects of social media?* Then the teacher explains the formation and types of *Wh-* questions with the help of a very simple slide			

and the whole class comes thinks about different examples and answer patterns for these questions.			
Activity 4: Quick questions When the class is about to finish and after the students have understood the formation of *Wh-*questions, the teacher recycles some of the examples of questions that were given in the previous activity. The activity is meant to be done very quickly to avoid student distraction at the end of the class. Before they go, each student will be asked a *Wh-*question and they will have to answer it with the fitting structure as quick as possible.	-	Teacher-SS	6'

Lesson 2: Discovery			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Introduction The teacher plays a short YouTube video to start the class and get the SS in the mood. After watching the video, the students are encouraged to freely express	Class computer and projector Are You Living and Insta Lie? Social Media vs. Reality – YouTube	Whole class	10'

their opinion about what they have just seen and share their own experiences in relation to the topic.	https://bit.ly/3A1hwfS		
Activity 2: Formation of *Wh-* questions Students are asked to form 5 *Wh-* questions on the topic of social media habits and write them down in their notebook. After that, they will be paired up with a partner and interview each other using these questions that they have just created. While they do this, the teacher will circulate around the classroom to check the pronunciation and the grammar of the questions.	Students' notebooks	Pair work	15'
Activity 3: Class brainstorm/ discussion The teacher asks the whole class for all the social media platforms that they are familiar with (and writes down their names on the board) and the SS tell the different functionalities of these platforms (what they are used for). Then, the teacher sends the SS a link to a Google Form where they have to choose which social media platforms they use the most in their daily life. When they finish this, the results of the form will be commented with the whole class.	Blackboard/ Whiteboard Some sort of electronic device for each student (a mobile phone, a tablet or a laptop) Google Form link or QR code (see Appendix 6)	Teacher-SS /Whole class	10'
Activity 4: Classifying activity – Padlet Students will be asked to think of different social media habits that they have or that they have seen among their peers. Then, as they open the *padlet* link or scan the QR code, they will see a wall with four posts depicting the modal verbs *can*, *can't*, *must* and	Class computer and projector Some sort of electronic device for each student (a mobile phone, a tablet or a laptop) Padlet link/ QR code (see Appendix 6)	Individual/ Whole Class	15'

mustn't accompanied by some GIFs that will help them understand the meaning of these modal verbs. The whole class will be asked to publish comments under these posts with these different social media habits. They will decide which habit to put under which phrasal verb in relation to their opinions and experiences in order to create a sort of set of rules for social media usage. When the SS have finished posting their comments, the whole class will discuss the results and the teacher will check the proper understanding of the meanings of these modal verbs.			

Lesson 3: Deepening			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Brainstorm Students are asked to mention what type of written texts one can find on the internet and these are written down on the board by the teacher (Blog post, Instagram post, email, article…). Then, there will be a brief discussion of the main characteristics of each type of text, pointing out elements such as the structure, the register and the medium where it is usually published.	Blackboard/ Whiteboard	Teacher-SS	10'
Activity 2: Reading of an online article The teacher will hand each student a printed copy of an online article about gen Z's social media preferences. The students will read this article and highlight the most important aspects of it regarding the elements that have been pointed out in the previous activity. After that, the characteristics of the article will be discussed with the whole class.	Printed copy of the article (see Appendix 6) Blackboard/Whiteboard	Individual – Whole class correction	15'
Activity 3: Debate Continuing with the topic of the article, the whole class will be divided into two teams in order to create a debate. One team is going to support Instagram as the best social media platform and the other is going to support Twitter. Each team will be asked to organize in such a way that every member has a	-	Whole class divided into two teams	20'

chance to speak while both teams take turns presenting why their platform they represent is the best. They will be given 5' to think of their reasons (they are expected to use *because*) and 15' to debate and reach an agreement.			
Activity 4: Teacher's commentary/feedback and corrections on the previous debate	Blackboard/ Whiteboard (if needed)	Teacher-SS	5'

Lesson 4: Deepening			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Activation of previous knowledge Students are asked to refresh the knowledge learnt on the previous lesson about the typical structure of an email.	Blackboard/ Whiteboard	Whole class	5'
Activity 2: Interaction via e-mail In this activity students are going to be paired up (if the number of students is uneven there can be a group of three) and they are going to be asked to interact with each other via e-mail. One student is going to write about a problem that they had	Digital device (tablet, laptop or mobile phone) or a printed template (see Appendix 6).	Pair work	20' (10' for the first e-mail and 10' for the reply)

interacting with somebody in a social media platform or just using said platform. The other S is going to write another e-mail to reply to their partner by giving them their opinion on the issue/anecdote and some advice. To structure their e-mail they should organize the text according to a typical e-mail structure and use connectors when giving advice. In case they are lost, they are allowed to look for information online on how to properly write an email. For this activity they can bring their digital devices to class and in case someone forgets theirs, they will be given a printed version of an e-mail template.			
Activity 3: Peer correction In this activity the pairs of SS are going to take the e-mails they have just written and swap them with another pair (assigned by the teacher) with the purpose of correcting each other's grammar and vocabulary mistakes.	Students' emails from the previous activity		10'
Activity 4: Wordwall In this activity SS are going to be given a link to re-organizing Wordwall created by the teacher. In it they are going to put in order a series of sentences in order to continue practicing their grammar skills.	Some sort of electronic device (mobile phone, tablet or laptop) + link or QR code to the activity (see Appendix 6)	Individual / Pair work	15'

In case a student did not bring any device to class, they can do this activity in pairs using their partner's device.			

Lesson 5: Planning			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Class division into teams and presenting the final task The SS are put into teams of 3 to 4 people made by the teacher. These groups will be formed in order to do a final group audiovisual project in the form of a TikTok post.	-	Teacher-SS	3'

Activity 2: Choosing a team name and a topic Each team will be asked to get together, choose a name for their team and think of a topic related to social media. This topic can be related to something they have seen in the previous lessons or they can use the lessons as an inspiration to talk about something different. They will be told that they have to choose this topic for the sake of making a final audiovisual product about it.	-	Team work	7'
Activity 3: Organization of ideas/ Note taking Once the teams have got the main topic they are going to be working on, it is time for them to start thinking about of what approach they are going to use in order to deal with this topic. During this part of the lesson the teams are going to be given some time in order to organize their ideas about the chosen topic and write them down for later. While they do this, they will only be allowed to speak in English to their team mates. As a means of giving them some guidance, the teacher will project on the class big screen the elements that they should take into account to transform this topic into a final project. While all the teams are organizing the information they are going to use in their final project, the	Students' notebooks / Electronic device with Google Docs Class computer, projector and big screen Slide with the guidance for the students (see Appendix 6)	Team work	25'

PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
teacher circulates around the classroom in order to help them and solve any doubts they might have.			
Activity 4: Assignment of the final project In this last part of the lesson, the teacher will explain to the SS that for the final project they are going to meet up in person or online with their assigned teammates in order to create a TikTok video (which can last up to 3 minutes) in which they can talk about their topic of choice. A requirement of this TikTok video will be to include spoken parts (which can be a voiceover) as well as some written parts. In case the SS do not know how to edit a TikTok video, the teacher can do a small demonstration for them.	Electronic device (mobile phone or tablet)	Teacher-SS	15'

Creation and Publishing (To be done outside of the classroom)			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Creation of the TikTok post As explained in the last lesson, the teams are going to meet up in order to create their final project, which will be a TikTok post in the form of a video.	Mobile phone or tablet TikTok app	Team work	-

They can edit it as they wish as long as it includes some speaking and some text included in the video as well as in the description below the post. Ideally the members of each team would meet up in person to record this final project, but as the result is a digital product, they have the possibility of doing it remotely.			
Activity 2: Publishing When they have finished creating their TikTok post, one of the team members will have to post it to the app and send a link to the teacher, which can be done via email.	Mobile phone or tablet TikTok app	Team work	-

| Lesson 6: Assessment			
PROCEDURE	MATERIALS	INTERACTION PATTERN	TIMING
Activity 1: Voting for the best TikTok videos This first part of the lesson is going to consist on the teacher showing all the TikTok videos to the whole class on the big screen. While the SS watch the videos, they are going to open a google form previously created by the teacher in order to vote for their favorite one(s). This google form will be created by the teacher in advance and it will contain the names of the different teams. For entertainment purposes, there will be an award for the 1st, 2nd and 3rd best videos.	Class computer, projector and big screen Mobile phones, tablets or laptops Google form for the students (created by the teacher just before this lesson with the names of the teams listed)	Individual	30'
Activity 2: Peer assessment checklist Each team of SS is going to be assigned another group's TikTok video. The goal of this activity is going to be to complete a checklist that the teacher is going to give them in order to assess their classmates' work by deciding if it meets certain aspects. After completing this checklist, the SS will be given freedom to comment with the whole class whatever called their attention from the videos.	Class computer, projector and big screen Mobile phones or tablets + google form link or QR code (see Appendix 6) Printed copy of the checklist (for the students who didn't bring an electronic device)	Team work Whole class	20'

Appendix 6: Materials
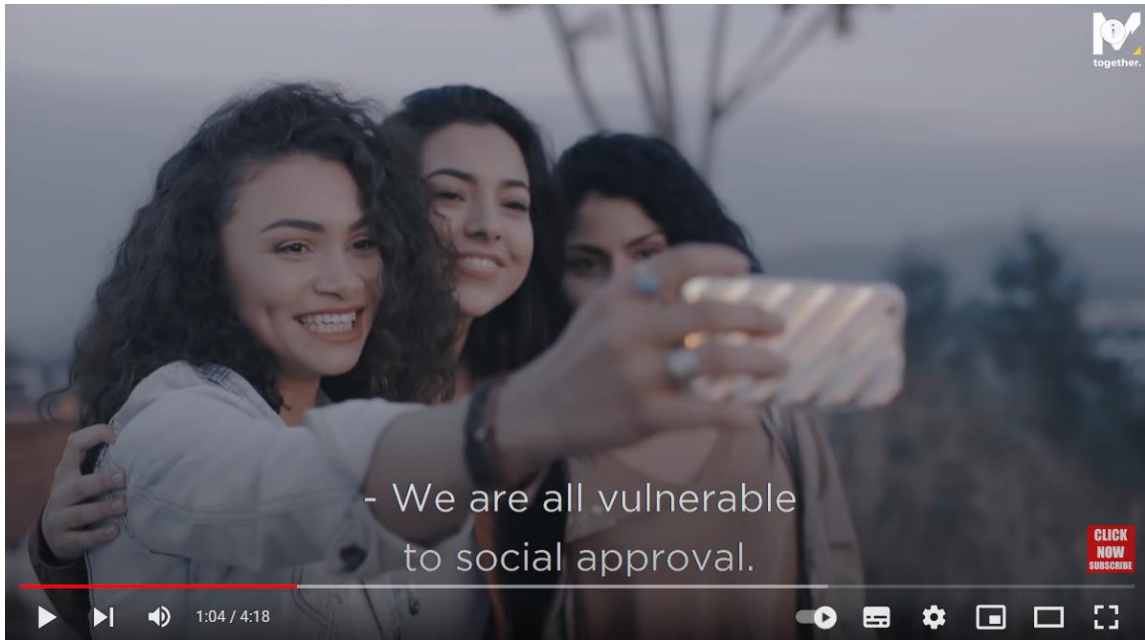
Lesson 1

- Activity 1:

Mentimeter https://www.menti.com/nxnvbf8z87
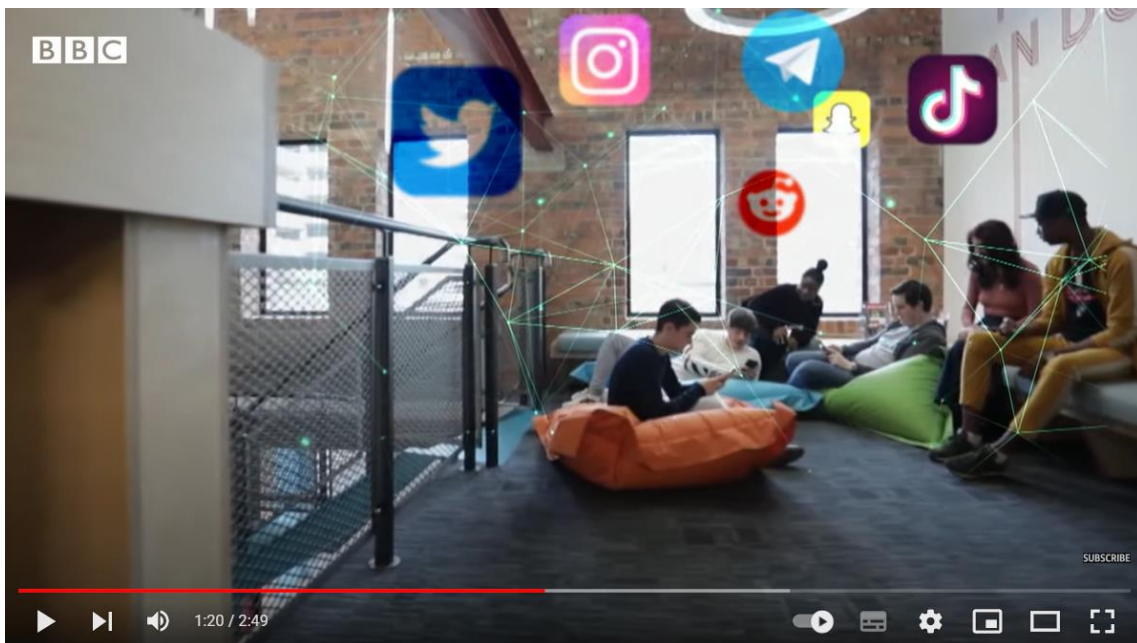
- Activity 2, video 1:

BBC My World. (2020). *Is social media good for you? - BBC My World* [Video]. YouTube. Retrieved from https://bit.ly/3xCG0JP

- Activity 2, video 2:

MotivationGrid. (2019). *This Is How Social Media Is Destroying Your Life - The Fake Reality* [Video]. YouTube. Retrieved from https://bit.ly/3HAvZ4b

- Activity 3:

Lesson 2

- Activity 1:

Ditch the Label (2017). Are You Living an Insta Lie? Social Media vs. Reality [Video]. YouTube. Retrieved from https://bit.ly/3A1hwfS

- Activity 3

Google Form https://forms.gle/RiYRhfDP9U5hH6Uy8

What is your most used Social Media platform?

Choose the one(s) you use the most in your daily life
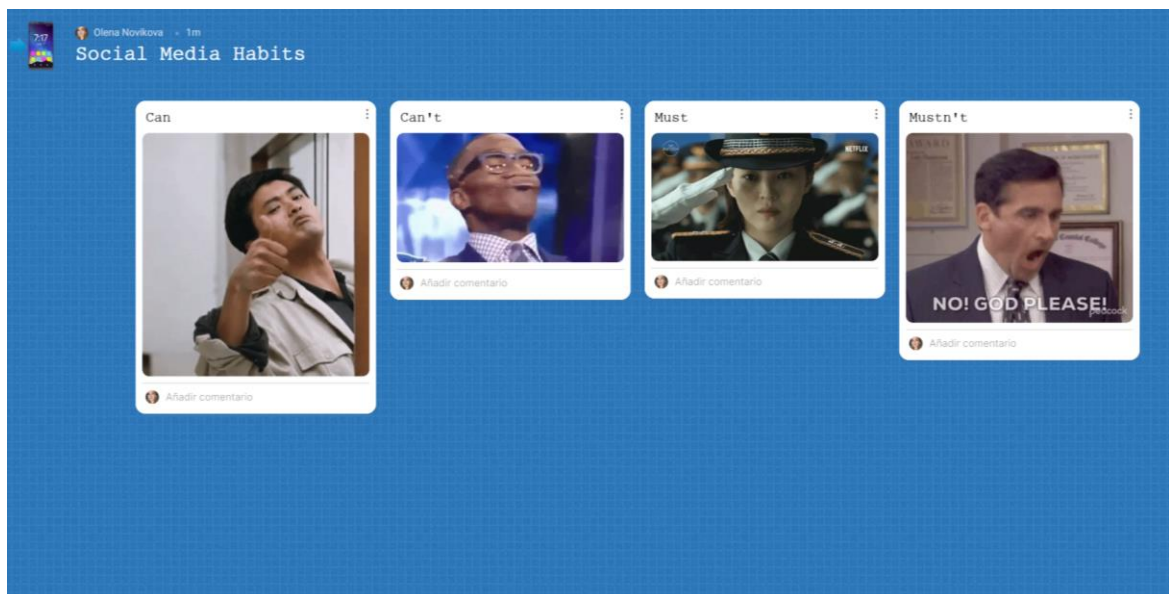
700810@unizar.es (no compartidos) Cambiar de cuenta

Choose as many as you wish

- [ ] YouTube
- [ ] TikTok
- [ ] Instagram
- [ ] Facebook
- [ ] Whatsapp
- [ ] Telegram
- [ ] Pinterest
- [ ] Twitch
- [ ] Patreon
- [ ] Otro:

Enviar   Borrar formulario

- Activity 4

Padlet: https://padlet.com/7008106/h2yookuschdkoue6

Lesson 3

- Activity 2

Link to the article (which will be printed): https://docs.google.com/document/d/19aomWCoEF4gT0oZ9ZIJ_sheugLp9aHWz/edit?usp=sharing&ouid=105151378821583022096&rtpof=true&sd=true

Retrieved from https://dailyup.etxstudio.com/articles/rn/en/news_2267578/technology/why-do-young-gen-zers-prefer-tik-tok-to-instagram

Lesson 4

- Activity 2

Printed version of the e-mail template:

- Activity 4

Wordwall link and QR code:

https://wordwall.net/es/resource/34259290

0:03 3 movimientos para el bono ✓0

is popular than TikTok

more Instagram becoming

◁ 1 de 6 ▷

Re-organise these sentences (drag each part of the sentence) 👤 Compartir

Lesson 5

- Activity 3

ORGANIZING YOUR FINAL PROJECT

1.- Topic

2.- Medium that you will use for your final project: Tiktok video

3.- Audience: Young people

4.- Most important points of your topic

5.- Create a story related to your topic that can be relatable for your followers (structure it into different parts)

6.- Don't forget to structure your message in a way that makes sense with the story and can give some advice to your audience about the correct use of Social Media

7.- Think about how would you turn your ideas into an attractive video for your audience/ followers

Lesson 6

- Activity 2

Peer Assessment Checklist (Digital and printed version)

https://forms.gle/EWheQcCeYp3rhnDu5

Peer Assessment Checklist

You have been assigned another group's project. Watch this group's TikTok again and tick all of the standards that you think their project meets.

700810@unizar.es (no compartidos) Cambiar de cuenta

Tick all of the standards that your classmates' project meets

- ☐ The video is long enough
- ☐ The video is entertaining to me
- ☐ The video expresses a clear message
- ☐ The topic of the video is interesting/helpful to me
- ☐ The video has both text and spoken language
- ☐ I can understand clearly what the speaker is saying
- ☐ I would give it a like if I saw it on TikTok
- ☐ All of the members of the group participate in the video