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**TEACHING PROGRAMME FOR 1º BACHILLERATO: INGLÉS**

**Laura Oliete Cruz**

**Supervisor:** Amanda Ellen Gerke

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## **1. General Introduction**

English has come of age as a global language. Nowadays it is spoken by a one out of four people in the world (British Council, 2013), shifting from simply being a communication tool to an element of interest in itself that has open a research area and a job sector. It now belongs to the entire world, and non-native speakers are steadily outnumbering native speakers. Therefore, the field of English as a Foreign Language deserves special attention and teaching strategies have to be studied and improved in order to help learners achieve the highest level of communicative competence in an effective and long-lasting manner.

This Teaching Programme labelled “Into the Unknown” intends to present an efficient didactic proposal that takes into account all the indications of the Spanish Educational Laws under the umbrella of the Communicative Approach. The different Teaching Units have been developed according to both Spanish and European legal requirements proposed by the Common European Framework of Reference for Languages (CEFR). The main aim is to improve students’ understanding and usage of the English language through students-centered interactional activities designed according to the Discourse-Based Approach (DBA) and Task-Based Learning (TBL). Moreover, the linguistic contents are accompanied by transversal elements and key competencies relevant for the learners’ proper integration into adult life.

The present document is divided into a theoretical framework and the Teaching Programme itself. The first part provides an overview of the methodological principles chosen for the design of the Teaching Programme, whilst the second one describes the contents and aims of the several Teaching Units and depicts the development and implementation of one of these, specifying the activities planned for its six Sessions and detailing two Lesson Plans.

## 2. Methodological Principles

### 2.1 Historical Background

The field of foreign and second language teaching has varied widely throughout the last century. Until the 1970s, according to the corresponding supporting linguistic theories, foreign language teaching principles were based on repetition of prescribed language. Approaches such as Audiolingualism, based on structural linguistics and behaviourist theories, reinforced the role of the teacher as the expert to be imitated. The goal was to inculcate grammatically correct structures and avoid mistakes at all costs, since these would be repeated in students' speech permanently (Richards, 2015, p. 64). Thus, the student was placed as a mechanical, passive agent dedicated to the replication of a series of patterns. In order for students to be engaged in the learning process, lessons evolved around the stimulus-response-reinforcement model, that, according to Harmer (2010), "attempted to engender good habits in language learners through a continuous process of positive reinforcement" (p. 56). But besides the lack of creativity and the negation of the individual expression, one of the main critics to these approaches was the uselessness of spreading sentences repeatedly without any kind of contextualization, and consequently, the absence of a real message behind these prefabricated pieces of language. The problem, according to Larsen-Freeman (2013), lies in the fact that Audiolingualism "didn't necessarily require students to use language meaningfully" (p. 194). Instead, experts believed that, in order to be successful, lessons had to be "based mainly around oral language practice through repetition and drilling" (Scrivener, 2011, p. 31). As a result, Audiolingualism prioritised accuracy over all without necessarily improving neither understanding nor autonomous production abilities.

These language teaching techniques corresponded to the prevailing idea of linguistic mastery defined by Chomsky (1965), who established a division between linguistic competence, understood as the ideal speaker-hearer's knowledge of his language, and

linguistic performance, as the actual use of language in concrete situations. Nevertheless, in his work “On communicative competence”, Hymes (1972) criticised Chomsky’s narrow concept and coined for the very first time the term “communicative competence”. This theoretical shift would necessarily lead to a resulting change of strategy in teaching practices as well. During the last decades of the twentieth century, scholars identified a turning point in FL teaching, not exclusively related to the instruction techniques but to the goal of language itself: there was a need to allow the students “actually to *use* language in order to communicate, rather than merely repeating what they were told to” (Harmer, 2010, p.47). Therefore, teachers would have to embrace a new approach that happened to be, in the words of Harmer (2010), “a significant shift away from an emphasis on the pattern drills of Audiolingualism and structural-situationalism towards a richer diet of interesting topics for language skills training” (p. 58).

The above mentioned issues added to the rise of functional linguistics led to the emergence of the Communicative Language Teaching approach, developed during the 1980s and still considered key reference for current language teaching practices in both European (Council of Europe, 2001) and Spanish contexts (LOE, 2006 modified through LOMCE 2013).

## **2.2 Communicative Language Teaching**

The birth of the term communicative competence revolutionised the priority orders as far as the language teaching-learning process is concerned, leading to a “shift away from focus on how language was formed (grammar and vocabulary, etc.) to an emphasis on what language was used *for*” (Harmer, 2010, p.57). Hymes’ specification resulted in a movement that promoted understanding of both the tacit knowledge of a language and the ability to use it effectively. The most theoretical side of language analysis, that is the specific awareness on

lexis, grammar, phonology or pragmatics, is not neglected, but from that moment onwards students are expected to learn how to combine those elements for targeted uses. Therefore, the enhancement of communicative competence has its focus on the application of linguistic knowledge in real exchanges of information through the use of the skills; listening (how to make sense of the meaningful sounds of language), speaking (how to use speech to convey meaning), reading (how to derive meaning from a text) and writing (how to communicate a message by creating a text) (Harmer, 2010). This aim variation results in a swift of framework, shifting from a grammatical approach, organized on the basis of linguistics (grammatical forms) that emphasizes their proper uses for accurate grammatical combinations, to the adoption of a communicative approach, centered on communicative functions and the combinations in language use to express these functions appropriately (Canale & Swain, 1980). As Scrivener (2011) indicated, the basis of Communicative Language Teaching (CLT) is the conviction that students will acquire languages best if they are involved in meaningful communication.

Sometimes traditional teaching methods have seemed to emphasise the learning of language systems as a goal in its own right and failed to give learners the opportunity to gain realistic experience in actually using the language knowledge gained (p. 32).

For a better understanding of CLT and its key elements, I have relied on the seven criteria for success indicated by Arnold, Dörnyei, and Pugliese (2015) in “The principled communicative approach”, which I explain and explore below.

According to these authors, CLT’s first principle establishes that teaching should be meaning-focused, learner-centred and personally significant to students. Contrary to the mechanical repetition supported by previous approaches, CLT advocates for activities that involve realistic conversations and the elaboration of targeted linguistic structures. If students

are active participants in meaning-focused communicative tasks, then “language learning will take care of itself, and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for a student's development of knowledge and skill” (Harmer, 2010, p. 69). Instead of being based on drilling and memorization, this approach is “centred around the learner's participatory experience in meaningful L2 interaction in (often simulated) communicative situations, which underscored the significance of less structured and more creative language tasks” (Dörnyei, 2009, p. 34). According to Celce-Murcia (2007), in order for these simulations to be productive, activities should be goal-oriented, based on real materials and inspired on real-life communicative situations.

Furthermore, there has to be explicit input in CLT since it helps language automatization. This idea arises from the *input hypothesis* introduced by Krashen in 1984, who affirmed that, in relaxed and friendly environments, we are able to subconsciously acquire a new language, and that it will be instantly available in our brains for us to use it in spontaneous conversation. The key concept of this principle was enough for scholars to affirm that “if we wanted them [students] to be effective at spontaneous communication, comprehensible input would be enough” (Harmer, 2010, p. 42). Comprehensible input is an essential requirement in current FL teaching in European contexts, since the CEFR guidelines state that learners have to “be exposed to sufficient understandable language for him/her to acquire the language and be able to use it both for understanding and for production” (p.139).

In addition, Arnold et al. (2015) considered controlled practice activities to be vital so that students internalise L2 structure. Even though receiving constant input seemed enough, it is also relevant for students to produce meaning as well. Otherwise, since language learning is a habit, we could not properly produce certain structures if we have not put them into practice before. Modern linguistics such as Scrivener (2011) agree that learning-by-doing is more effective than learning by being told about how to do things.



It may be more useful for a learner to work with others and role-play ordering a meal in a restaurant (with feedback and suggestions of useful language) than it would be to listen to a fifteen-minute explanation from the teacher of how to do it correctly (p. 21).

In such cases, the main aim is to express a message to cover a specific mean. Nonetheless, correctness should not be left aside. Harmer (2010) pointed out that “activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use” (p. 57). This is why specific attention to particular structures was also included in the seven key features of “The principled communicative approach”, as discussed in the following paragraph.

Another key point for a thorough mastery of the linguistic competence is the introduction of a clear “focus on form” of specific elements. As Dörnyei (2013) says, “comprehensible input can seem enough, [but] some explanations are needed: implicit language learning does not seem to work efficiently when we want to master an L2 at a later stage in our lives” (p. 163). Listening to complete and meaningful pieces of language will certainly improve the comprehension skill of FL learners, but it doesn’t mean that all the rules involved in the formation of those contents are perceived by the student nor that they will be able to implement them during the production step. Other authors such as Celce-Murcia (1997) seem to be of the same opinion, when affirming that “making learners aware of structural regularities and formal properties of the target language will greatly increase the rate of language attainment” (p. 145). However, it is important to bear in mind that “these aspects of grammatical competence should be taught in the context of meaningful communication” (Canale and Swain, 1980, p. 14). These occasional explanations on language items must not be dealt with in isolation, since this would mean a retreat to grammar-based

techniques, and it is advisable to bring them up only whenever a correlated problem arises and if it is relevant for the understanding of a message.

Moreover, formulaic language is believed to be essential in language teaching. Formulaic structures refer to the pre-established chunks of language that are used in everyday communication. These elements have been identified by Celce-Murcia (2007) as basic constituents of efficient communication, as relevant as turn-taking systems may be. By being fixed fragments of language, they are easily available and ready for students to use whenever they understand the contexts in which they can be implemented. Their relevance is due to the fact that “the retrieval of these chunks is cognitively undemanding, allowing the speaker to attend to other aspects of communication and to plan larger pieces of discourse” (Celce-Murcia, 1997, p.146). With regards to the cognitive effort involved, learning formulaic language is purely memorising “a stock of partially pre-assembled patterns” (Widdowson, 1989, p. 135, as cited in Dörnyei, 2013, p.167) as any other type of lexicon, and without understanding the underlying rule, these chunks can be applied in a concrete context in order to convey a complete message and cover a particular communicative need. Moreover, the use of these structures leads to an improvement in the speaker’s fluency, since there is no need to reflect on the words employed, becoming increasingly similar to native speakers’ speech. Celce-Murcia had already identified this aspect in 1997 when affirming that

for L2 learners (...) the lack of a repertoire of such language chunks means that they tend to put sentences together from scratch, word by word, which takes up most of their cognitive capacity and does not allow them to achieve native-like fluency (p.146).

Moreover, for CLT to be functional, students should be exposed to large amounts of the target language. Following the principles of Krashen’s Natural Approach, a second

language will be better acquired if its learning process mirrors the mother tongue's one. The term acquisition is deliberately used to underline its involuntariness, because "children are not taught language, nor do they set out to learn it consciously. Rather, they acquire it subconsciously as a result of the massive exposure to it that they get from the adults and other children around them" (Harmer, p.40). Therefore, just as abundant chances for performance, "plentiful exposure to language in use (...) [is] vitally important for a student's development of knowledge and skill (p. 69)".

The last key element in CLT, and maybe the most relevant one, is that students should be provided with plenty of chances to put language into practise in an interactive way. Hendrickson (1991) stresses that language learning is a complex and collaborative process that requires big amounts of personal speech and participation. In order to get engaged in a conversation, speakers must have a communicative need and feel involved in an interesting and relevant context. So, in order to promote language acquisition, CLT should contemplate and acknowledge the student's needs, their motivations for using a particular language and, of course, their individual learning abilities. As a result, we must get to know our students, understand their characteristics, and represent these in communicative activities "[that] promote interaction and provide opportunities for students to engage in talk" (Demo, 2001, p.4). Nevertheless, as Oxford (1997) remarked, "interaction involves teachers, learners, and others acting upon each other and consciously or unconsciously interpreting (i.e., giving meaning to) those actions. Thus, interaction involves meaning, but it might or might not involve learning new concepts" (p. 444). This reminds us that an improvement in communicative abilities may make reference to various aspects such as register, intonation, fluency or pronunciation, and it does not have to be directly and uniquely linked to the acquisition of neither grammar nor vocabulary.

The Communicative Approach and its seven bases are relevant for the present Teaching Programme since they reflect the most recent indications from both European and Spanish legislation as far as Foreign Language Teaching is concerned. The Common European Framework of Reference for Languages specifies that the process of language learning “comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences” (2001, p. 9). Similarly, the Spanish Legal Framework in 2006 *Ley Orgánica del Educación (LOE)*, subsequently modified in 2013 through the LOMCE law, reaffirms that the linguistic knowledge developed by students has to be focused towards their communicative ability, taking into account linguistic, sociolinguistic and pragmatic components. In the specific case of *Bachillerato*, target group of the present Teaching Programme, the document ORDEN EDU/363/2015 establishes that these communicative skills will be developed through four main axes:

1. Bloque 1. Comprensión de textos orales;
2. Bloque 2. Producción de textos orales: expresión e interacción;
3. Bloque 3. Comprensión de textos escritos;
4. Bloque 4. Producción de textos escritos: expresión e interacción.

An adequate methodology must cover these four blocks, providing students with the necessary tools to achieve the specific aims indicating what they “deberán ser capaces de hacer en la lengua extranjera, en los contextos comunicativos reales en los que se verán llamados a interactuar” (cf. ORDEN EDU/363/2015, p. 32785). The same document specifies that FL teaching must be goal-oriented, providing extensive target input and promoting oral communication:

La metodología de la Primera Lengua Extranjera debe estar orientada también de forma muy singular a la acción. No hay aprendizaje de una lengua extranjera sin

apropiación de la lengua, sin práctica de la misma. Se trata de reproducir el modo de adquisición del lenguaje natural, trabajando siempre, en la medida de lo posible, en situación de inmersión lingüística, para lo cual se hará un uso sistemático de la lengua meta como lengua vehicular, dándose preferencia a las competencias orales (cf. ORDEN EDU/363/2015, p. 32785).

Since, as we have seen, CLT aims at communicative competences, the present Teaching Programme is based on the Communicative Approach guidelines as far as de design of activities, class dynamics and evaluation criteria are concerned. Nevertheless, CLT represents a general framework that contains the broadest principles of Foreign Language teaching in our classroom contexts. In order to understand deeply the particular strategies and activities presented in along these pages, we have to delve into specific teaching models: the Discourse-Based Approach and Task-Based Learning Approach.

### **2.2.1 Discourse-Based Approach.**

According to the ORDEN ECD/65/2015, the main aim of foreign language teaching in the Spanish context is to help students become communicatively competent in English. Nonetheless, it is essential to understand that language proficiency is not only beyond theoretical understanding of grammar rules, but is also a wider knowledge than comprehension or production of isolated sentences. As stated earlier, interaction among speakers arises from the urge to cover a communicative need in a specific moment and space. So, in the words of McCarthy (1991), “the approach to communicative language teaching that emphasises the functions or speech acts that pieces of language perform overlaps in an important sense with the preoccupations of discourse analysts” (p.10). Because of this, as McCarthy & Carter (2014) state, “the functions of language are often best understood in a discourse environment” (p. 12). Hence the relevance of the Discourse-Based Approach.

The Discourse-Based Approach (DBA), developed throughout the 1970s and recently updated by Celce-Murcia (2007), covers all the significant aspects regarding an adequate acquisition of language in use. It revolves around the concept of discourse, defined as “the language forms that are produced and interpreted as people communicate with each other” (Celce-Murcia & Olshtein, 2000, p.2). In his work “Discourse Analysis for Language Teachers”, McCarthy (1991) highlights a series of key points that render DBA a beneficial approach for knowing a language in each and every one of its dimensions. Firstly, he declares that Discourse Analysis is a linguistic area that goes “over and above the concerns such as the structure of the clause or sentence” (p.32), helping us understand how isolated fragments of language interrelate leading to complex communicative situations. Moreover, he takes into consideration that “our speech acts [are] fully contextualised both in terms of the surrounding text and of the key features of the situation”, and because of this “Discourse Analysis is fundamentally concerned with the relationships between language and the contexts of its use” (p. 10). Finally, by comprehending the contextual reality of messages, DBA embraces both speech acts and their means of communication. Consequently, this approach “is not only concerned with the description and analysis of spoken interaction” (p.12), encompassing the analysis of spoken and written language, and therefore, addressing the four communicative blocks indicated in the Spanish Education Law.

Since Discourse Analysis presents language as a very complex and full of nuances system, it is crucial to understand which are the aspects that constitute the communicative competence in the framework of this approach. According to Celce-Murcia (2007), the communicative competence would be composed of a combination of the following six sub-competences:

- Sociocultural competence: alludes to the speaker’s ability to appropriately apply pragmatic rules in a given context.

- Discourse competence: refers to the speaker's capacity of individualisation and arrangement of adequate words and utterances with the aim of producing meaningful messages. In order to accomplish this operation, diverse sub-competences such as deixis, cohesion and coherence have to be well handled.
- Linguistic competence: regards the speaker's understanding of the different aspects of a language such as the phonological, morphological, lexical and syntactic systems.
- Formulaic competence: comprises the speaker's implementation of pre-established chunks of language, such as collocations or idioms, frequently used in everyday interaction.
- Interactional competence: concerns the speaker's capability to handle three specific sub-competences; the actional competence (performing diverse kinds of speech acts in the target language), the conversational competence (mastering of turn-taking systems in conversation) and the non-verbal or paralinguistic competence (inherent to kinesics, proxemics and relevant non-linguistic utterances such as pauses and silences).
- Strategic competence: involves the speaker's ability to apply specific learning strategies, divided into cognitive (logical and analytical procedures such as summarizing or reviewing materials), metacognitive (planning one's learning process by monitoring or self-evaluating) and memory-related (retrieving or recalling through elements, such as images or sounds, that trigger previous knowledge).

If we compare this list of sub-competencies to the different skills that foreign language students should acquire according to the Spanish legal documents (ORDEN ECD/65/2015), we learn that DBA can benefit our teaching since the communicative competence is also considered a multifaceted skill by the Spanish Law. Specifically, ORDEN ECD/65/2015 establishes that students have to master linguistic, pragmatic, discursive, sociocultural, strategic and personal components (p. 6992) in order to be considered linguistically

competent. Given the intrinsic relationship between discourse and communicative competence, the combination of DBA and CLT covers all the requirements of an adequate FL instruction programme.

Furthermore, the sociocultural aspect is particularly relevant since every linguistic output is produced to convey a message and cover a certain communicative need in a specific and concrete context. Nevertheless this *context* is not exclusively associated to temporary and spatial circumstances, but also to the transmission of a society's culture, beliefs and traditions that are behind a message. Incorporating various discourse genres into language instruction can offer students a chance to deepen into the target culture, learning about a society's way of life besides their language. Sociocultural knowledge, besides boosting personal growth, has the power to facilitate communication given that unfamiliarity with some "sociocultural patterns of the target language (...) may lead to communication difficulties and misunderstandings (Demo, 2001, p. 2). The cultural side of language is also specifically addressed in the Legal Documents, affirming that for language instruction to be actually complete and effective, it should include cultural and social aspects behind it, promoting intercultural language teaching (ORDEN ECD/65/2015, p. 6991).

Including DBA in our classrooms context also helps students see languages as a communicative tool instead of a passive knowledge based on right answers to be provided on a book page. Although written communication is certainly included among the skills to be acquired by students, authors such as Demo (2001) defend that second language learning will only be a successful process whenever teachers "expose learners to different discourse patterns in different texts and interactions" (p.4). Demo himself considers DBA to be the right approach to do it since it "removes language from the confines of textbooks and makes it tangible, so that students can explore language as interaction rather than as grammatical units (Demo, 2001, p.5).



In addition, DBA considers the classroom as a real discourse community context itself. Because of this reason, every exchange of information that takes place during lessons, if designed following this approach, will make sense on its own because it belongs to a contextualized specific need, and will have a meaningful goal that can improve students' ability to deal with L2 (Olshtain and Celce-Murcia 2001). This idea ties to the cooperative learning principle typical of active methodologies promoted by the law. According to the ORDEN ECD/65/2915,

Las metodologías activas han de apoyarse en estructuras de aprendizaje cooperativo, de forma que, a través de la resolución conjunta de las tareas, los miembros del grupo conozcan las estrategias utilizadas por sus compañeros y puedan aplicarlas a situaciones similares (p. 7003).

Since the pieces of language we will be working with are complex and complete units of discourse, learners will apprehend how the whole language unit works, including aspects such as cohesion and coherence. By doing so, we avoid the traditional problematic of our students' inability to link decontextualized fragments of language (such as sentences) into meaningful stretches of discourse (Olshtain & Celce-Murcia, 2001). Moreover, if discourse is introduced through authentic materials, the activity itself becomes authentic too. In that way, students can feel that they are learning natural and actual pieces of language (McCarthy, 1991) that can be applied both inside and outside the classroom context. According to the law, "aquellas [metodologías] que faciliten la participación e implicación del alumnado y la adquisición y uso de conocimientos en situaciones reales, serán las que generen aprendizajes más transferibles y duraderos" (Orden ECD/65/2015, p.7003). Similarly, the ORDEN EDU/363/2015 recommend teachers to use "documentos auténticos, de los cuales se deducirán los contenidos sintáctico-discursivos, que no existen fuera del discurso" (p. 32785).

### **2.2.2 Task-Based Learning.**

One of the seven principles identified by Arnold et al. (2015) in order for communicative competence to be properly developed is the introduction of controlled practice activities to ease and accelerate student's internalisation of the structures of the target language. The Discourse-Based Approach covers the many different aspects involved in discursive interaction, but fails in providing precise guidelines for the design of concrete activities that involve training of particular structures in a communicative context. Hence, Task-Based Learning (TBL) is useful to work in a targeted manner specific aspects of language in a communicative context, providing us with the tools to cover accuracy aspects without neglecting fluency. According to Richards (2006), TBL uses communicative tasks as the main units of language instruction, in which students improve their knowledge on a particular form through meaning-oriented interactional processes, designed for learners to practice all their language sources and being exposed to large amounts of target language. Therefore, an engagement between DBA and TBL leads to a solid theoretical framework that enables the design of a very complete Teaching Programme aimed at developing meaningful communication while addressing syntactic correctness.

In order to comprehend the functioning of TBL, it is essential to understand what is meant by the concept of task, since it is the key element of the method. It was first described by Willis (1996), who defined a task as “a goal-oriented activity in which learners use language to achieve a real outcome” (p. 2). Nevertheless, this explanation seemed excessively simple to scholars, so Nunan (2004) decided to add several details to it, resulting in the following description:

[a task is] a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end. (p. 4)

Despite being constant in the emphasis of the use of language knowledge for real purposes, the key in Nunan's definition is the depiction of a very clear structure in this kind of activities. A detailed explanation of the phases was initially proposed by Willis (1996, 55-58) and can also be found in later works (Ellis, 2009; Shehadeh, 2005). These steps are a pre-task phase, a task cycle and a post-task phase or "focus on form".

1. Pre-task: It is an introductory phase on the topic whose function is to activate previous knowledge through warm-up activities.
2. Task cycle: It constitutes the central part of the task, and it consists of the following three sub-stages:
  - a. Task: students are asked to complete a meaning-focused task using their own language resources and with no specific indication given. The goal is for them to put language into practice while dealing with a topic.
  - b. Planning: learners are requested to organize a structured speech that will be reported to the rest of the class through a spokesperson. During this phase, suggestions on accuracy will be provided by the teacher.
  - c. Report: the spokespersons will share their conclusions to their classmates, being a dual-purpose exercise: a chance to put language into practice for some of the students and a great opportunity for the rest of them to be exposed to the target language.
3. Focus on form: It is a language-focused stage aimed at raising student's awareness on specific structures of the language. This stage is usually divided into analysis and

practice, potentially enhanced with a follow-up exercise to reflect on the structures and internalise them.

Despite presenting a specific phase dedicated to “focus on form”, it is based on students detection and understanding of rules through practice, placing students at the centre of the lesson and reducing theoretical explanations. Inductive methodologies such as this make learners use the language through the development of specific scaffolded exercises but without previous instruction. According to Schmidt (1991), learning is more effective whenever “the learner must pay attention to the learning objective and must then practice the objective so that it changes from part of a controlled process to part of an automatic process” (as cited in Celce-Murcia, 2007). Thus, the focus on the specific aspect to be learnt comes at the end of the task, and the aim is to call student’s attention on these points for students to notice their patterns and uses while avoiding abstract explanations.

The specific methodology proposed by TBL is beneficial as it provides opportunities for the learners to put things into practice. However, it is important to highlight that practising does not only mean production. As Ellis (2009) points out, TBL tasks can be focused to “input-providing” or “output-prompting” aims, since they may require students to get involved in comprehension activities (reading or listening) or, on the contrary, engage them in writing or speaking practise (p.224). In any case, tasks involving “noticing” in either comprehension or production are advantageous as “intellectual growth occurs when learners engage in and reflect on sequences of tasks” (Nunan, 2004, p. 12)

Moreover, TBL is relevant as it introduces nuances of accuracy in a context in which fluency is prioritised. By being developed in communicative-based dynamics, “TBL invites students to act as language users rather than learners, with the explicit analysis of language structures and forms” (García Mayo, 2015, p.1), boosting a natural internalisation through

practice rather than memorisation. Shehadeh (2005) reminds us that “drawing learners’ attention to the formal properties of the L2 is also important for language learning, but only if it is done while maintaining emphasis on meaning, communication and fluency” (p.17). These principles perfectly match the requirements of the CLT framework, since form-focused instruction is one of the three central areas in the Communicative Approach (Dörnyei, 2013) together with fluency and automatization, and formulaic language. Yet Ellis (2009) underlines a certain flexibility in TBL, affirming that the tasks involved are usually “focused” but that “unfocused” activities may also be included. While “focused tasks are tasks designed to provide opportunities for communicating using some specific linguistic feature”, unfocused tasks “provide learners with opportunities for using language in general communicatively” (Ellis, 2009, p.223), which is equally beneficial in a context in which the aim is to help students become proficient users of a target language.

Besides the functionality of TBL itself, such a method can be perfectly integrated in the Spanish educational system since it matches the legal requirements. Official documents like the CERF (2001) highlight that FL tasks should both address to the linguistic ability of the students and be demanding for each student’s communicative competence. Since the focus of TBL exercises is to create information gaps (communicative needs) to be filled by learners, every one of them will use language in his/her own way, leading them to put their knowledge into practice and allowing teachers to identify specific problems or interests to be tackled in future sessions. Moreover, one of the indications in ORDEN EDU/363/2015 is to include role playing and simulations in the classroom dynamics in order to create authentic communicative situations. Due to the specific development of the tasks, TBL also addresses for real-life communication through the involvement of different language skills. Therefore, students will be required to put into practice several skills simultaneously, as it happens in real-life communication, and covering the four blocks defined by the law.

In light of the above, DBA and TBL can be considered complementary methodological choices and suitable theoretical framework for a FL Teaching Programme. Principally, both methods emphasize a functional use of language in context in which different linguistic aspects, competencies, topics and registers can be introduced, fitting into the Communicative Approach requirements. Moreover, both are flexible as far as the duration of the activities is concerned. In the case TBL, whose tasks foresee a more strict and defined structure than DBA activities, exercises can be limited to one single session and follow the exact steps presented in the original description, but can also be extended to several sessions and its sub-sections can be modified according to the students' needs. Therefore, the activities are conceived more as a discourse framework rather than isolated conversational situations, as suggested by CLT. Lastly, the two methodologies seek (and need) to adopt a learner-centred perspective so that the implemented dynamics serve as actual language acquisition activities. By promoting participation, lessons will be based on experiential learning (Nunan, 2004) thereby students will “learn by doing” and using language structures in life-like situations.

The centeredness of students has become a turning-point not only for foreign language teaching but for modern didactics in general, so the following section will be dedicated to exploring it further.

### **2.3 Teacher and Student Roles**

Until the adoption of CLT, “learning was very much seen as under the control of the teacher” (Richards 2006, p. 4). The usual routine in foreign language lessons implied dynamics of repetition and imitation, where the teacher was seen as the unique role-model. The amount of Teacher Talking Time (TTT) covered the most of the lesson. Therefore, the chances for students to talk (Students Talking Time, STT) and put language into practice were very limited. This difference in centeredness has been proved by diverse research along the

years: In 1988, Chaudron (in Ashari and Budiarta, 2001) found that the proportion of teacher dominance in the classroom was 60% or superior, but at the beginning of the century the situation remained largely unchanged since Skoda (2002) calculated a 53% TTT in listening classes and a surprisingly similar percentage (52%) in speaking classes (in Ashari and Budiarta, 2001).

Nonetheless, the Communicative Approach established a series of principles in order for foreign languages to be properly acquired. According to CLT, FL lessons have to be communicative, content-centered, whole language based, learner-centered, co-operative and interactive (Brown, 2001, p. 45). Therefore, the current guidelines for language teaching forced a shift in roles, promoting a more active students' role rather than the teacher's dominant control, leading to learner-centered dynamics.

The concept of learner-centeredness, according to Brown (2001), can refer to many different aspects of the teaching and learning areas, but most of them regard the in-class techniques. Specifically, learner-centered instruction places students at the center through tactics that prioritise learner's needs and goals, creativity and innovation capacities, personal competences and self-worth or, in a way, give some control to the student. Students' centrality, as Nunan (2004) highlights, "has been an influential concept in language pedagogy for many years, and (...) it has strong links to language teaching" (p. 14). The Partnership for 21st century skills (2009) has confirmed its relevance in the linguistic field since "it is the base for developing students' ability in communication and collaboration" (p.3), besides developing critical thinking and problem solving, and thus building more complex, equipped and fast-response minds. Therefore, the keys for an active participation of students in a communicative context are interaction and collaborative learning.

The theoretical bases of interactive learning are established according to Long's (1996) interaction hypothesis of second language acquisition. Starting from Krashen's comprehensible input, Long pointed out the relevance of both input and output development of language, stating that "as learners interact with each other through oral and written discourse, their communicative abilities are enhanced" (p. 445). If we analyse the interactive nature of communication from a semantic point of view, we can see that it is the result of a negotiation of interlocutors. Thus, as Brown (2001) states, the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom" (p. 48). Besides being a key point in CLT, communicative interaction is also included in the Framework for 21st Century Learning (2009), considering essential to "work creatively with others and incorporate group input and output" (p.3). The current European guidelines regarding foreign languages advocate for the promotion of interaction, since, as stated before, it is considered to have a central role in communication. In the CEFR, Interaction is also included as one of the descriptors regarding assessment criteria of users' language proficiency (together with range, accuracy, fluency or coherence) because "learning to interact involves more than learning to receive and to produce utterances" (Council of Europe, 2001, p. 14).

Since interaction is one of the main principles of student-centeredness as far as language learning is concerned, linguistic exchanges are inseparably bound to collaborative learning. By enhancing collaboration, competition among students is reduced and the affective filter (Krashen, 1986) is mitigated. Thus, cooperation, as opposed to individual learning, has important implications such as "promoting intrinsic motivation, heightening self-esteem, creating caring and altruistic relationships, and lowering anxiety and prejudice" (Oxford, 1997, p.445). Collaboration among students is not only helpful for the in-group dynamics but it also involves individual benefits and personal upgrades. According to the Partnership for 21st Century Skills (2009), collaborative learning, besides improving students'



performance by receiving help and suggestion from others, also promotes the “use of interpersonal and problem-solving skills to influence and guide performance towards a goal”.  
(p.7)

Moreover, collaborative learning is tied to specific improvements in language learning per se. Working groups in real classroom context are unavoidably inhomogeneous, as each student’s linguistic competence is different. Therefore, verbal interaction in collaborative learning can be classified into two sub-categories: “cooperating with peers and cooperating with proficient language users” (Ibrahim, 2012, p. 13). While collaborating in fairly even groups leads to improvement in cross-disciplinary skills (transversal competences), cooperation in inequality conditions results in linguistic improvements, through the engagement “with more capable others (teachers, advanced peers, etc), who provide assistance and guidance” (Oxford 1997, 444).

Both interaction and collaboration give rise to a change of attitude and role of the students, since they become active protagonists of the learning process. Having an active part in the classroom dynamics is relevant for several reasons, among which the following two can be highlighted:

- a. On the bases of the CLT guidelines, classroom activities involve broad topics, flexible indications and open-ended questions. By having the chance to choose and direct their own learning, students have “a sense of ‘ownership’ of their language and thereby add to their intrinsic motivation” (Brown, 2001, p.47). Moreover, learners develop a higher degree of self-awareness of their active role in the learning process, leading to self-responsibility and learning autonomy. Consciousness of one’s own learning is crucial for what Balboni (1999) first called *glottomathetic competence*, currently considered one of the seven key

competences of the curriculum and labelled “learn to learn” competence in the Spanish Educational Law (Real Decreto 1105/2014).

- b. Students’ active role in the classroom leads to an increase in STT, letting students explore their own abilities to produce the target language (Ashari & Budiarta, 2016). Boosting STT helps students “articulate thought and ideas effectively using oral, written and non-verbal communication skills in a variety of forms and contexts” (Partnership for 21st Century Skills, 2009, p.4), thus broadening their linguistic confidence and proficiency. In addition, STT provides great opportunities for teachers to observe and evaluate output in relaxed context, keeping constant track of the students’ knowledge and abilities.

However, placing students at the core of the lesson does not only imply changes for the learners. If STT is enhanced, TTT is consequently reduced, and if the dynamics imply learner-centeredness, the role of the teacher changes as well. As Jones (2007) stated, teacher’s function is

to help and encourage students to develop their skills, but without relinquishing our more traditional role as a source of information, advice, and knowledge. In a student-centered classroom, the teacher and students are a team working together. Together our role is to make sure everyone benefits from the lesson, supporting one another. (p.25)

In order to be an effective guidance and supporter, Harmer (2010) acknowledged that the teacher has to be now a multifaceted figure, which goes from controller to prompter, task-setter, resource or tutor (pp- 116-117). Archana and Rani (2017) shaped a more detailed profile by adding other nuances such as assessor, manager and evaluator. Therefore, the current FL teacher can be defined as a facilitator that “fosters learner autonomy through the

use of groupwork and pairwork and by acting as more of a resource than a transmitter of knowledge” (Harmer, 2010, p. 108).

Nevertheless, acting as a facilitator does not mean that teacher’s involvement disappears, but that it should be managed carefully and set to achieve specific goals. Various scholars (Davies, 2011; Jones, 2007) affirm that TTT should be allocated to relevant interactions among learners and teacher. In order for students to be adequately involved in the different tasks, teachers should provide and facilitate them with clear instruction and explain material in detail. Moreover, teachers can boost learners’ active implication by asking challenging questions that “encourage students more to think critically and creatively to share the ideas that they have related to the topic discussed” (Ashari & Budiarta, 2016, p.23).

Although it is clear that TTT should be reduced in order to promote learners’ active participation, the proportion of TTT and STT depends on the objective of the lesson itself (Ashari & Budiarta, 2016). The different activities proposed in class can require more or less guidance according to the cognitive demand of each exercise. Although the four skills should be promoted at once, it is usual that some skills prevail over the others. Therefore, the same teacher will perform different styles depending on the specific situation (Harmer, 2010). Moreover, STT can be seen as an independent cycle for each Teaching Unit, since students’ linguistic competence will increase as they become more familiar with the topic, contents and structures proposed in every unit. In any case, we should bear in mind that TTT mustn’t be completely dismissed, since it implies undeniable and profitable learners’ exposition to the target language.

#### **2.4 Realia in Foreign Language Teaching**

In the previous section we have addressed how student-centeredness can rise learners’ motivation and therefore improve their performance, but class dynamics are not the only way

to do so. Guariento and Morley (2001) pointed out that extracting information from real texts can be extremely motivating for students, as they can see what can actually be done with language by being exposed to real-life communication. Therefore, along the following lines the role of realia in foreign language lessons will be discussed so as to understand why its use in the classroom context can be beneficial for our students' learning processes.

Scholars started to direct their attention towards authentic materials or realia during the late 1970s and early 1980s, considering the possibility of introducing them in the classroom context somehow. In order to understand what realia is, we can refer to Wilkins' (1976) or Harmer's (1983) definitions, who agreed to explain that authentic texts, either spoken or written, are those originally directed at native speakers of the language in question. Later on, Nunan (1989) specified that one of the main characteristics of realia is that it is material that has not been explicitly produced for language teaching purposes. So taking these definitions into account, it seems clear that teachers must adapt realia in order to transform it into didactic material and introduce it in the classroom context.

The choice of the texts is the bases for the introduction of realia in FL dynamics. When bringing authentic materials into the classroom, "we need to have a clear pedagogic goal in mind: what precisely we want our students to learn from these materials" (Senior, 2005, p. 71). The texts we want to introduce can meet our requirements because of several reasons, which go from the register of the text to the vocabulary or specific linguistic structures used in it. After finding a text that fits in with our learning objectives, we must adapt the content so that the input is comprehensible and suitable for the students. Authentic materials, once adjusted, will trigger learners' interest as they provide newness, innovation and variety, especially when the topic is appealing to students.

Throughout this chapter, we have seen how current teaching methodologies seek to approach learners' needs and interests. In 2004, Roberts identified three main points in order for foreign language lessons to increase students' motivation: information-gap, learning-by-doing and use of authentic materials. The CLT covers the first aspect, since the need to fill in an information gap has been identified as a key for desire to put language into practice in communicative contexts. The second issue is the reason why learner-centeredness has become important among current pedagogical principles. By implementing realia in our Teaching Units, we would be covering the third point, maximising student's interest towards the subject.

Besides boosting students' motivation towards language learning, the implementation of authentic materials in the classroom has a further aim: to improve learners' sociolinguistic competence. As listed by Santipolo (2014), authentic materials lead to a series of benefits for the development of the sociolinguistic competence, including the following: The use of realia offers a truthful and updated image of the linguistic repertoire, as long as the material chosen is actually recent. As it is real, it is immediately usable and useful to understand and interact with the world of the target language. Moreover, thanks to its great variability, it is a powerful antidote to boredom given by the sole use of outdated textbooks or any other not-very-stimulating materials. Besides, realia favors a deep understanding of the target language culture, making room for any culture of World Englishes we want to show. Finally, authentic materials allow teachers to build ad hoc sociolinguistic paths tailored to the characteristics and objectives of their students.

All these advantages are well known by linguistic experts and have also been included in the Spanish Law, so besides being beneficial, realia is supported by the educational framework we refer to in the present Teaching Programme. As we can find in the ORDEN EDU/363/2015, "para la introducción de contenidos se hará un uso preferente de documentos

auténticos, de los cuales se deducirán los contenidos sintáctico-discursivos, que no existen fuera del discurso” (p. 32785). Moreover, linguistic proficiency of students will be measured by the comprehension of the main points in authentic texts such as interviews, documentaries, series or films (p. 32787), as this learning requirement is included among the “estándares de aprendizaje evaluables” established for the target course of *1º Bachillerato*.

### 2.3 Contents

The present Teaching Programme has been designed for a class of students in their 1st year of *Bachillerato*. The contents to be taught in this specific academic year are determined at a national level throughout the *Real Decreto 1105/2014, de 26 de diciembre por el que se establece el currículo básico de la Educación secundaria obligatoria*. Moreover, the different Autonomous Communities specify the application of these contents at a regional level. In the case of Castilla y León, these indications are displayed in the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y Desarrollo del bachillerato en la Comunidad de Castilla y León*. Therefore, I have relied on these two official documents in order to determine the specific contents of my Teaching Programme. It is important for me to highlight that the ideas of the different Teaching Units are original and self-made, and I have not taken any students’ book as a reference. The grammatical structures addressed within each Teaching Unit are based on the “contenidos sintáctico-discursivos” established for “Primera Lengua Extranjera: Inglés” in *ORDEN EDU/363/2015*, pp. 32793-32794, and have been sorted so that students can benefit from a cumulative learning process.

The whole course program is divided into nine Teaching Units, three for each term. All of them have a common goal: provide students with useful knowledge for their everyday life and helpful in their personal growth processes. The axis of every unit has been chosen in

order to deal with a specific relevant topic and include the so called “elementos transversales” in the Foreign Language subject contents. Together with the key competences, the “elementos transversales” are vital for a correct social integration and to achieve a positive attitude towards oneself, the others and our surrounding context. Hence, I have chosen to build up Teaching Units around issues that may be unknown for students and will help them develop critical thinking skills. The topics are grouped in past, present and forthcoming neglected and avoided events or topics that have been, are and will be relevant in the student’s life path. For this reason, I have labelled my Teaching Programme “Into the Unknown”.

Moreover, the Spanish Educational legal requirements stress the relevance of working on cultural and literary aspects of the corresponding Foreign Language. As indicated in the ORDEN ECD/65/2015,

la competencia en comunicación lingüística (...) manifiesta su importancia de forma más patente en el desarrollo de las destrezas que conducen al conocimiento de los textos literarios, no solo en su consideración como canon artístico o en su valoración como parte del patrimonio cultural, sino sobre todo, y principalmente, como fuente de disfrute y aprendizaje a lo largo de la vida. (...) Desde esta perspectiva, es recomendable (...) un Plan Lector (...) como espacio de aprendizaje y disfrute [que] permitan un tratamiento más global y eficaz de la competencia en comunicación lingüística. (p. 6992)

Therefore, I have decided to introduce an annual Reading Plan, also subdivided into the different terms. The project, called “Reading is Living”, involves the enhancement of students’ reading comprehension and socio-cultural knowledge through the reading of one literary work per term. The books have been deliberately chosen to fit in the topic of each

term, and involve the fulfilment of specific activities, as will be described in section “3.6 Assessment”.

The specific contents of every Teaching Unit have been organised and distributed according to the four blocks established by the law based on the four competencies defined by the CERF (as detailed in Section 2.2), which are *comprensión de textos orales, producción de textos orales: expresión e interacción, comprensión de textos escritos and producción de textos escritos: expresión e interacción*. Therefore, the Units of this Teaching Programme are arranged as follows:

### 2.3.1 First Term.

1 <sup>st</sup> TERM	UNIT 1 Out of this world	UNIT 2 It's not rocket science	UNIT 3 A woman's work is never done
<b>TOPIC AND VOCABULARY</b>	Exploring the universe, space travels	Implications of DNA decoding in everyday life (diseases, crime solving, etc)	Feminism. Revolutionary women and the fight for equal rights
<b>GRAMMAR</b>	Past Simple and Past Continuous, temporal conjunctions	Present Perfect Simple and Present Perfect Continuous, sequencers	Past Perfect Simple and Past Perfect Continuous, frequency and duration of events
<b>WRITTEN COMPREHENSION</b>	Worksheets on space explorers + “Guess who?” (own creation)	Scientific article on genetic similarity among humans and other species	Feminist trivia (own creation)
	Term Reading: <i>Goodnight Stories for Rebel Girls</i>		
<b>WRITTEN PRODUCTION</b>	Replying to an ad: amateur astronauts needed. Formal email	Creating a children's book on a genetics-related issue.	Timeline of women's education
<b>ORAL COMPREHENSION</b>	Episode 2 “The Space Race” of History 101 series	Episode 10 “Genetics” of History 101 series	Episode 7 “Feminism” of History 101 series
<b>ORAL PRODUCTION</b>	Time machine (team-game): What happened in...?	Launching your book, presentation to the class.	Put yourself in her shoes: an interview with a feminist icon (role play)



The first term contains three units exploring relevant topics from past years (such as the exploration of the outer space, the decoding of the genetic code or the feminist fight along history) which have changed the world we live in today. The grammar points covered are past time expressions and their duration, frequency and order in the timeline, and will be found in both oral and written comprehension texts. Both input and output will address different formats and registers, presented through motivating and appealing tasks. Most of the activities will involve both text and images in order to facilitate comprehension and to support production. Students will be constantly exposed to real language, as audio-visual and written materials are extracted from authentic texts. Along this term, students will be asked to read *Goodnight Stories for Rebel Girls*, a literary work closely related to the topic of the third unit, feminism, and the greatest achievements of (mostly unknown) women whose actions and discoveries were relevant to scientific progress (units 1 and 2).

### 2.3.2 Second Term.

2 <sup>nd</sup> TERM	UNIT 4 Follow me	UNIT 5 Pretty as a picture	UNIT 6 Bad news travel fast
<b>TOPIC AND VOCABULARY</b>	Utopia vs. dystopia. Pros and cons of the digital revolution	Willpower: are social networks a tool or an addiction? Social approval: self-acceptance and “pretending to be”	Conspiracy theories and fake news. Critical reading of double meanings and hidden messages
<b>GRAMMAR</b>	Relative clauses	Conditional sentences	Reported Speech
<b>WRITTEN COMPREHENSION</b>	Reading Facebook posts on how social media improved people’s lives during lockdown	Analysing proved data on social networks’ influence on adolescents (scientific article)	Deconstructing political claims on Twitter
	Term Reading: <i>Do Androids Dream of Electric Sheep?</i>		
<b>WRITTEN PRODUCTION</b>	Approaching our elders: Grandpas, how was life before social media?	“Taking out filters”: Creating a post on a collaborative blog	The FakeNewspaper. Writing an article on a made up story

<b>ORAL COMPREHENSION</b>	Selected fragments of the documentary “The Social Dilemma”	Selected fragments of the documentary “The Social Dilemma”	Selected fragments of the documentary “The Social Dilemma”
<b>ORAL PRODUCTION</b>	Recording an IGTV video: How has technology improved or worsen my life?	Auction time! Create your own social media platform and sell it to the highest bidder	Debate: Did news change your opinion on any issue related to COVID-19?

The second term follows an identical structure. The contents are distributed into three units in which social media will be discussed. The same topic will be discussed along the three Teaching Units since I have considered this issue to be particularly relevant for today’s adolescents in their everyday lives without even being conscious of the impact social networks have on them. The documentary “The Social Dilemma” serves as a common thread for the three units, and the fragments presented in every unit will be expressly cropped and tailored depending on the purpose of the unit. The grammatical aspects (relative clauses, conditional sentences and reported speech) will be introduced through *realia* and will help students enrich their written and oral production tasks. Students will be asked to understand, handle and produce texts of different registers and formats, broadening their language spectrum. The “Reading is Living” project will be completed throughout the exploration of *Do Androids Dream of Electric Sheep?* and a critical comparison to Blade Runner, a 1982’s film inspired on the book.

### 2.3.3 Third Term.

<b>3<sup>rd</sup> TERM</b>	<b>UNIT 7 Come rain or shine</b>	<b>UNIT 8 Dead wood</b>	<b>UNIT 9 Neither fish nor fowl</b>
<b>TOPIC AND VOCABULARY</b>	Climate change and species loss. Impact on humans’ life	The high price of plastics. A miracle or a catastrophe?	Environmental impact of fishing. Alternative diets to support sustainability
<b>GRAMMAR</b>	Modal verbs	Passive voice	Comparatives and superlatives

<b>WRITTEN COMPREHENSION</b>	Approaching official documents: The Paris Agreement	Reading comic strips on plastic waste	Critical essays on fast food chains
	Term Reading: <i>No One Is Too Small to Make a Difference</i>		
<b>WRITTEN PRODUCTION</b>	Climate Action: Our own Classroom Agreement	Creating comic strips on plastic reduction	Should I go vegan? For and against essay
<b>ORAL COMPREHENSION</b>	Selected fragments of the documentary “A life on our planet”	Episode 4 “Plastics” of History 101 series	Selected fragments of the documentary “Seaspiracy”
<b>ORAL PRODUCTION</b>	Newscast on climate change related issues	Launching a self-created item produced with recycled materials	Truth and lies: Statements on food industry, finding the odd one out

The third and last term is based on Earth care and human actions that have a great impact on it such as greenhouse gas emission, plastic pollution or food industry. As in the previous terms, the contents are organized in three Teaching Units and the contents are supported by authentic materials. The grammatical structures addressed along these units (modal verbs, passive voice, and comparatives and superlatives) provide nuances for students to use the English language in a more accurate, professional and native-like way. For this term, each unit will be based on one different audio-visual material so that students are exposed to the widest range of English language as possible in terms of register and English variety used. As in the 1st and 2nd term, students will be asked to complete the “Reading is Living” project by exploring Greta Thunberg’s *No One Is Too Small to Make a Difference*, a compilation of eleven speeches on climate change presented by the young activist.

Finally, I want to point out that although pronunciation has not been included in the charts as one of the contents of the Units, it will be explored along the whole academic year. Difficulties and mistakes regarding pronunciation will certainly occur during STT, which is not framed into the “Oral Production” section but takes place in every single lesson. In the

bases of the Communicative Approach, I believe that it would be more relevant and meaningful for students to deal with specific aspects of pronunciation whenever they struggle with any of them instead of presenting a set of pre-established activities involving pronunciation practice in isolation. In order for students to improve their pronunciation, the International Phonetic Alphabet (IPA) will be presented to the group at the beginning of the First Term, so start to understand its functioning and become familiar with the graphic representation of sounds. Moreover, they will be encouraged to use ICT tools such as the webpage <https://tophonetics.com>, so that they can also solve their doubts autonomously.

## **2.4 Assessment**

### **Traditional vs. Alternative Assessment**

Classroom assessment is a process of collecting information that helps teachers understand their students and make informed-based decisions on their programs, improving the quality of both the teaching and learning processes (Volante & Fazio, 2007). Nevertheless, this process has been largely and solely associated to evaluation, concentrating on the results provided by students in a specific linguistic task and reducing the teaching and learning processes to simplistic measures. This misconception entails several problems as far as traditional language assessment is concerned:

Firstly, tests do not reflect the students' language proficiency nor the complexity of the acquisition process and class dynamics. The lack of link between a test and what happens in the classroom is known as the backwash effect (Prodromou, 1995), so the test becomes the most relevant thing in the teaching process and everything that takes place in the classroom will be influenced by it.

Due to the relevance of tests, the language acquisition process is perceived by students as a measurement and passing the test becomes the only learning goal. Therefore, learners

will have the “impression that what matters in language learning is the mark they get” (Prodromou, 1995, p. 19). Similarly, teachers will conceive tests as an end, designing their classroom practices accordingly. As a consequence, it can be affirmed that traditional teacher-oriented measuring tools “have reduced the quality of language learning because teachers (...) tend to teach to the test rather than teach language skills and knowledge necessary for the real world” (Atta Allah, 2012, p.2).

Finally, traditional tests are limited to purely linguistic (often decontextualized) aspects, bypassing the supervision of the full range of educational outcomes such as “the understanding of how to learn, and the ability to work and learn collaboratively in groups as well as independently” (ARG, 2009). Therefore, teachers are failing to help students develop and put these skills into practice.

Alternative assessment, also labelled classroom performance-based assessments or authentic assessments, is a denomination for techniques and procedures established to “overcome the weaknesses of using traditional tests” (Atta Allah, 2012, p. 3). Therefore, alternative assessment represents a shift towards learner-centered and process-oriented methods that not (only) based on objective mastery testing of syllabus content.

The use of alternative assessment techniques brings multiple benefits for students (ARG, 2002), among which I believe the following are crucial:

- a. It helps learners know how to improve. Alternative assessment provides details and guidance in order to help students plan their next steps in their learning process by pinpointing the learner’s strengths (and advising on how to develop them) and being constructive about the weaknesses. This kind of information leads unavoidably to greater effort and success.

- b. It is sensitive and constructive. Although it also underlines students' mistakes in order for them to improve, the main aim of alternative assessment is to recognise the students' educational success, enabling them to have their efforts recognised. By shifting the focus from errors to achievements, assessment is accepted as a natural and central part of the lessons, makes learning pleasant.
- c. It fosters motivation. Providing positive feedback can help students develop their positive self-esteem. This is also supported by the "modelo egodinamico" elaborated in 1976 by Renzo Titone, father of contemporary Foreign Language Teaching in Italy, who states that whenever a positive feedback is sent to the ego during a learning strategy is being performed, the learner is automatically pushed to continue with the process. On the contrary, if the ego receives a negative feedback, the affective filter comes into play and the language learning process fails. (Balboni, 2014).

### **Assessment Strategies**

According to the ORDEN EDU/363/2015, assessment should meet the CFRL guidelines, addressing all the different skills, "poniendo el acento en el grado alcanzado en la consecución de cada uno de los estándares de aprendizaje, y no tanto en el conocimiento de la gramática de la lengua meta" (p. 32785). In order to do so, and following Atta Allah's (2012) recommendations, several strategies will be used and mixed in this Teaching Programme to assess students' progress, so that the final collection of results is as wide, accurate and richly nuanced as possible.

The oral skills will be assessed through different practices along the year, including video recordings, debates, role-plays, exhibitions and presentations. All of them involve an active participation of the students and a high responsibility in their preparation. Therefore,

students will become more aware of their weaknesses and strengths regarding this skill, having the chance to analyse their performance and improve through rehearsal.

The writing and reading skills will accompany and supplement the techniques used for the oral skills in the different Teaching Units. Interactive and collaborative blogs, diaries or newspapers will be the roots of our assessment strategies, promoting group work that allow learners improve their proposals thanks to their peers' suggestions.

Both oral and writing skills will be frequently evaluated through rubrics and checklist, fulfilled by either the teacher or the students themselves (both self and peer assessment), according to the characteristics of the task. Therefore, learners will create and receive specific and detailed feedback on their performances, having the chance to overcome the weaknesses in future occasions. Specifically, self-assessment will be particularly useful for students to reflect on their learning processes and goals, boosting meta-cognitive skills. Moreover, rubrics and checklists will often be handed to students before they actually have to carry out the activity, so they can bear in mind the descriptors and criteria relevant for an accurate performance.

The "Reading is Living" project will be evaluated through a dedicated portfolio, in which students will impress their thoughts on the readings and comparing the books with other sources or their real life experiences, thus promoting critical thinking.

Finally, since the subject content is complemented through the interaction of the key competences along this Teaching Programme, the latter will be individually addressed in different self-assessments along every Unit and will also represent a specific percentage of the final grade.

### **Course Assessment**

The course assessment has been programmed to be holistic, continuous and formative. Holistic since it will be carried out in every Teaching Unit, taking “estándares de aprendizaje evaluables, competencias y elementos transversales” into account. It is continuous since it will be implemented along the whole year, starting from an initial evaluation that allows us to comprehend the level of the students and design the specific activities accordingly. It is also considered formative as it helps us keep track of the students’ progress with detailed information in order to guide learners on the necessary reinforcements.

Taking these characteristics into account, the system of evaluation for every term will be structured as follows:

Due to the relevance of meaningful communication and interaction, production abilities will account for a 50% of the term grade, corresponding to 25% of written production skills and 25% of oral production skills.

In order to enhance and value continuous involvement in the subject, daily participation will represent 15% of the grade, evaluating all kinds of in-class activities that are objectively assessable, such as polls, questionnaires, or individual roles in in-group dynamics.

The project “Reading is Living” will be assessed separately since it reflects out-of-the-classroom individual work and effort. Students will show both comprehension and production skills by creating a portfolio in which they have to include different types of writing compositions: summary, opinion essay and critical essay. This set of duties will represent 15% of the term grade.

They seven key competencies will be addressed in every Teaching Unit and they represent an essential part of the learning process together with the contents of the subject per



se. Therefore, 10% of the final mark will belong to the students' abilities to put these competencies into practice, divided as follows: 5% corresponds to the Learn to Learn competence, evaluated through learners' self-assessments, and 5% belongs to the mastery of the other six competencies, assessed in each Unit through a dedicated Competencies Chart.

As the assessment of this Teaching Programme is formative, a final test will be carried out every three Units. This way we can check students' progress during the Unit, after every Unit and at the end of each Term, to provide them with specific feedback on their learning process and to introduce review activities to cover the elements that haven't been properly and lastingly acquired by learners.

Since English is a summative tool that involves gradual improvement of the linguistic competence, the final grade at the end of the year will be calculated by increasing weighting percentages. Therefore, the first term accounts for a 20%, the second term for a 30% and the third term for a 50% in order to consider students' progress.

### 3. Teaching Unit

#### 3.1 Introduction

The present teaching unit, entitled “Pretty as a picture”, corresponds to Unit 5 in the “Into the Unknown” Teaching Programme and is intended to be developed in the second term. The Unit revolves around the addiction to technology and the side effects of social networks, especially the need for external approval and the constant attempt to reach beauty standards through fake posts. These topics have been chosen due to their relevance in teenagers’ growth and behaviour, since electronic devices and virtual social interaction are key elements in our students’ daily lives. Moreover, dealing with issues that are a crucial part of our learners’ routines can affect their motivation, increasing their willingness to participate in the classroom discussions and consequently raising their interest towards the subject.

The core material of this unit is the documentary “The Social Dilemma”, a Netflix original production released in September 2020, in which Silicon Valley experts share their own experiences in order to warn about the dangerous impact of social networking. The different interviews with ex-employees of the greatest social media platforms and apps are interspersed with real-life depictions in order to show the actual impact of these networks on our social relations, conduct and one’s own self-esteem. Moreover, the selected fragments to be used along the unit allow us to introduce targeted linguistic structures, such as conditional sentences or specific vocabulary and chunks, so that students get familiar with their real implementation in actual and relevant communicative exchanges.

“Pretty as a picture” has been designed to interrelate English language contents, key competences and transversal elements, leading to a complete Teaching Programme that assures students’ integral education, preparing them for an adequate integration into adult life. Therefore, the activities in the following Lesson Plans introduce First Foreign Language

contents (ORDEN EDU/363/2015) by addressing transversal elements like bullying, discrimination or self-esteem, through the implementation of several of the key competences designed at European level (European Parliament & Council of Europe, 2006) and included in the Spanish Educational Law (ORDEN ECD/65/2015), such as Linguistic Communication, Digital Competence or Social and Civic Competences.

This unit is aimed at a group of 1<sup>st</sup> year of *Bachillerato* composed of 22 students, a reduced number due to COVID-19 restrictions and social distancing recommendations. This exceptional circumstance enhances Students Talking Time whilst limiting in-groups work and physical interaction, facts that have been taken into account when designing the activities. The English level in the class is approximately a B1.1 according to the standards established in the CEFRL (Council of Europe, 2001). A greater possibility for daily and frequent participation due to the narrowness of the group seems to have increased students' motivation, which is aimed to be boosted through the implementation of the engaging topics of the present proposal.

### **3.2 Aims and contribution of the unit to the teaching programme**

Every Unit in this Teaching Programme has been designed in order to help students reach certain goals regarding linguistic contents, key competencies and transversal elements. Specifically, at the end of Teaching Unit 5 “Pretty as a Picture”, learners should be able to undertake the following actions:

- To identify and internalise vocabulary on Social Media.
- To understand the relevance of will power and external approval in social networking.
- To reflect on individual behaviour, responsible usage and addiction to social networks.
- To exchange opinions on the topic by tolerating others' opinion and respecting turn taking.

- To understand the functioning of conditional sentences.
- To apply grammatical structures to express hypotheses in written and oral exchanges.
- To improve organisation skills in order to summarise or report information.
- To raise self-awareness on individual learning processes through feedback and self-assessment.
- To enhance critical thinking through the identification of valid data and solid argumentation.
- To boost mutual understanding, cooperation and collaboration.

### **3.3 Contents**

The contents of every Teaching Unit have been extracted from the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (pp. 436-441), that establish the basic knowledge and skills that students should master at the end of every educational stage. These make reference to comprehension and production strategies, sociocultural and sociolinguistic aspects, communicative functions, vocabulary, syntactic-discursive contents and phonetics and phonology. Therefore, according to the indications in the Spanish Official Documents, the contents of the present Teaching Unit “Pretty as a Picture” are the following:

CONTENTS	Comprehension of oral texts (Listening)	Comprehension of written texts (Reading)	Production of oral texts (Speaking)	Production of written texts (Writing)
<p><b>Strategies (comprehension or production)</b></p> <ul style="list-style-type: none"> <li>• Use and application of previous information related to the type of task and theme.</li> <li>• Identification of the type of text.</li> <li>• Understanding of general and specific information.</li> <li>• Inference of meaning through the understanding of significant linguistic elements.</li> <li>• Formulation of hypothesis about content and context.</li> </ul>			<p>Planning:</p> <ul style="list-style-type: none"> <li>• To clearly conceive the message, identifying its main ideas and basic structure.</li> <li>• To adapt the text to the receiver, context and channel, applying an appropriate speech structure and register</li> </ul>	<p>Planning:</p> <ul style="list-style-type: none"> <li>• To recall and use communicative skills in order to effectively perform the task</li> <li>• To identify and use linguistic or thematic resources</li> </ul>
			<p>Execution:</p> <ul style="list-style-type: none"> <li>• To recall and adequately apply previous linguistic knowledge</li> <li>• To express the message in a clear and coherent manner, adapting the oral expression to the formulas and models of each type of text</li> </ul>	
			<p>To apply paralinguistic and paratextual resources in order to compensate linguistic shortages.</p>	<p>To readapt the output of the task after the identification of possible linguistic shortages and the application of available alternative resources</p>

<b>Sociocultural and sociolinguistic aspects</b>	Assimilation of social conventions related to politeness strategies, registers, values, traditions, attitudes and non-verbal communication strategies	Application of social conventions related to politeness strategies, registers, values, traditions, attitudes and non-verbal communication strategies
<b>Communicative functions</b>	<ul style="list-style-type: none"> <li>• Management of social relations in the personal, public, academic and professional fields.</li> <li>• Description and appreciation of physical and abstract qualities of people, objects, places, activities, procedures and processes.</li> <li>• Narration of punctual and habitual past events, description of present states and situations, and expression of predictions and future events in the short, medium and long term.</li> <li>• Exchange of information, indications, opinions, beliefs and points of view.</li> <li>• Expression of curiosity, knowledge, certainty, confirmation, doubt, conjecture, scepticism and disbelief.</li> <li>• Formulation of hypothesis and conditions.</li> <li>• Communication management and discourse organisation.</li> </ul>	
<b>Vocabulary</b>	Lexicon and expressions related to willpower, addiction and external approval regarding social networking.	
<b>Syntactic-discursive contents</b>	<ul style="list-style-type: none"> <li>• Present and past tenses</li> <li>• Time connectors and sequencers</li> <li>• Affirmative, negative, exclamatory and interrogative sentences.</li> <li>• Expression of condition relations (if clauses)</li> </ul>	
<b>Phonology and phonetics</b>	<ul style="list-style-type: none"> <li>• Rhythmic and intonation patterns.</li> <li>• Distinction of minimal pairs or any other phonetic issue that may arise during interaction.</li> </ul>	

### **3.4 Methodology**

For the development of the present Teaching Unit, I have relied on the methodological principles described in Section 2, which are CLT, DBA and TBL. According to CLT principles, “Pretty as a Picture”, as well as the rest of the Teaching Programme, has been designed with the aim of fostering learners’ comprehension and production skills in communicative situations through students-centered activities. Therefore learners will be the protagonists in the different linguistic exchanges and will have the chance to reflect on these processes by receiving feedback from the teacher, their classmates or even themselves. The main aim is to get learners actively involved in the different tasks along the Unit so they have multiple chances to put language into practice. Authentic materials will be the core resource of the different lessons in order to raise students’ interest in the linguistic tasks. Since the primary goal is to promote linguistic interaction, the focus will be on students’ fluency, but without neglecting accuracy. Given the discursive nature of this Teaching Unit, students will be exposed to different discourse genres such as interviews, documentaries and scientific articles through diverse channels and means. The exercises and tasks of every Lesson will be based on different aspects and nuances of the same topic, providing them with a full set of information on the argument, allowing them to discuss and be critical about it.

In addition, TBL settles a framework for students to practice language in real-life communicative tasks. Learners will have chances to create discursive situations in pairs or small groups by using their knowledge of the language first and then focusing on specific language functions, leading to improvement and enrichment of their linguistic skills. The teacher will be a reliable guidance along the process without being neither the centre of the lesson nor the primary source of input.

### 3.5 Resources

With the aim of exposing students to real language, the main resources of the present Teaching Unit and the whole Teaching Programme in general will be authentic materials. Therefore, both oral and written supplies represent actual usage of the English Language in different means, platforms and contexts. In order to be suitable for the students' mastery of the language and the different linguistic aims of the Units, materials are carefully selected and adapted to the learners' needs. The resources needed for the development of the Unit "Pretty as a Picture" are the following:

#### **Didactic resources:**

- Authentic materials (adapted):
  - Clip fragments from the documentary "The Social Dilemma" (Rhodes & Orłowski, 2020).
  - Brief complementary videos on mental health and social media addiction (Ditch the Label, 2017; Exposure Labs, 2021) retrieved from Youtube.
  - Original materials provided by the producers of the documentary (Bingo game, Appendix 2; scientific research and findings, Appendix 3), retrieved from [thesocialdilemma.com](https://thesocialdilemma.com)
  - Scientific article on teenagers' addition to social networks (Fortunato, 2020; Appendix 4)
  - Triggering materials to start up conversations, discussions and brainstorming (Appendixes 1, 6, 10, 13) presented through flashcards (printed) or slides (projected).
- Alternative assessment materials to be filled both by the teacher (Appendixes 8, 12, 20, 23 and 25) and the students (Appendixes 5, 21 and 24).



- Erasable classroom billboard to be completed by students with new vocabulary and expressions identified along the sessions, then classified through graphic organisers.

**Technological resources:**

- Computer and Internet connection
- Overhead projector
- Speakers
- Whiteboard / electronic board
- Students' electronic devices, to be used in specific moments of the different lessons to perform a particular task (controlling their Internet usage in Session 1, looking for supportive arguments for a debate in Session 3, answering a poll in Session 4 or writing a post in a blog, Session 5).

**3.6 Assessment**

As explained in section 2.4 “Assessment”, I have programmed a continuous assessment for this Teaching Programme in order to secure a continuous and independent work rate and learning for students during the course. The aim is to get students deeply involved and interested in everyday classroom activities since all of them will be part of their final evaluation and grade. Most of it will be based on formative assessment, in order to boost students' abilities and drive them towards ownership and improvement of their learning. Nevertheless, I have decided to include a final task-based exam at the end of each term in order to help students consolidate their knowledge by reviewing previous content. Collecting such a detailed and great amount of information allows the teacher to objectively know her/his students and understand their learning processes, being able to provide targeted feedback and create customised remedial programmes or supplementary materials. Similarly, students can approach learning differently since they constantly receive input on their

performance. Therefore, learners can identify and enhance their strengths while tackling and improving their weaknesses.

Students' assessment along the present Teaching Unit will be comprised of students' performance in six different blocks: written production, oral production, daily participation, "Reading is Living" project, key competencies and end-of-the-term test. The corresponding percentages and assessment techniques are the following:

- **Written production:** the assessment of this skill will represent 25% of the final mark. This part of the final evaluation corresponds to the students' ability to convey a message through diverse channels and using different registers. The writing assignment in "Pretty as a Picture" will be the creation of a post in a collaborative blog and will be assessed through a checklist (Appendix 12)
- **Oral production:** corresponds to 25% of the final mark. In the present teaching unit, students' oral production skills will be assessed twice: In Session 3, each learner individual contribution in a debate will be assessed with a rubric (Appendix 8) and in Session 6 students will submit a self-recorded video that will be assessed through a chart (Appendix 23).
- **Daily participation and engagement in in-class activities:** represents 15% of the final mark. This category comprehends students' involvement in either individual activities such as polls and questionnaires (Appendix 9) or in-pairs and in-groups exercises (Appendixes 1, 2, 6, 10, 13, 14, 16, 19 and 21) The completion of these tasks enable the teacher to analyse learners' oral and written comprehension skills.
- **"Reading is Living":** this self-paced project will be developed along the whole term and accounts for 15% of the final mark. In the second term, the project revolves around Phillip K. Dick's "Do Androids Dream of Electric Sheep?" and will be

assessed through a portfolio in which every student must include the following three sections:

- Summary of the book.
  - Thoughts on the work / critical reading.
  - Comparison to other source (film, TV series) or real life event.
- Key competencies: since these are essential elements in the Spanish educational system (ORDEN ECD/65/2015), they will also have a representation in the final mark, accounting for a 10%. The linguistic competence is the central element of every activity along the whole Teaching Programme, so it will not be assessed individually.

The remaining six competencies will be addressed and assessed as follows:

- Reflection journal: Through this tool, the teacher will assess students' Learning to Learn (L2L) competence. This material will be composed of two types of self-assessment: on the one hand, self-assessments directly related to any specific activity or skill (Reading Comprehension, Appendix 5; Oral Production, Appendix 20) and on the other hand a final self-assessment on metacognitive processes at the end of every Teaching Unit (Appendix 24).
- Competencies Chart: This instrument will be designed according to the competencies addressed in every Teaching Unit (Appendix 25). It will allow the teacher to assess learners' mastery of the following five competencies:
  - Competence in Mathematics, Science and Technology. (CMST)
  - Digital Competence (DC).
  - Social and Civic Competences. (SCC)
  - Sense of Initiative and Entrepreneurship. (SIE)
  - Cultural Awareness and Expression. (CAE)

- End-of-the-term test: This exercise will account for a percentage of 10%. This exercise will clarify to what extent students have consolidated new linguistic information and are able to retrieve and apply previous knowledge over time.

### **3.7 Sessions**

The teaching unit “Pretty as a picture” is divided into 6 sessions that last 50 minutes each. The Lesson Plans of the different sessions have been programmed as follows:

#### **Session 1**

Length: 55 minutes

Level: B1.1

This session will serve as an introduction to the topics of the unit, which are willpower and social approval in social networking. Students will be presented several images through flashcards (Appendix 1) in which the reality of social platforms dependence is represented. Students will discuss their impressions on the images in groups, with the students in front, behind or next to them in order to avoid movements and physical contact in the classroom. They will be given 5 minutes to explore the pictures and exchange opinions. Afterwards, learners will be asked to share their thoughts with their classmates for 10 minutes, opening the possibility for a debate whenever they have different opinions on the matter. The teacher will only be a guidance acting as a moderator so that students listen carefully to each other. Then, students will be asked to check in their phones’ settings their screen time management and the time activity of every single social network they use and take down notes of their timings. The data will be collected in order to have a classroom overview of the devices and platforms’ usage and they will be asked to reflect on it. Finally students will be provided with the “Social Media Confessions Bingo” (The Social Dilemma, 2020) (Appendix 2) to be played in the

same groups as before. During the last 10 minutes of the lesson, we will discuss about the most frequent events students have been involved in among the ones cited in the Bingo, asking them meta-cognitive questions such as *Why did you do it?*; *What did you want to achieve?*; *How did it make you feel?*, in order to make them reflect.

## **Session 2**

Length: 55 minutes

Level: B1.1

This session will revolve around the concepts of addiction and willpower regarding social networks. The lesson will start by retrieving some of the ideas of the previous session, asking students if they consider themselves to be addicted to electronic devices or not. After an initial discussion, students will be shown in a PowerPoint presentation some conclusions drawn from scientific research on the topic (Appendix 3), extracted from “The Mental Health Dilemma” in “The Social Dilemma: Discussion and Action Guide” (“The Social Dilemma - Get our conversation tools”, 2021). In pairs, learners will talk about the relevance of these statements, helping them raise awareness on the effect these platforms have on their lives. Then, the main part of the lesson will be based on reading comprehension of a scientific article (Appendix 4) entitled “How Social Media Affects Teens” (Fortunato, 2020). Since it is divided into four sections, students will be working in four groups as well and each group will deeply explore one of the paragraphs. They will have ten minutes to read the paragraph and prepare a small presentation to explain it to their classmates. New vocabulary will be highlighted and extracted by each of the groups, adding it to a class billboard. Afterwards, every group will retell their peers what the corresponding paragraph is about, so in the end everyone knows the content of the whole article. The last ten minutes of the lesson will be devoted to a general understanding of the new vocabulary, classifying it through a graphic

organiser that students will write down in their own notebook. Students will self-assess their reading comprehension through a checklist (Appendix 5) that will be included in their reflection journal.

### **Session 3**

Length: 55 minutes

Level: B1.1

In session 3, students will deepen their knowledge on addiction to social networks. We will refresh the issue by starting with a class-discussion through by triggering students' responses through specific questions (Appendix 6). Then we will play a clip (Exposure Labs, 2021; Appendix 7) that complements the information given in the documentary that focuses on addiction and willpower to control it. Students will have to take down notes of all the issues that influence people's dependence on networking and its consequences (different brain development, anxiety, changes in behaviour and interactions, etc). Then, learners will be randomly assigned roles (for or against) in order to defend or neglect the use of social networks during adolescence. They will be given some time to look up truthful and scientific information on the Internet to support their position. During the rest of the lesson, students will have to present their arguments to rebut someone else's claim. Every student will have to participate at least once, and their interventions will be evaluated through a rubric (Appendix 8).

### **Session 4**

Length: 55 minutes

Level: B1.1

This session aims to enhance students' knowledge and mastery of conditional structures in a communicative context. To do so, students will have to get involved in conversational situations around different linguistic triggers such as flashcards or clip fragments of "The Social Dilemma". The development of this session will be explained in detail in section "3.8.1 Lesson Plan 1: Session 4".

### **Session 5**

Length: 55 minutes

Level: B1.1

This session will start with a brief discussion on misrepresentation of reality in social media by asking students' thoughts on the quotation "make your life be as amazing as your social media profiles make it seem". Afterwards, they will be asked to answer a poll on their social networks' management (Appendix 9). Students' responses will be collected and commented. Then we will deal with the idea of a real self through the question "Is the you that people see online the real you? Why, or why not?". Students' responses will be analysed in order to spot new vocabulary and expressions that would be written in the classroom billboard. Learners will be given 5 minutes to exchange their opinions on a set of questions (Appendix 10) in pairs and the concept of "curating" social media will be explained. Later on, a video that shows different examples of curation will be played (Ditch the Label, 2017; Appendix 11) and students will share out their ideas about it. After a clear distinction between the "real self" and the "curated self" has been made, students will have to put those concepts into practice by creating a real-self avatar and a curated-self avatar using Avachara (Avatar Character Maker). As a final activity, students will have to publish their avatar in a collaborative blog (Padlet) and describe the reasons behind these differences and the consequences that showing their real self in social media would have in their lives through the

use of conditional sentences. Students' blog posts will be assessed through a checklist (Appendix 12)

### **Session 6**

Length: 55 minutes

Level: B1.1

In this session, students will have the opportunity to put into practice all the knowledge acquired along the Unit. In groups, learners will identify a particular need in society and will design a social platform that successfully covers that need. Learners will present their proposal in an Auction and, through organised discussion, they will choose the network of their interest and will bid on it. The specific development of this session will be explained in detail in section "3.8.2 Lesson Plan 2: Session 6".

## **3.8 Lesson Plans**

### **3.8.1 Lesson Plan 1: Session 4**

Length: 55 minutes

Level: B1.1

Materials: time lock box, flashcards, worksheet, clip fragment, computer, overhead projector and speakers.



**AIMS OF THE LESSON**

**MAIN AIMS:** To talk about action-reaction sequences in both real and hypothetical situations.

**SUBSIDIARY AIMS:**

1. To comprehend and use properly conditional sentences.
2. To introduce vocabulary acquired along the lesson in actual communicative exchanges.

**PERSONAL AIMS:** To help students conceive the English language as a tool to be used in meaningful contexts to convey relevant information about topics of their interest.

**ASSUMPTIONS:** Students are familiar with Conditional Sentences and have control over the use of these structures.

**ANTICIPATED LANGUAGE PROBLEMS:**

1. Students may show eventual problems when applying certain grammatical structures.
2. Students may not feel comfortable or confident enough to express their thoughts and actively participate.

**POSSIBLE SOLUTIONS:**

1. To provide students with activities and examples that will ensure their understanding of conditional structures.
2. To design small-groups and class-group activities so that less confident students can put language into practice in their comfort zone and gradually get used to public speech.

<b>Time</b>	<b>Stage</b>	<b>Procedure</b>	<b>Aims of the stage</b>
4 minutes	Warm-up activity Class group	Teacher brings in a time lock box and asks students questions on it (Appendix 13) so that they start thinking hypothetically.	To encourage speaking practice by activating previous knowledge that serves as an introduction to the topic.
7 minutes	Focus on discourse (task cycle)  Small groups (3-4 students)	Students will be provided with some flashcards (Appendix 14) in which hypothetical situations regarding the time lock box and addiction to electronic devices are presented. Learners will have to discuss these situations in their small groups and come to an agreement.	To trigger relaxed conversations in which students will exchange information using their own knowledge of the language
5 minutes	Focus on discourse (report)  Class group	Through a spokesperson, every group will report their general conclusions to the class group. A brief discussion on them will take place if they provide contrasting answers.	To promote public speech. To improve students organisation and summary skills. To enhance critical listening through the reflection upon others' stories.
10 minutes	Watching a clip  Transition to Focus on Form  Class group	Teacher will play a clip from The Social Dilemma (Rhodes & Orlowski, 2020, 00:32:45 - 00:37:48) in which some conditional sentences are included. The clip, edited with EdPuzzle (Oliete Cruz, 2021) will automatically stop at certain moments of the clip, popping-up multiple-choice or open ended questions (Appendix 15) to boost students' HOTS.	To give students the opportunity to approach a very well structured story, in which new vocabulary and structures are included. To boost critical thinking through the hypothetical and reflective questions included in the clip.
8 minutes	Focus on form (analysis)  Small groups	Students will be asked to identify the conditional sentences present in the clip. Then they will have to draw patterns of the different structures from those sentences and complete the worksheet (Appendix 16), arriving to the general structure through an inductive process.	To raise consciousness on the specific grammatical structure without having any previous explanation of it.
8 minutes	Focus on form (practice)  Small groups	Students will have to provide answers or react to the statements of the flashcards used during the second stage (Appendix 14) paying special attention to an appropriate use of conditional structures. Teacher will go around listening to their conversations and checking that they are using the structures properly.	To put the new linguistic structure into practice in a meaningful context related to the topic of the lesson.

13 minutes	Follow-up  In pairs	Students will perform in front of the class a brief role-play in which they represent a scene similar to the one of the clip, showing how they could have reacted.	To express their own opinion through a review practice of the lesson in which they can implement vocabulary and grammar learnt along the unit.
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### TEACHER'S EVALUATION OF THE LESSON

**WHAT WENT WELL:** Students showed interest towards the lesson due to the wide variation of activities, materials, and relevance of the topic. Brief discussions in small groups seemed to be a very comfortable context for students since all of them participated actively.

**WHAT WENT WRONG:** Some students created a very weak dialogue in their role play as not all the learners feel confident enough to build a discourse without a specific guidance or structure to follow.

**WHAT I SHOULD DO DIFFERENTLY:** I should design worksheets with basic guidelines for students to follow, so that less confident students can have them as a reference.

**WHAT I SHOULD CONCENTRATE ON:** Ensuring the understanding of new vocabulary and structures by repeating them along the unit and including them in different activities.

### 3.8.2 Lesson Plan 2: Session 6

Length: 55 minutes

Level: B1.1

Materials: auction instructions, £500 Play Money, support material (checklist, handout), assessment material (assessment chart, peer assessment worksheet, self-assessment handout), visual material created by students.

**AIMS OF THE LESSON**

**MAIN AIMS:** To present a self-created social network and explain its functioning and benefits in order to raise peers' interest on the product.

**SUBSIDIARY AIMS:**

1. To explain information in an organised way through convincing arguments using connectors and sequencers
2. To implement vocabulary and grammar from the unit.

**PERSONAL AIMS:** To facilitate students' learning process and to raise their interest towards the English language by simulating communicative situations through gamification.

**ASSUMPTIONS:** Students have internalised the linguistic contents of the unit and will be able to introduce them in a targeted communicative situation.

**ANTICIPATED LANGUAGE PROBLEMS:**

1. Some students may not be able to properly retrieve the vocabulary and grammatical structures needed.
2. Some students may not feel confident enough to present their proposal through public speech in front of the class.

**POSSIBLE SOLUTIONS:**

1. Starting with an overview of the most relevant terms, expressions and structures dealt with during the unit so that lower proficiency learners can recall them.
2. To assign different roles to the members of each group, asking them to choose the spokesperson and encouraging the other learners to give their best during the preparation phase.

Time	Stage	Procedure	Aims of the stage
5 minutes	Warm-up activity  Class group	Through the guidance of the teacher, students review the most important terms, expressions and grammatical structures of the unit so they can introduce them in the main activity of the lesson.	To help students recall previous knowledge to be used along the different linguistic exchanges.
3 minutes	Explanation of the main task (presentation)  Class group	Teacher will explain the dynamics of the lesson (Appendix 17), in which students will have to design their own social media platform and sell it to the best bidder in an auction. Students will be provided with a checklist (Appendix 18) in order to bear in mind the elements they must include in their presentations. While one group presents, the rest of the students must take down notes in a handout (Appendix 19) in order to collect information and then compare the different proposals. Each group will be given £500 Play Money to bid.	To provide guidance for students to properly organise their discourse. To encourage inner understanding of learners' strengths and exploit their potential. To assist students in the establishment of roles so that group work is the most efficient possible.
12 minutes	Preparation of the task  5 groups (4-5 students)	In small groups, students will have to come up with an original social media platform idea. They must introduce all the elements in the checklist (Appendix 18). Each group can freely decide how to present their proposal and will choose one spokesperson.	To boost learners' HOTS through creative activities. To foster students' use of language in communicative targeted situations.
20 minutes	Oral presentations.  Class group	The spokesperson of each group will explain the class group their proposal, detailing its characteristics and benefits. Every presentation will last a maximum of 4 minutes, including a possible round of questions. If any question comes up, all the members of the group can participate to provide the answer. Teacher will assess students' performances through a chart (Appendix 20) based on the checklist provided to students (Appendix 18).	To promote adequate organisation of information to achieve communicative goals. To foster critical understanding of messages. To enhance learners' active interaction.
5 minutes	Groups discussion  Small groups	After all the proposals have been presented, the members of each group will reunite to discuss and rate the different social networks. Each group will have to establish an estimated value for each proposal in order to distribute the £500 properly.	To reinforce discussion and exchange of views through identification and proposal of valid argumentation.
5 minutes	Auction  Small groups and class group	Students will bid on the different proposals. Teacher will act as mediator. They can raise their bids as many times as they consider appropriate. Students can split their purchase by buying company's shares if they reach an agreement with another group.	To boost adaptation to changing circumstances through immediate reaction. To promote students' mutual understanding

			by reaching agreements.
5 minutes	Peer assessment  Small groups	Students will provide feedback to the other groups by fulfilling a peer assessment worksheet (Appendix 21). Every group will have one minute comment on each group's presentation. When time is up, the worksheets will rotate clockwise so that another group can provide feedback. This process will continue until every group receives their peer assessment worksheet.	To foster learners' critical thinking. To raise collaboration in order to assist others in their self-improvement.
At home	Metacognitive evaluation and self assessment.  Individually.	Students will record themselves explaining their individual participation on the project. Besides describing his/her proposal, the student will have to reflect on a series of questions (Appendix 22). Students' will be individually assessed through a chart (Appendix 23). Moreover, every student will fill out a self-assessment form on the unit (Appendix 24) that will include in the reflection journal.	To value individual contributions and effort providing opportunities to express themselves in relaxed contexts. To help students reflect on their personal progress to improve the quality of their learning processes.

### TEACHER'S EVALUATION OF THE LESSON

**WHAT WENT WELL:** Students showed great interest in the activity since they were the protagonists of the activity.

**WHAT WENT WRONG:** Some proposals were clearly weaker than others so students did not effort to win the bid, leading to a sense of failure by some of the groups.

**WHAT I SHOULD DO DIFFERENTLY:** I should have proposed the activity in two different sessions (preparation and auction) so that I could analyse students' proposals and provide them with feedback to improve them and even the quality levels.

**WHAT I SHOULD CONCENTRATE ON:** Give prominence to low proficiency students by creating opportunities to rehearse in safe and relaxed contexts so that they gradually feel comfortable enough to perform public speeches, since high proficient students will find spaces to actively participate anyway.

#### 4. Conclusion

In this Final Master's Thesis I have developed a Teaching Programme aimed at students in their first year of *Bachillerato*, following the principles of the Communicative Approach and according to the CEFR principles and the Spanish Law indications regarding Foreign Language Teaching. The methodologies chosen as main reference, Discourse-Based Approach and Task-Based Learning, have provided the guidelines for an accurate design of communicative activities aimed at enhancing students' interaction in the target language. The main objective along the whole Teaching Programme has been to place students' at the centre of the class dynamics, helping them improve their English linguistic competence by actively participating in the learning process. The role of the teacher, therefore, is restricted to being a facilitator, providing the appropriate triggers and creating communicative needs along the sessions for learners to put their English knowledge into practice.

The assessment of the students' performance along the year has been designed to be continuous, formative and holistic; continuous since it evaluates students' progress throughout the course, formative since it is intended to regularly provide feedback for students to be conscious about their skills so that they can tackle their weaknesses, and holistic as it also takes into account non-linguistic elements such as key competencies and transversal elements.

The main aim of this Thesis has been to combine relevant and useful contents for the students' accurate incorporation into adulthood with communicative activities that would promote learners' interaction in the target language. Therefore, "Into the Unknown" presents 9 Teaching Units that revolve around historical, current or yet-to-come events that have been, are or will be influential in our students' lives. The resources chosen to create the linguistic tasks are mainly recent authentic materials of diverse register, both written and audio-visual,

combined with specific exercises of my own creation adapted to the students' needs and level that seek to explore particular aspects of the English language that could not be covered by the only use of *realia*. Nevertheless, it is important to bear in mind that the sequence of pre-designed activities has been established as a general framework that could be modified along the course depending on the students' evolution, improvement and involvement. It is crucial to remember that the learners are the central elements in the teaching process and we, as teachers, must keep constant track of their ability to properly participate in the class dynamics, creating a balance that introduces challenging proposals that, at the same time, involve slow learners and low-level students. Moreover, this proposal has been designed for a standard high-school in Castilla y León. If we wanted to implement this Teaching Programme in a different context, the techniques would have to be adapted to the technological resources of the centre, the number of students and the corresponding regional Educational Law.

The creation of "Into the Unknown" has provided me with plenty of opportunities to reflect on the relevance of the teaching and learning processes in our students' personal growth. Thus, I have concluded that teachers must be constantly updated on current methodological principles and practices in order to properly transmit their knowledge to their learners, and that their main goal is to introduce relevant input that can facilitate students' lives according to the new needs and requirements of today's society.



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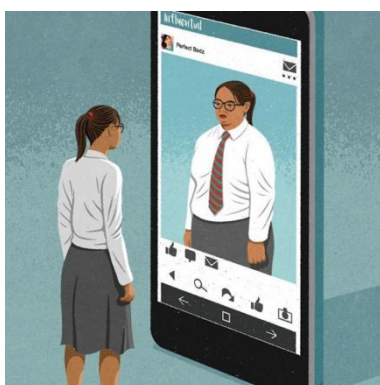
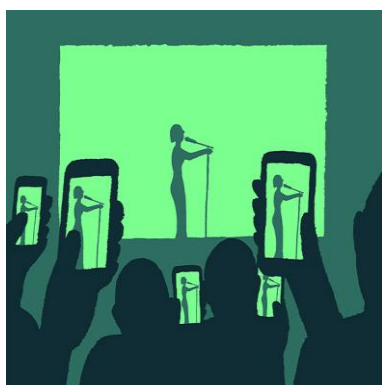
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### 6. Appendix

#### Appendix 1












Illustrations by Pawel Kuczynski, retrieved from <http://pawelkuczynski.com/Prace/Caroons/>


## Appendix 2

# SOCIAL MEDIA CONFESSIONS BINGO

ARE YOU USING TECHNOLOGY OR IS IT USING YOU?

Fell into a deep virtual rabbit hole 	Saw an ad for something I was just thinking about 	Got into a comment war with a stranger 
Scrolled instead of sleeping, driving, or hanging with people IRL 	Signed up to take back control at <a href="https://www.TheSocialDilemma.com">TheSocialDilemma.com</a> 	Obsessed over the perfect selfie or did it for the 'gram 
Followed people who make me feel bad or I don't even like 	Posted an article without reading the whole thing 	Unfriended someone due to their stupid views 

SHARE YOUR CARD WITH #THESOCIALDILEMMA AND TAG FRIENDS TO PLAY



Retrieved from @thesocialdilemma

**Appendix 3****/the mental health dilemma\_**

A third of American adults – and nearly half of those ages 18-29 – say they are online “almost constantly.”

[Pew Research Center, 2019]

**/the mental health dilemma\_**

Teenagers who spend 3 hours/day or more on devices are 35% more likely, and those who spend five hours or more are 71% more likely, to have a risk factor for suicide than those who spend less than one hour.

[Gen, 2017]

**/the mental health dilemma\_**

A 5,000 person study found that higher social media use correlated with self-reported declines in mental and physical health and life satisfaction.

[American Journal of Epidemiology, February 2017]

**/the mental health dilemma\_**

50% of teens report feeling “addicted” to their phones – as do 27% of parents.

[Common Sense Media, May 2016]

**/the mental health dilemma\_**

The average American child receives his/her first smartphone at age 10.

[CQ Researcher, 2016]

**/the mental health dilemma\_**

88% of teens who use social media have witnessed others being cruel online. Children who are cyberbullied are 3x more likely to engage in suicidal ideation than non-bullied children.

[Pew Research Center, May 2018; JAMA Pediatric, May 2014]

Own creation. PowerPoint.

Quotations retrieved from 'The Social Dilemma' - Get our conversation tools. The Social Dilemma. (2021, February 12). <https://www.thesocialdilemma.com/start-a-conversation/>.

## Appendix 4

# How Social Media Affects Teens

Published - December 1, 2020 Updated - April 12, 2021

Teen social media use is a central component of their lives and understanding its effects on teens is important when considering healthy adolescent development and well-being. There is a growing body of research that examines teenagers' patterns of use and how excessive amounts of time spent on social media can adversely impact identity development and self-esteem, communication and social skills, and mental and physical health.

## Social Media & Identity Development/Self-Esteem

Identity development is a central feature of adolescence. Unfortunately, the design and content of social media does not support a path toward authentic self-discovery and, in fact, can significantly undermine and confuse the process. Key elements of social media that can hurt healthy identity development include constant connection, immediate feedback (likes, comments, retweets etc.), FOMO (Fear of Missing Out), selfies and self-promotion, social comparison or information overload.

When they post selfies, teens are hoping to receive positive feedback. This feedback (not their authentic self-knowledge) shapes their beliefs and how they feel about themselves. We are not designed to integrate the social approval of hundreds of people, and yet young people are being compelled to design their lives based on a façade of perfection which is powerfully reinforced by the hits of dopamine. This landscape confuses many teens, which recognize a discrepancy between their authentic experience (natural) and their on-line world (designed).

## Social Media & Communication/Social Skills

While there is plenty of interaction that takes place on social media, the nature of that communication tends to be different than the spontaneous, reciprocal and unscripted dialogues we experience in person. On-line conversations tend to be more carefully crafted, controlled, brief and superficial.

We tend to express more disinhibition due to a perceived sense of anonymity and we are removed from the impact of our words on others. One Survey of children ages 11-18 found that 50% of them agreed with the statement, "I find it easier to be myself on the internet than when I am with people face to face". Moreover, recent research reveals concerning trends in skill deficits related to communication and interpersonal relationships. On-line conversations do not require any reflective or active listening skills, nor do they encourage thoughtfulness about another's feeling or opinions.

## Social Media & Cyberbullying

A culture online that does not promote empathy, coupled with the public, competitive and seemingly anonymous environment of social media, sets a perfect stage for disinhibited and emboldened behavior which easily takes the form of cyberbullying. The most common types of harassment encountered on-line are Name-calling on-line, false rumors spread, constantly being controlled, physical threats, receiving explicit images they didn't ask for and having explicit images of them sent without their consent. A Pew Research Center survey finds that 59% of U.S. teens have personally experienced at least one of these six types of abusive online behaviours.

## Social Media & Mental/Physical Health

Although adolescence has long been understood as a period of increased risk for mental health symptoms, heightened concern has been driven by recent and striking increases in anxiety, depressive symptoms and suicidal behaviour. Rates of suicide among youth aged 10-24 have increased 56% from 2007 to 2017. These rates rose most steeply among 10- to 14-year-old girls, with a rate that tripled between 1999 and 2017.

A 2019 study of more than 6,500 12- to 15-year-olds in the U.S. found that those who spent more than three hours a day using social media might be at heightened risk for mental health problems. A 2016 study of more than 450 teens found that greater social media use, night-time social media use and emotional investment in social media — such as feeling upset when prevented from logging on — were each linked with worse sleep quality and higher levels of anxiety and depression.

Own edition.

Text retrieved from Choosing Therapy. <https://www.choosingtherapy.com/social-media-teens/>.

**Appendix 5**

# Reading comprehension

SELF-ASSESSMENT UNIT N. \_\_\_\_\_

I COULD...	YES	STS	NO
Figure out the topic from the title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deduce the main topic after skimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand the general message of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand nuances and details of the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Infer the meaning of unknown words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarise and/or retell the text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Give my opinion and/or be critical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**HOW CAN I IMPROVE?**

Own creation. Canva.

## Appendix 6

- Do you find yourself unconsciously checking your phone or certain apps?
- Does this – or the impulse to – happen at all while you're concentrated on another activity, like watching a film?
- What emotions seem to trigger this behaviour?
- How often do you check your feed?
- What kinds of emotional responses do you have to the content in your feed?
- What content tends to have a negative impact on your well-being?

## Appendix 7



R. YALDA T. UHLS

Even though social media makes them more anxious.

The Social Dilemma – Bonus Clip: The Mental Health Dilemma

3415 visualizaciones • 10 mar 2021

51 0 COMPARTIR GUARDAR ...

Retrieved from <https://www.youtube.com/watch?v=e7gKbX0QkJQ>

**Appendix 8**

<b>CATEGORY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>UNDERSTANDING OF THE TOPIC</b>	The student did not show an adequate understanding of the topic.	The student seemed to understand the main points of the topic and presented those with ease.	The student clearly understood the topic in-depth and presented their information with ease.	The student clearly understood the topic in-depth and presented their information forcefully and convincingly.
<b>INFORMATION</b>	Information had several inaccuracies or was usually not clear.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Most information presented in the debate was clear, accurate and thorough.	All information presented in the debate was clear, accurate and thorough.
<b>USE OF FACTS AND/OR STATISTICS</b>	Every point was not supported.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was well-supported with several relevant facts, statistics and/or examples.
<b>REBUTTAL</b>	Counter-arguments were not accurate and/or relevant	Most counter-arguments were accurate and relevant, but several were weak.	Most counter-arguments were accurate, relevant, and strong.	All counter-arguments were accurate, relevant and strong.
<b>ORGANISATION</b>	Arguments were not clearly tied to an idea (premise).	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.
<b>RESPECT FOR THE OPPONENTS</b>	Statements, responses and/or body language were consistently not respectful.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	All statements, body language, and responses were respectful and were in appropriate language.



**Appendix 9**

1. Do you curate (pick and choose) the things you post?

---

Yes

No

2. Do you use filters or edit your pictures before posting them?

---

Yes

No

3. Do you keep track of the number of likes you get in a post?

---

Yes

No

4. Do you cancel a post if it did not receive many likes?

---

Yes

No

5. Do you ever post something just to make others envy you?

---

Yes

No

Own creation. Quizizz.

## Appendix 10

- Do you show every single aspect of your life?
- What are the events you post the most?
- Is your profile selfies-based or group pictures-based?
- Is there a part of who you are that doesn't ever change regardless of what you decide to post?
- Are there things of your everyday life that you don't show on social media? Why?

## Appendix 11



Retrieved from <https://www.youtube.com/watch?v=0EFHbruKEmw>

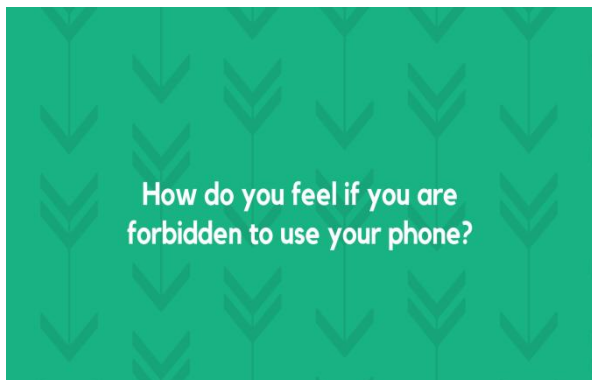
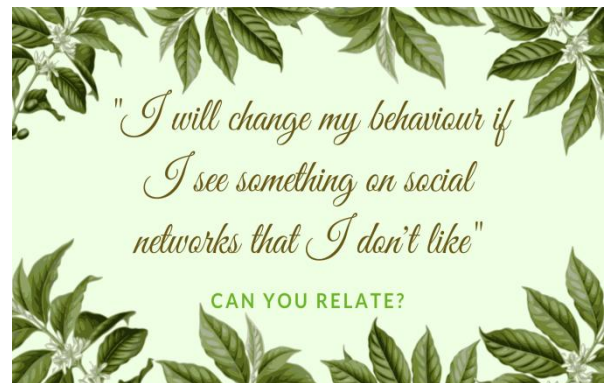
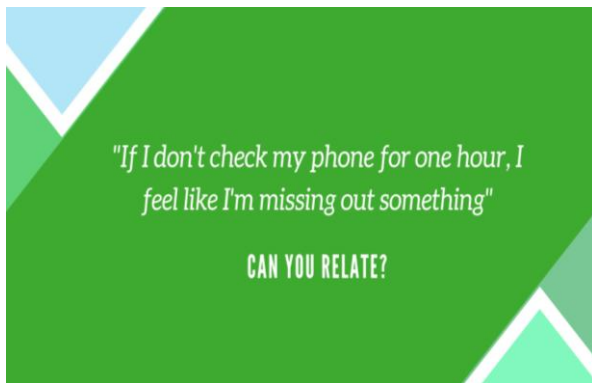
**Appendix 12**

ITEM	DESCRIPTOR	YES	SOMETIMES	NO
<b>VOCABULARY</b>	The writer shows good control of accurate and diverse vocabulary to talk about real-self and curated-self, external approval and social acceptance.			
<b>GRAMMAR</b>	The writer displays good command of sequencers and connectors of comparison and contrast.			
<b>ORGANISATION</b>	The writer presents a numerous variety of ideas in a coherent manner.			
<b>CONTENT</b>	The writer describes the elements that differentiate her/his real-self and the curated-self.			
	The writer adequately supports these differences by explaining the reasons behind them and/or including her/his thoughts.			

**Appendix 13**

- What do you think this is?
- How do you think it works?
- What would you use it for?
- What would you put in it?
- Would you say it's useful to control addiction?
- Have you ever used this (or other) technique to raise your willpower on something?

Appendix 14



**Appendix 15**

List of questions and possible answers that will pop up during the reproduction of the video.

<b>Minute 00:33:13</b>	<b>In your opinion, what is the mother thinking of?</b>	<input type="checkbox"/> She regrets having spent money on that. <input type="checkbox"/> She wants to change the one she has with a new one. <input type="checkbox"/> She thinks it may be useful to face her children's addiction to cellphones.
<b>Minute 00:34:11</b>	<b>Do you think they are going to agree with that proposal?</b>	<input type="checkbox"/> They are all going to agree. <input type="checkbox"/> Some family members may be reluctant. <input type="checkbox"/> They are going to reject the proposal.
<b>Minute 00:34:45</b>	<b>How do you think they are going to react to the notification sound?</b>	<input type="checkbox"/> They are going to ignore it and continue eating. <input type="checkbox"/> They will be curious and ask for permission to check it. <input type="checkbox"/> They are going to immediately stand up and run towards the box.
<b>Minute 00:34:58</b>	<b>Do you believe that she is really going to get another fork?</b>	<input type="checkbox"/> Absolutely! She needs it to eat. <input type="checkbox"/> Nope! She will try to get her phone back for sure.
<b>Minute 00:35:19</b>	<b>How do you imagine she could react?</b>	Open ended question
<b>Minute 00:36:25</b>	<b>How long do you think he spends on social media per day?</b>	Open ended question
<b>Minute 00:36:56</b>	<b>Do you still think it is not a problem?</b>	Open ended question

Edited video available at <https://edpuzzle.com/media/609522707178db416b1ec2ab>

Example of mutiple choice question.

The Social Dilemma (2020) Session 4

Laura Oliete Cruz



MULTIPLE CHOICE QUESTION

In your opinion, what is the mother thinking of?

- She regrets having spent money on that.
- She wants to change the one she has with a new one.
- She thinks it may be useful to face her children's addiction to cellphones.

Own creation. EdPuzzle.

Example of open ended question.

The Social Dilemma (2020) Session 4

Laura Oliete Cruz



OPEN ENDED QUESTION

How long do you think he spends on social media per day?

Rewatch

Skip

Submit

Own creation. EdPuzzle.

## Appendix 16

# CONDITIONAL SENTENCES

IF YOU CAN PUT IT AWAY FOR A WHOLE WEEK, I WILL BUY YOU A NEW SCREEN.

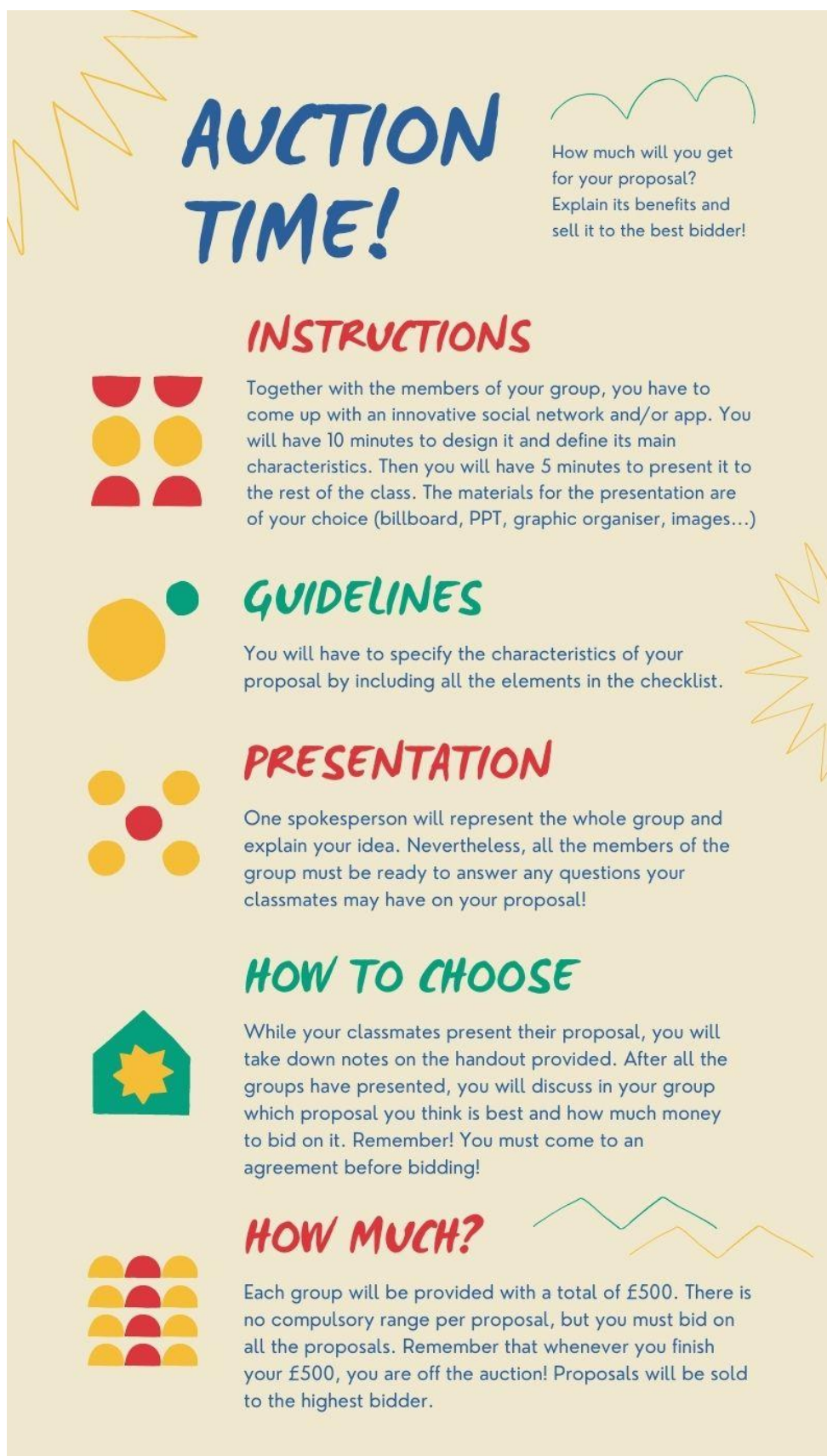
IF YOU WOULDN'T HAVE FREAKED MUM OUT ABOUT OUR PHONES, MY SCREEN WOULDN'T BE BROKEN.

IF IT'S NOT A BID DEAL YOU DON'T USE IT EVERY SINGLE MOMENT.

IF I HAD A BROKEN PHONE, I WOULDN'T BE SO MAD.

	EXAMPLE	STRUCTURE
ZERO TYPE	_____	_____
	_____	_____
	_____	_____
	_____	_____
FIRST TYPE	_____	_____
	_____	_____
	_____	_____
	_____	_____
SECOND TYPE	_____	_____
	_____	_____
	_____	_____
	_____	_____
THIRD TYPE	_____	_____
	_____	_____
	_____	_____
	_____	_____

## Appendix 17



**AUCTION TIME!**

How much will you get for your proposal? Explain its benefits and sell it to the best bidder!

### INSTRUCTIONS

Together with the members of your group, you have to come up with an innovative social network and/or app. You will have 10 minutes to design it and define its main characteristics. Then you will have 5 minutes to present it to the rest of the class. The materials for the presentation are of your choice (billboard, PPT, graphic organiser, images...)

### GUIDELINES

You will have to specify the characteristics of your proposal by including all the elements in the checklist.

### PRESENTATION

One spokesperson will represent the whole group and explain your idea. Nevertheless, all the members of the group must be ready to answer any questions your classmates may have on your proposal!

### HOW TO CHOOSE

While your classmates present their proposal, you will take down notes on the handout provided. After all the groups have presented, you will discuss in your group which proposal you think is best and how much money to bid on it. Remember! You must come to an agreement before bidding!

### HOW MUCH?

Each group will be provided with a total of £500. There is no compulsory range per proposal, but you must bid on all the proposals. Remember that whenever you finish your £500, you are off the auction! Proposals will be sold to the highest bidder.



## Appendix 18



# CHECKLIST

<b>PRODUCT</b>	<ul style="list-style-type: none"><li>■ MAIN AIM/ NEED COVERED</li><li>■ HOW IT WORKS</li><li>■ PROS AND BENEFITS</li><li>■ INSTALLATION AND/OR FUNCTIONING</li></ul>
<b>INFORMATION</b>	<ul style="list-style-type: none"><li>■ CLEAR AND ORGANISED IN SECTIONS</li><li>■ INCLUDING SPECIFIC VOCABULARY</li><li>■ CONDITIONAL STRUCTURES PRESENT</li><li>■ MEANINGFUL AND CONVINCING ARGUMENTS</li></ul>
<b>PRESENTATION</b>	<ul style="list-style-type: none"><li>■ BASED ON A CLEAR INDEX</li><li>■ WRITTEN IN GOOD ENGLISH, NO SPELLING MISTAKES</li><li>■ GREAT, VARIED AND REPRESENTATIVE EXAMPLES</li><li>■ VISUAL SUPPORT CONCORDANT WITH THE CONTENT</li></ul>

**Appendix 19**

**OBSERVE AND COMPARE**

Write down the most relevant information about your classmates' proposals so that you can easily compare when they have all finished presenting.  
You can take down notes of as many aspects as you want!  
E.g.: design, benefits, easy-of-use, relevance...

**GROUP 1**

**GROUP 2**

**GROUP 3**

**GROUP 4**

Appendix 20

**GROUP N. \_\_\_\_\_**

## AUCTION TIME! GROUP ASSESSMENT CHART ✓ ✓ ✓

PRODUCT	P	A	E
<ul style="list-style-type: none"> <li>The main aim / need covered by the platform is clearly explained</li> </ul>			
<ul style="list-style-type: none"> <li>The function of the platform is detailed</li> </ul>			
<ul style="list-style-type: none"> <li>A list of pros and benefits is included</li> </ul>			
<ul style="list-style-type: none"> <li>There are instructions on the platform per se: internet needs, devices required...</li> </ul>			

INFORMATION	P	A	E
<ul style="list-style-type: none"> <li>Clear and organised in sections</li> </ul>			
<ul style="list-style-type: none"> <li>Specific vocabulary and terms</li> </ul>			
<ul style="list-style-type: none"> <li>Conditional structures present</li> </ul>			
<ul style="list-style-type: none"> <li>Meaningful and convincing arguments</li> </ul>			

PRESENTATION	P	A	E
<ul style="list-style-type: none"> <li>Based on a clear index</li> </ul>			
<ul style="list-style-type: none"> <li>Written in good English (no mistakes)</li> </ul>			
<ul style="list-style-type: none"> <li>Great, varied, representative examples</li> </ul>			
<ul style="list-style-type: none"> <li>Visual support concordant with the content</li> </ul>			

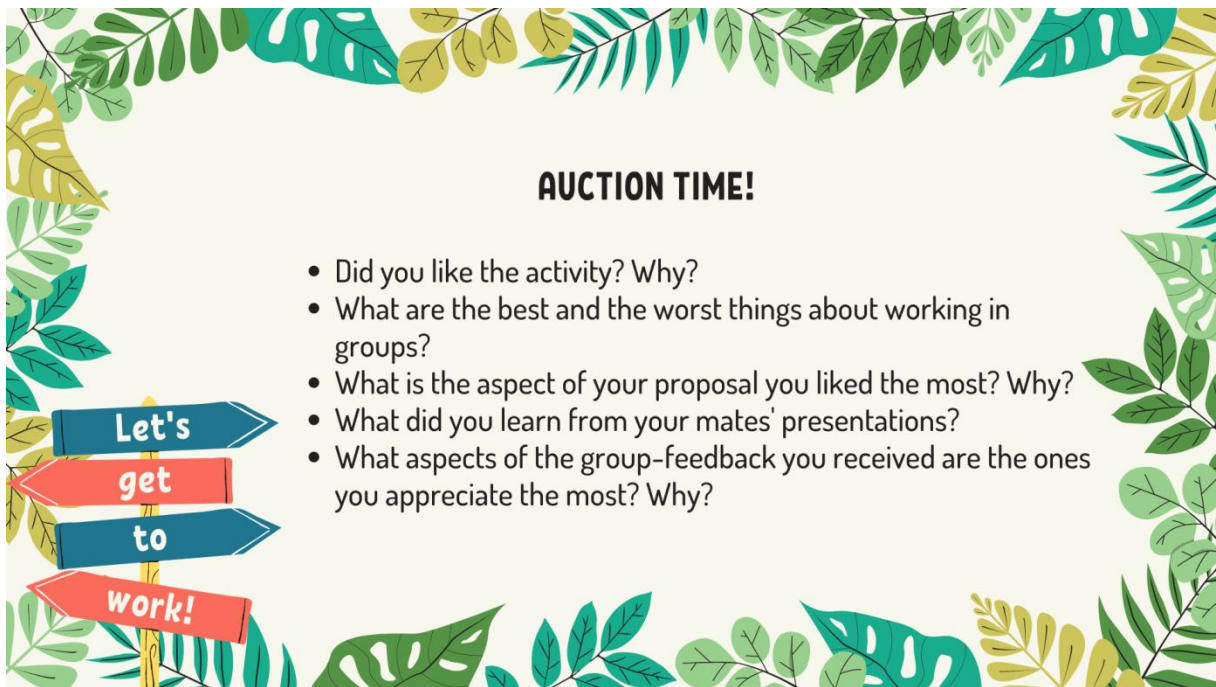
P = Poor; A= Average; E= Excellent

## Appendix 21

5 copies of this worksheet will be printed. Every group will comment on the others' performances. Each group will comment on the things they liked the most and the less. After a minute, they will pass on the worksheet while receiving another one. Worksheets will rotate clockwise. After 5 minutes, every group will have received the feedback worksheet corresponding to their group.



The image shows a worksheet template for peer assessment. It has a decorative background with orange and brown tones, featuring starburst and polka-dot patterns. At the top, a dark grey box contains the title 'PEER ASSESSMENT' in white, bold, sans-serif font. Below the title, the text 'Let your classmates know what you think about their presentation so they can improve!' is written in a smaller white font. Underneath, there is a line for 'GROUP N. \_\_\_\_'. The main body of the worksheet is divided into two large, light pink rectangular boxes. The left box is titled 'WHAT WE LIKED THE MOST' and the right box is titled 'WHAT COULD BE IMPROVED', both in a reddish-brown, hand-drawn style font. The boxes are empty, intended for students to write their feedback.

**Appendix 22**

**AUCTION TIME!**

- Did you like the activity? Why?
- What are the best and the worst things about working in groups?
- What is the aspect of your proposal you liked the most? Why?
- What did you learn from your mates' presentations?
- What aspects of the group-feedback you received are the ones you appreciate the most? Why?

Let's  
get  
to  
work!

Own creation. Canva.

Appendix 23

		Student: _____		
		POOR	AVERAGE	EXCELLENT
<b>VOCABULARY CONTROL</b>	Shows good control of appropriate vocabulary when talking about social networks, addiction and willpower.			
<b>GRAMMATICAL ACCURACY</b>	Shows a good degree of control of hypothetical structures (conditional sentences)			
<b>PHONOLOGICAL CONTROL</b>	Is generally intelligible, despite regular mispronunciation of individual sounds and words he/she may be less familiar with			
<b>FLUENCY</b>	Can express him/herself easily and can keep going comprehensively and effectively, despite pausing or hesitation			
<b>VOICE CONTROL</b>	The speaker displays good intonation (emphasis on relevant words, pauses) and voice volume is accurate			
<b>THEMATIC DEVELOPMENT</b>	Can develop an argument well enough to be followed without difficulty most of the time			
<b>COHERENCE AND COHESION</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points through cohesive devices			
<b>PROPOSITIONAL PRECISION</b>	His/her contributions are relevant, convincing and the main points in the presentation are explained with reasonable precision.			

## Appendix 24



## UNIT 5 PRETTY AS A PICTURE

What have I learnt?

---

What activities/techniques have helped me to learn the most?

---

What are the most problematic aspects that I have faced?

---

What is this unit useful for?

---

In which situations could I apply what I have learnt?

---

Illustration of a pink bear and a yellow tiger dancing with musical notes.

Appendix 25

		Student:		
		POOR	AVERAGE	EXCELLENT
<b>DIGITAL COMPETENCE</b>	Shows awareness of benefits & risks of social networks (Sessions 1-5)			
	Demonstrates mastery in the use of electronic devices and internet through her/his adequate collaboration in an interactive blog (Session 5)			
	Identifies digital needs to be covered through a new Social Media Platform (Session 6)			
	Shows tolerance on others' opinions even in disagreement situations (Sessions 1-3)			
<b>SOCIAL &amp; CIVIC COMPETENCIES</b>	Respects turn taking in oral interaction (Sessions 1-3)			
	Helps classmates along their learning processes by actively collaborating in group-works (Sessions 1-5) and providing useful feedback (Session 6)			
<b>MATHEMATICS, SCIENCE AND TECHNOLOGY</b>	Analyses the changing situation during an auction and manages limited economic resources correctly (Session 6)			
	Shows adequate planning and management skills during the process of transformation of ideas into a product or result, in this case a social media platform (Session 6)			
<b>SENSE OF INITIATIVE &amp; ENTREPRENEURSHIP</b>				