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The implementation of a unit plan to increase
the use of L2 and to avoid the L1 in an EFL
classroom

CLT and Project-Based Learning in a 2nd year of E.S.O

La implementación de una unidad didáctica
para fomentar el uso de la segunda lengua evitando
la lengua materna en una de ILE

*Enfoque comunicativo y aprendizaje basado en proyectos en una clase de 2º
de E.S.O*

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Table of Contents

<i>1. Introduction</i>	<i>1</i>
<i>2. Purpose and Aims of the Dissertation</i>	<i>2</i>
<i>3. Justification, Theoretical and Curricular Framework, Methodology</i>	<i>3</i>
<i>4. Critical Analysis and Discussion of the Didactic Proposal</i>	<i>11</i>
<i>5. Conclusions</i>	<i>20</i>
<i>Works cited</i>	<i>23</i>
<i>Appendices</i>	<i>25</i>
Appendix 1 Assignments used as evidence of the necessity of improvement	25
Appendix 2 Learning Objectives	25
Appendix 3 Curricular contents of the Unit	26
Appendix 4 Evaluation Criteria of the Unit	30
Appendix 5 Lesson Plans	33
Appendix 6 Material	38

Abstract

The main aim of this paper is to propose a unit plan to cut down the use of the mother tongue in an EFL classroom of English at a secondary level. After the observation task during the teaching practice period, a necessity to improve the English fluency of the students arose. All these problems, as well as mispronunciation, were due to the excessive use of the mother tongue in class. Through this unit plan, students find different activities which are interesting for them because keeping students motivated is very important in order to raise their interest in the subject. Therefore, the methodology employed in this unit is the cooperative learning and the PBL method. Consequently, the unit plan is divided in the different stages of the PBL and the activities are based on the CLT approach and the cooperative learning. The topic of the unit as well as the grammar were taken from textbooks of the school.

KEY WORDS: *mother tongue, English as a foreign language, cooperative learning, communicative language approach, project-based language learning, interaction, motivation.*

Resumen

El principal objetivo de este trabajo es la propuesta de una unidad didáctica que reduzca el uso de la lengua materna, en este caso el español, en las clases de inglés de secundaria. Tras la realización de la tarea de observación durante las prácticas, se encontró la necesidad de mejorar la fluidez de los estudiantes al hablar en inglés. Estos problemas, incluida una mala pronunciación, surgen a causa del abuso de la lengua materna en clase. Con esta unidad didáctica, los estudiantes se encuentran con actividades que les resultan interesantes y les mantienen motivados, algo muy importante para aumentar su interés en la asignatura. Por lo tanto, se van a emplear varias metodologías en esta unidad didáctica como el aprendizaje cooperativo y el aprendizaje basado en proyectos. Entonces, esta unidad se va a dividir en los diferentes pasos que se llevan a cabo durante el aprendizaje basado en proyectos y las actividades se van a basar en el enfoque comunicativo. El tema de la unidad y la gramática es de los libros del colegio.

PALABRAS CLAVE: *lengua maternal, inglés como lengua extranjera, aprendizaje cooperativo, enfoque comunicativo, aprendizaje basado en proyecto, interacción, motivación.*

1. Introduction

This dissertation aims to present the implementation of an innovative unit plan that meets the necessity to improve the speaking skills on the students. This necessity arose because the English teacher kept using the L1 during most part of the classes and she used to follow the book, making the classes too traditional and centered on the figure of the teacher. Consequently, this unit plan is prepared to be implemented in the 2nd course of Secondary Education in one of the bilingual groups of the María Auxiliadora School. This group was made of 11 students, 6 girls and 5 boys. Their English level was really good for their course and they had a good command of the grammatical contents. However, during my two teaching practice periods, I could realize that the English teacher used the Spanish (L1) in class. Therefore, the communication between teacher-student and student-student was in Spanish. As a result, they did not have the opportunity to use the L2, which made them have fluency problems when talking in English. What is more, they did not feel motivated at all in the classes because the process was always the same: students were asked to do homework and then, they checked the exercises in class the following day. The English classes were focused on the grammatical and vocabulary contents and there was little interaction. It is also important to notice that due to the Covid-19 situation the teacher could not do many of the activities because of the social distance requirement.

The use of the L2 in an English Foreign Language (EFL) classroom is very important because it is when the students have contact with the L2 and they have the opportunity to listen to it and use it to communicate. What is more, schools are concerned about the importance of English nowadays, and they feel the necessity to improve their English level in their classes. This is the reason why in the school I did my teaching practice, they had a bilingual program. This program starts in the first course of Secondary and the parents are the ones who decide if they want to have their children in the bilingual group or not, being able to change their children to the other group the next course if they notice their children do not have the level to be there. In this bilingual program, great part of the subjects were taught in English and the textbooks were also written in English. Some of these subjects taught in English were history, science, arts, physical education or music.

Regarding the paper, the first part is going to focus on the theoretical framework and the methodology employed for the development of the unit plan. First, it will center

on the use and influence of the L1 in an English classroom and then on the unit plan and the methodologies used: Communicative Language Teaching (CLT), cooperative learning, Task-based Language Teaching (TBLT) and the most important, the Project-Based Language Learning (PBL) in whose steps this didactic unit plan was structured. Therefore, those theories are the ones upon the unit plan is based along with the LOMCE and the Aragonese Curriculum.

The second part of the paper will focus on the unit plan and its implementation in the classroom to meet the need to improve the speaking skills of the students. By using the cooperative learning, the CLT approach and the PBL methodology, this unit plan intends to increase the fluency of the students and to engage them in real-life conversations through the interaction student to student and student to teacher. They are also going to put into practice the corresponding grammar and vocabulary content established in the Aragonese curriculum. What is more, the topics will be of interest to the students, what will raise their motivation as Dörnyei defends. Finally, the conclusion will be a reflection about the results obtained through the implementation of this unit plan to know if it was successful or not.

2. Purpose and Aims of the Dissertation

The purpose of this dissertation is to show that it is possible to avoid the use of L1 in an EFL classroom. This would lead to an improvement of the fluency and pronunciation of the students. This objective is going to be carried out through the implementation of an innovative unit plan focused on the cooperative and Project-based Language Learning (PBL). This unit plan uses interactive activities which will help the students to improve their speaking skills and their fluency, as well as to take part in real-life conversations creating hypothetical situations.

The unit plan of this dissertation focuses on different interactive activities which aim is to force students to use the L2 as the vehicular language in class, taking into account that it is the only moment of the day when they can be in contact with that language. This necessity to improve the speaking skill in the English class at schools was found during the teaching practice periods. The teacher usually talked to the students in Spanish making them put little effort to use the L2. Therefore, when the students had to use English in a speaking activity or other kind of activities, it was a bit difficult for them because there was a clear lack of fluency as well as mispronunciation, even when their grammar level was adequate to their English level. Due to the lack of practice, there was an absence of

confidence in the students. This unit plan will intend to help the students to feel more confident when talking in English. Consequently, the main aim of this project is that at the end of the unit plan, students have been able to understand all the activities and carry them out successfully, participating in class and avoiding the use of their mother tongue even when talking with their classmates. This is going to lead to a better fluency when talking in English because students will have lost the insecurity they felt when using the L2 as the vehicular language in class.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1 Justification

During the two teaching practice periods, I was allowed to gather some information assisting to the classroom as an observer (see appendix 1) in order to discover one need to plan my final dissertation and create a unit plan to cover that necessity. The need I found was that the main language spoken in the EFL classroom was the mother-tongue (Spanish). For that reason, students had a clear lack of fluency when using the English language to communicate. Apart from this lack of fluency, there was also a real demotivation concerning the English subject. Students usually did the exercises from the textbook at home and then, they checked them in class as a routine. As a result of that, they were bored in class. A change in this habit was necessary to make them feel more motivated about the subject because as Dörnyei says: "Motivation is one of the main determinants of second/foreign language (L2) learning achievement." (1994: 273).

After identifying the necessity, this unit plan was created and implemented in the classroom to improve their fluency and pronunciation when talking in English and consequently, to cover the need found. The main methodology of this unit plan is the PBL taken from the subject "Design of learning activities" (see appendix 1). This didactic unit is divided in 6 different lessons and each lesson is a different step of the PBL except the fourth lesson, which corresponds to two different steps: planning and creation. Apart from that methodology, the CLT approach, the task-based teaching and the cooperative learning were used to complement the PBL. All these methodologies have been chosen because they focus on form and on the communicative competence of the language; what is more, they stand up for the use of authentic materials in class. This is important to achieve the objective of this unit because the classes are more interactive and participative and students are forced to use the English (L2) to communicate. If they listen to English and practice it, they are going to improve both their fluency and their

pronunciation. On the other hand, they are going to face real world situations. As the activities chosen for the unit plan were different from their routine and more dynamic, these tasks could raise their motivation and help them in their learning process.

3.2 The curricular framework

This didactic unit has been developed according to the following documents: Orden ECD/489/2016, Orden ECD/624/2018 and Orden ECD/65/2015. These documents correspond to the LOMCE Aragonese Curriculum, the requirements of evaluation in the secondary courses and the key competences. More specifically, the information used from these documents to develop this unit plan is the one concerning the 2nd year of ESO.

As it will be developed below in the fourth section of this dissertation, the unit plan contributes to the acquisition of the Key Competences of the Orden ECD/65/2015, which are the linguistic-communicative competence (in Spanish corresponds to CCL), the digital competence (Spanish acronym CD), the learning to learn competence (CAA), the social and civic competences (CSC), the sense of initiative and entrepreneurship competences (CIEE) and the cultural awareness and expression competence (CCEC).

The Aragonese Curriculum normative for the first language English subject has its basis on the Common European Framework of Reference for Language (CEFR, 2001). The CEFR focuses on the communicative approach of the language and, therefore, the methodologies employed in this unit plan follow this approach and the focus on meaning rather than on form. The methodologies employed are the PBL method, the CLT approach, the task-based learning and the cooperative learning methodology. These methodologies are used because as it has been said above, the objective of this dissertation is to propose a unit plan which encourages students to speak English, improving their fluency, pronunciation and confidence when talking in English. This is also one of the goals of the Aragonese Curriculum, that at the end of the course, learners would be able to communicate in English.

Furthermore, the topic of this unit plan is one established by the Aragonese Curriculum and also by the school. The topic follows the textbooks of the subject, therefore, the contents of grammar and vocabulary are the ones they have to learn during the teaching practice period.

Finally, the methodological principles. In the Aragonese curriculum there are various methodological principles that have been employed in this unit plan and they will

be developed in depth in the fourth section of this dissertation. Those principles are the following: meaningful learning, autonomous and cooperative learning, multiple intelligences learning and the development of motivation and creativity.

3.3 The theoretical framework

The main objective of all the methodologies used for the elaboration of this unit plan are very similar. Therefore, these methodologies complement one another to help the students in their learning process of the L2 and make them feel more confident when using the English to communicate. The PBL methodology and CLT approach focus on the communicative competence, as it is going to be explained below. To support this focus on the communicative competence, the activities of this unit plan are task-based and are focused on meaning rather than form. Moreover, students will have to know how to work in groups, which leads them to develop the cooperative and collaborative learning.

Task-based language teaching (TBLT)

This method complements the CLT approach because the aim of both methods are very similar. They focus on the communicative function of the language. While the curriculum of the subject is based on form, the tasks change the focus to meaning. Therefore, these new methodologies that focus on meaning could be the solution for the L2 teaching and learning problems because, as Stern (1983) states, after years of instruction students were not able to achieve a good ability to communicate in a L2, and Swain (1985) also pointed out that learners failed to acquire full grammatical and sociolinguistic competence.

Ellis is going to change this traditional way of teaching and learning a language through the task-based language teaching (TBLT). Tasks can be classified in four different types: pedagogic, rhetorical, cognitive and psycholinguistic. The pedagogical classification was proposed by Gardner and Miller and it does not convey tasks as Ellis defines them. Those tasks are more similar to the traditional method and focused on one of the four different skills (listening, writing, reading and speaking) and also on grammar and vocabulary. The rhetoric classification is based on different types of writing communication. The cognitive classification has to do with the cognitive processes that involved the different tasks. Finally, the psycholinguistic classification focuses on a real conversation and whereas it is one or two-ways, the roles of the participants in the conversation become highly important (if they give or receive information, etc.).

For Long (1992), the most important thing to create a task is to choose the topic. If the topic is of interest to the students and it fulfills their communicative needs, they are going to feel more motivated and predisposed to learn the L2. As Dornyei remarked in his work *Motivation and Motivating in the Foreign Language Classroom*: “Make the syllabus of the course relevant, [...] arouse and sustain curiosity and attention [...] [and] increase students’ interest and involvement in the tasks” (1994: 281). Finally, when developing a task, it is important to take into account the task procedures that include the existence of a pre-task or post-task that accompany the main task.

When approaching the learning of a second language, there are two different types of tasks. On the one hand, the task-supported language teaching focuses on a part of the grammar that has been explained before in a more traditional way. These tasks do not portray a real communication and they are more related to the practice part of the 3P’s method. On the other hand, the task-based language teaching has no instructions to carry it out and it is the one used in the unit plan of this dissertation. Therefore, Ellis (2003) established a list of features that an activity has to fulfil in order to be a task:

1. The focus of the activity is on meaning and it has to incorporate a gap that the student has to complete or guess.
2. It must show a real world English.
3. It has to make the students use at least one of the four skills when learning a new language: listening, speaking, writing or Use of English.
4. It has to engage different cognitive processes
5. Finally, the activity has a clear non-linguistic outcome, therefore it has a communicative outcome.

The CLT approach

Richards and Rodgers (2014) defined the Communicative Language Teaching (CLT) as an approach to language teaching which is different from a methodology. It is important to remark this because an approach can portray different methodologies and methods. This teaching approach is focused on the communicative function of the language. Therefore, the main objective of this teaching approach as Brandl indicates “is to make use of real-life situation that necessitate communication” (2008:5). Consequently, CLT aims to improve the students’ fluency in the target language (TL)

rather than the accuracy which was the focus of the traditional teaching method. This traditional method is less practical when using the TL in a real-situation out of the classroom context. What is more, CLT approach focuses on all the components of the communicative competence. This method is useful for SLA classes because as Howatt defends “language is acquired through communication” (1984: 279).

As it was said above about the Task-based methodology, Lightbown (2000) defends that CLT appeared due to the discontent with the pedagogical approaches of that moment and this approach was supported by the SLA research. What is more, the CLT approach defends the use of authentic materials to teach language.

Brandl (2008) and Brown (2007) conveyed different characteristics of this approach. The first characteristic is that CLT uses task-based activities that focus on the use of grammar and vocabulary for a particular purpose; this means it focuses on meaning through a real-world communicative situations and contexts. For the unit plan of this dissertation, all the materials employed are authentic even when in some cases they have been adapted. Since the main objective of this didactic unit is to improve the student’s fluency, it is focused on meaning and it has different task-based activities.

Second, the importance of practicing the language orally in order to achieve more fluency. Therefore, fluency and accuracy are key elements to engage students in the use of the TL. Apart from this, the amount of input needed to retrieve the language in our brains is one of the most important principles of the CLT. Therefore, this linguistic approach encourages teachers to use the target language (TL) as much as possible because students are going to receive more input. This is crucial to achieve the improvement of fluency and pronunciation in students and it was the need found in the school María Auxiliadora. Along with this characteristic, it is important to remark that the input received has to be meaningful for the students.

Third, the role of the teacher in this approach is as facilitator instead of the authoritative that was entailed in the traditional method. In the CLT approach, the teacher guides and encourages the students during their learning process. About the role of the students, they take an active role in the CLT approach, and they have to participate in the class to achieve a better language acquisition. The students are also more autonomous in their learning process, and therefore, they are more aware of their knowledge. Unfortunately, the traditional method is still used in schools.

Finally, the importance of corrective feedback in the learning process, either positive or negative feedback. Through the PBL method there is one step dedicated just to the feedback and assessment. This is going to be portrayed in this unit plan through checklists for the self-assessment and peer-assessment. There are also other important factors for the learning process as could be the motivation or anxiety felt by the students in class when they have to participate or do an exam.

As the next section will explain, a great part of the characteristics of the CLT approach connects with the PBL methodology, as is the case of the roles of the teacher and the students.

The Project-Based learning

The project-based learning is a methodology focused on the student, giving him/her more autonomy and control over his/her learning process. The teacher is just a facilitator who helps the students and gives them the appropriate instructions to carry out the tasks. This is totally different from the traditional method in which the teacher was the authoritative figure and model of the classroom and the role of the student was passive. The PBL makes the students feel more motivated with the idea of learning because they have control over their learning process. Holm defines the PBL as a “[period of time] during which students select, plan, investigate and produce a product, presentation or performance that answers a real-world question or responds to an authentic challenge” (2011: 1).

As it is said above about the CLT approach and the Task-based Teaching, the PBL also focuses on real world situations and conversations using authentic materials. In this unit plan, the class has been divided in groups of three, consequently, students had to work cooperatively and collaboratively to achieve the demanded project. The classmates help one another during the project and what is more, this method forces the individual students to work cooperatively because in order to obtain a good mark or a good project, the equal participation of all the members of the group is essential. Students have also to assign a role to the members of the group bearing in mind the strengths and weaknesses of all of them. More specifically, in the master, Vicky Gil provided us with a specific method which was the Project-Based Language Learning (PBL) focused on the acquisition of a L2. This method is divided into seven different steps:

1. *Activation of schemata*: the objective of this step is to activate the previous knowledge of the language (vocabulary, grammar, etc.) needed for the unit plan and to present the challenge that students have to face.

2. *Discovery*: at this stage, students have the opportunity to observe and discover the language in order to internalize the comprehensible input.

3. *Deepening*: at this point, students have internalized the input and they have to put it into practice through communication. They are triggered to make hypothesis and think about different ideas for the challenge.

4. *Planning*: after these first steps, students have to organize their ideas for the final project and demonstrate through it what they have learnt in the past lessons.

5. *Creation*: then, students start to create their project using all the contents they have learnt in the previous tasks and steps of the PBL.

6. *Publishing*: at this moment, students will share their final project with the rest of their classmates through a short presentation in which all the members of the group have to participate equally.

7. *Assessment and reflection*: finally, their project will be assessed by the teacher and their classmates. Apart from that, they have to write a reflection about their project and the learning process during this period.

Apart from these steps, Henry (1994) proposes three different types of projects depending on the level of involvement of the teacher and the student. First, the *structured* project in which the teacher gives the methodology, the topic and the materials. The *semi-structured* project is when the teacher only provides the methodology. Finally, the *unstructured* project is defined by Henry as followed: “[students have to] design, conduct, analyze and resent their findings on a topic of their own, choosing information they have located” (1994: 14). This final project, as Henry defined it, is the one applied in this unit plan.

Finally, this methodology alongside with the cooperative learning are two ways to adapt the learning process to all kind of students avoiding the possible differences in the pace of their learning.

The cooperative learning

This methodology was first proposed as a teaching methodology by Kagan (1994), who defines it as a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Therefore, this methodology focuses on the social and communicative part of a language. In this unit plan, they are going to work in groups to do a project and, therefore, to obtain good marks in the tasks it is necessary to work with other classmates, not just individually. This methodology encourages students to exchange information and give their opinions using the L2. As in the abovementioned section about the PBL, the role of the teacher is going to be the same, he/she has to guide the students and follow their conversations to give corrective feedback if it is necessary.

Montaner (2020) talks in his article about the cooperative learning characterizing it with the Kagan's principles:

“[In the cooperative method] positive interdependency occurs, which enhances the communication within the group and allows group members to comprehend that the main purpose is to carry out various tasks in a collaborative way. Individual responsibility is also important. The various tasks should be equally distributed among learners and, lastly, simultaneous interaction implies opinion exchange and decision making, which is agreed by students when solving the dialogue task.”

3.4 Methodology

This unit plan was designed to be put into practice during my teaching practice at CEIP María Auxiliadora. Its main objective is to communicate in English, practicing the speaking which, until the moment, was nearly inexistent inside the EFL classroom. Therefore, the first task was to observe how the teacher gave the classes and be able to identify a necessity to do a unit plan.

The next step was to look for the methodologies that could be employed for this unit plan. As mentioned above, the tasks are organized in the seven steps of the proposal of PBL by Victoria Gil (activation, discovery, deepening, planning, creation, publishing and assessment). As a great part of the activities are tasks, it is a task-based teaching and the unit plan is portrayed in the CLT approach. Finally, the cooperative learning methodology is employed since students are working in groups. It is important to note that the groups were formed the first day of this lesson plan and, due to Covid restrictions, these groups were maintained for the rest of the activities; if students had to work in pairs,

they made the pairs with their team mates and they avoided exchanges between different groups. In a different and ideal situation, the communication could be more varied and they could interact with more students. Even so, thanks to the ICTs, students were able to communicate via online through different platforms and they could access to the projects of their classmates online.

After knowing which methodologies are employed to encourage students to use the English in different communicative situations, it was necessary to choose a topic. The topic was the one according to what they were studying at school at that moment, but making it more appealing to try to motivate them. It is crucial that the topic, or at least, the communicative situation would be of their interest in order to raise their motivation.

Finally, the unit plan was put into practice in class obtaining good results. Students were motivated when doing the activities and they made the effort to use the English to communicate with their peers. At the end, all of them did a self-reflection about their learning process and also a self and peer-assessment of the different projects and classroom presentations. This last step helped them to be more autonomous and conscious about their improvement and their necessities during their learning process of a L2.

4. Critical Analysis and Discussion of the Didactic Proposal

After the introduction of the theories in which this unit plan was based, this part of the dissertation will focus on the critical analysis of the didactic proposal. As it has been mentioned in various points, the aim of this unit plan is to improve the use of the English as the vehicular language in an EFL classroom where the students have to communicate and express themselves in a different language from their mother tongue. To achieve that, there are different activities and tasks based on the PBL methodology, the CLT approach and the cooperative learning. Another secondary objectives of this didactic proposal are to motivate the students in their learning process of a L2 and to increase the use of technology to make the classes more appealing to them and also to teach the students how to use the internet in a responsible way.

4.1 Contributions to the Curriculum

First of all, as it has been mentioned in the framework, this unit plan is based on the Aragonese Curriculum and more specifically on the first foreign language (English) in the 2nd year of ESO. The specific learning objectives and contents have been adapted from the Aragonese curriculum. On the one hand, the learning objectives from the Appendix 2

are more general and based on the curriculum and, on the other hand, in the lesson plan (see appendix 5) there are the specific contents of each activity and tasks that students have to do.

On the topic of contents, they are divided in four different categories that are related to the four basic language skills: listening, speaking, reading and writing. In the Aragonese Curriculum these categories appear as follow: comprensión de textos orales, producción de textos orales, comprensión de textos escritos and producción de textos escritos. Inside these four categories there are subcategories in which the specific contents are explained (see appendix 2).

This didactic unit plan also contributes to the communicative approach of the language which is one of the main objectives in the Aragonese Curriculum to learn a foreign language. The great part of the activities imply an interaction (oral or written) with their classmates or the teacher in order to share their ideas or knowledge of the topic of the unit. This is going to be explained in the sections below about the lesson plan and its activities. Another important aspect of this unit plan is the focus on the student. The Spanish education and the Aragonese Curriculum are centred on the student. These communicative methodologies are also going to focus on the student as the centre of the learning process. The role of the student is active and he/she is in charge of his/her learning, being a more autonomous and conscious learner.

With respect to the organization of the unit plan, it is divided in 6 lessons because that was the time the teacher of the class usually dedicates to give all the contents of one unit from the book. Therefore, even when the PBL has 7 different stages, the planning and creation stages are going to take place in the same lesson in order to adapt the unit plan to the established plan of the teacher for the whole course.

The evaluation criteria has been also adapted from the Aragonese Curriculum. There will be explained in more detail in the section below dedicated to the evaluation and assessment criteria (also see appendix 4). The evaluation criteria was divided in the same categories as the content, which are the four basic language skills: listening, speaking, reading and writing. That is the way in which categories are presented in the Aragonese Curriculum.

Finally, in the Aragonese Curriculum there are various methodological principles that have been employed in this unit plan in order to obtain a better acquisition of the English as a foreign language:

The meaningful learning that consists on activating the previous knowledge in the students and make connections with the new content. This methodological principle is achieved in the first step of the PBL which is called activation. Through this methodological principle, the student becomes more active and autonomous in his/her learning process. What is more, this methodological principle defends the role of the teacher as a facilitator and the employment of the L2 in class, which is the main objective of this unit plan.

The autonomous and cooperative learning which forces the teacher to respect the different paces at learning that students could have. This principle is achieved through the PBL and the cooperative methodologies that make the students work in groups helping one and other and taking into account their strengths and weaknesses. What is more, through the learning of English as a foreign language, the student could develop multiple intelligences as it is the case of the linguistic and the interpersonal intelligences.

The last methodological principle applied in this unit plan would be the development of motivation and creativity. This is achieved using varied resources and tasks that imply the sociocultural knowledge in the classroom.

4.2. Contribution to the Key Competences

Regarding the Aragonese Curriculum, it is important to demonstrate that this didactic unit contributes to the key competences which appeared in this document. Therefore, this section will show how this lesson plan helps to fulfil some of these key competences.

First, the *Competence in linguistic communication* (CCL). This is the most important competence regarding the subject of first language (English). First, it is important to note that the unit plan is based on the CLT approach and the PBL that encourage the communicative competence. Then, the acquisition of oral and writing skills is developed in this unit plan through different tasks. In the final one, they have to create a blog and write texts putting all the grammar and vocabulary given along the unit plan into practice. There are also more tasks in which they have to write, like the *Padlet* activity (see Appendix 5 & 6) to know their previous knowledge about the grammar of the unit or

the compass points activity to know their strengths and weaknesses with modal verbs. Then, the oral skill is present in a class debate, the roleplay activity in which they have to interact with other classmates and in the final presentation of the project. Through these tasks, students are not only going to practice English and use it as the vehicular language, but also, they are going to learn how to communicate with other people in different situations and registers (informal, formal, etc.) in a real world conversation using authentic materials.

Second, the *Digital Competence* (CD) is very important nowadays because great part of the communication is through the internet or the social media. In this unit plan, students have to work with different web pages and digital tools which will help them to have an appropriate and responsible use of the ICTs. As mentioned above, they have to create a blog and to do it, they have to employ an application as well as programs and tools given by the teacher to help them in their creative process. Then, they also have to use the internet to do a *Kahoot!* in which each group will create one questionnaire and share the links with the rest of their classmates who have to answer them. In class, they will also use different digital resources as *YouTube*, *Google Drive*, *Padlet* and *Mentimeter* to interact with each other or share their opinions and works.

The third competence is *learning to learn* (CAA). Students will achieve this competence through the peer-assessment and the self-assessment checklists during the final presentation of the blogs. Using these checklists and thinking about their learning process and their results, students will show consciousness about what they have learnt and what they can improve. They can also be able to notice what their peers did wrong and compare their results with the ones from their peers. Apart from the checklists, they will do a self-reflection about their learning and what they could have done to improve their results, which help the students to be autonomous and responsible for their learning process. What is more, students also have to do a compass point activity where they have to reflect on their knowledge about the modal verbs in order to answer the questions related to their strengths and weaknesses with them. Reflection about their process is going to raise their self-confidence, as Dörnyei remarks: “[it is] the belief that one has the ability to produce results, accomplish goals or perform tasks competently” (1994: 277). This self-confidence can be achieved through the self-assessment and evaluation which contributes to this key competence.

The *Social and civic competence* (CSC) is focused on the intercultural understanding. To learn a language properly it is important to know the culture associated to it. For that reason, students are going to face different situations in which they have to know how to behave. This is the case of the roleplay activity or the advices they are going to share in their blogs as the final project. This blog is going to be addressed to people from all over the world. Students are going to give advice to people that want to visit Spain or do some kind of sport here, therefore, these people have to know what they can or cannot do, what they should or should not do, etc.

Another key competence from the Aragonese Curriiculum is the *Sense of initiative and entrepreneurship* (CIEE). The educational system focuses on the student, they are the centre of the teaching-learning process. Thus, this competence development is very important to communicate with other people. Students have to have the control over their learning and communicative strategies and be responsible for them. This competence is relevant for the development of the project which consist on communicating with other people around the world through a blog.

Finally, the *cultural awareness and expression* competence (CCEC) is present in this unit through the blog. Students have to give advice about trips, sports or any kind of activity they think that people could be interested in. Therefore, students have to know how to address other people.

4.3 Objectives and contents

The specific learning objectives (see Appendix 2) of this unit plan are to be able to give advice and permission to other people in a real world conversation. To help the students to achieve this objective, they have to create a blog in order to give advice to other people that could want to do some extreme sport or travel to any region of Spain. These objectives are also based on the Aragonese Curriculum for the second course of secondary and more specifically, for the first foreign language (English) subject. As those curricular objectives are based on the CEFR, the activities are focus on the communicative approach of the language, therefore, almost all of them are going to imply an oral or written communication.

As it has been mentioned in the sections above, the main objective of the unit plan is to improve the students' speaking skills like fluency or pronunciation. Consequently, it is important that students interact with their classmates and the teacher using the TL,

which is the main reason why the activities are based on the CLT approach and the PBL methodology. The activities of the first lesson are easiest than the rest because the first day it is important to introduce the students in the new method and that they get used to communicate in English avoiding their mother tongue in the classroom. Then, the activities get more specific and address to the topic and the particular grammar as it is the case of the Roleplay (see appendix 5 & 6). What is more, the first day is also employed to present the challenge to the students and the contents of grammar and vocabulary to activate previous knowledge.

Then, the contents of the unit plan, both grammar and vocabulary, are taken from the textbook of the school. The specific contents are related to dangerous sports, situations or places to travel to and the grammar is based on the modal verbs. The activities try to motivate the students using real world situations and authentic materials. Therefore, the objective is to make them feel that the English is useful to face those different situations and to communicate with others. Some of the activities that encourage students to speak in English are the debate or the roleplay. In the debate, the photos used are from real situations and they have to talk about possible dangers they can face in them. Regarding the roleplay activity, students have to represent situations that they could be living at home or that they will face in a future with their family or friends. Those things make the content more appropriate for them and for their interests, which motivate them to do the activities and learn the language as Dörnyei defends in his work: “increase the attractiveness of the course content by using authentic materials that within students’ grasp” (1994: 281).

4.4 Lesson sequence

This unit plan has been organized through the Project-Based Language Learning (PBL) methodology and following the seven steps proposed by Victoria Gil (2021) in her subject of the Master’s Degree: design of learning activities for EFL. The seven steps that are explained below are activation, discovery, deepening, planning, creation, publishing and assessment and each day, the lesson is going to focus on a different step except the planning and creation stage that are going to take place in the same lesson.

The first day the activation step will take place (see Appendix 5 & 6: lesson 1). First, the teacher introduces the challenge that students have to face during the whole lesson. This challenge consists in writing a blog to give advice about sports or travels that could imply some kind of risk to let the tourists know what they can or cannot do. After

that presentation, they will do different tasks to activate the knowledge they already have about the vocabulary and the grammar they will need to carry out the final project. The task to activate the topic and vocabulary is a task with a pre-task and a post-task. The pre-task is a word cloud through *Mentimeter* (see Appendix 5 and 6); students have to interact with each other and write different words they already know or they can remember related to the topic of the unit. Then, they will have different photos and they have to do a short debate about what are the most dangerous places or activities for them and the reasons why they believe that. To defend their opinion, they are going to use the vocabulary from the word cloud. The post-task would be to write a short reflection about the debate. Finally, through *Padlet*, the students will write what they already know about the modal verbs. Therefore, the main objective of this step is to activate the previous knowledge they could have about the topic and the grammar and also to introduce the challenge and the contents of the unit plan.

In the second day, the tasks have to do with the discovery stage (see Appendix 5 & 6: lesson 2) whose objective is to internalize the comprehensible input. The vocabulary of the unit plan will be presented through a game with *Flippity* (see Appendix 5 and 6). In this game, students will play using the groups of the project and they have to guess the words associated with the definitions given in class. The second activity is a listening with a pre-listening and a post-listening task. First, students have to review the vocabulary that is going to appear in the video, joining the images with their names; after the video, they have to do some exercises. Finally, they will check the exercises in class with the teacher. This activity is going to be individual.

The deepening stage takes place in the third day (see Appendix 5 & 6: lesson 3). This stage consists in putting all the contents into practice through communication with a roleplay activity. Even though, the first activity consists in a self-reflection about the strengths and weaknesses of the students regarding the modal verbs. After this activity, it is when they do the roleplay to put into practice the grammar. They are going to work in pairs; these pairs are done within the team mates of the project group.

The fourth day (see Appendix 5 & 6: lesson 4) entails the planning and creation stages. The publication of the final project is near, therefore, the students have to start planning and organizing their ideas to do it. There is one first activity (a reading activity) which is a blog example given to the students to let them know what the teacher is asking them to do in their final projects. After that activity, they have to go to their groups for

the projects and fill in a chart reflecting on their project and planning it. The rest of the class will be free time for them to start doing the project and this way, they do not need to spend so much time outside the school to finish it.

The fifth day is the publishing stage (see Appendix 5 & 6: lesson 5). In this lesson, the students will share their project. In groups, they will do a short presentation of their blogs. During these presentations, each student is going to have two different checklists, one for the self-assessment and the other for the peer-assessment, and they are going to fill them while they watch and listen to the presentations. After the presentations, they will answer the different questioners of the *Kahoot!* they did at home as homework in the groups of the presentations. These questionnaires are a review for the exam they will have the following day.

The last day corresponds to the assessment and reflection stage (see Appendix 5 & 6: lesson 6). Students will do an exam about the grammar and vocabulary of the unit and a listening activity. After the exam, the teacher is going to give them a feed-back about the blog presentations that they did the day before. The feed-back is going to be as a group and also individual. As the students had to fill in the different checklists for the peer-assessment and their self-assessment, they will also give some feedback to their classmates. Therefore, this last step is very important because it is one of the components that raises the motivation of the students as Dörnyei defends in his article: “Self-efficacy refers to an individual’s judgement of this or her ability to perform a specific action. Attributions of past accomplishments play an important role [...] but people also appraise efficacy from [...] evaluation by others, especially teachers or parents.” (1994: 277).

4.5 Materials

The materials (see Appendix 6) of this unit plan were chosen according to the Communicative Language Teaching Principles, the Project Based Language Learning and the textbook of the school for the students. As the theoretical framework pointed out, the main objective of this unit plan was to trigger students to use the English as a vehicular language in class and create real-life conversations and situations.

This is the reason why most of the activities imply a cooperative aspect in which students have to communicate with each other fostering the use of the English in class. Moreover, these materials and activities are more focused on meaning than on form. It is more important for the students to participate and try to talk in English fluently rather

than doing the grammatical activities perfectly as it is the main objective of their school course and the reason why they were so demotivated. Therefore, it seems a good idea proposing different methodologies, employing a different didactic unit focused on the CLT approach. Also, it was pertinent to make the tasks more appealing for them, raising their motivation on the subject. What is more, the students of this class really like doing sports, then, picking extreme sports to use the modal verbs in order to give advice to other people was a good idea to catch their attention.

Finally, nearly all the materials of the activities were authentic materials even when in some cases they were adapted somewhat to their English level because the unit plan was implemented in the second course of ESO. Consequently, even when it was a bilingual course their level was not so high. In the debate, the photos used were retrieved from the internet and the reading activity with the blog example was about a person who gives advice about that sport in his blog. However, this last text was adapted, some of the parts were eliminated but the grammar and vocabulary used was the same. The only problem was that the texts was too long and the history of the sport was not so important for the class as far as they were focused on giving advice.

4.6 Evaluation tools and assessment criteria

The evaluation of this unit plan follows the criteria of the Aragonese Curriculum for Secondary Education as it is developed in more detail in the Appendix 4. The final mark consists in the average of the marks got in the four different skills: speaking, listening, writing, grammar and vocabulary. Therefore, the evaluation is summative because the marks of all the tasks will provide one final mark.

Apart from being a summative, the evaluation is also formative because they have to reflect about their own learning process (their strengths and weaknesses) and the teacher and classmates give them feedback in order to improve their projects. After they receive the feedback, students will have a couple of days to apply that feedback to their projects and send their blogs' links back to the teacher with the appropriate changes and corrections.

As the unit plan is based on the PBL methodology, it is important to evaluate not only the final project but also the process. Therefore, the rubric for the evaluation of the project is also going to take into account the different steps that each group has followed to get their final project. To assess the progress and the work of each of the members of

the group, they have to prepare all the documents and writings for the blog in Google Drive and share it with the teacher. Thus, the teacher is able to know that participants have been working during the whole process and what they have done individually.

On the one hand, we have the mark of the exam given by the teacher and on the other hand, we have the evaluation of the project. The evaluation of the project consists in the mark of the teacher as well as the checklists of the students, giving them more responsibility in their learning process. If they know that the checklist is going to count they will pay attention to their classmates and try to assess them as best as they can.

As it has been mentioned above, all the four skills are graded for the final mark. The mark for the speaking skill is going to be the average of the roleplay activity and the presentation of the blog. This one is going to be an individual mark, even presented as a group, because all the students have to participate equally during this presentation. Then, the listening skill is going to be graded through the listening activity of the video. The writing skill is going to be assessed through the blog and they are going to have two marks, one individual mark with the Google Drive information and the overall mark of the project. Finally, the grammar and vocabulary that corresponds to the use of English skill is going to be assessed through the final exam, but also along all the process of the didactic unit because they have to employ grammar and vocabulary in all the activities.

Finally, the attitude and participation in class is going to help the students to improve the mark they have obtained. This motivate them to participate in class to obtain better marks and it would be a 10% of the final mark. Therefore, to know the grading criteria and assessment tools go to appendix 4.

5. Conclusions

To conclude this dissertation, it is important to note that the main objective of this didactic unit was to solve the lack of English fluency in the students. Fortunately, at the end of the unit plan, students were able to follow all the sessions without any problem and they started to get used to communicate in English with each other and also with the teacher. It is true that sometimes the L1 was used as a way to reinforce the instructions given before in English but only if there was a student who did not understand everything or did not know what to do in the activity. Classes were very dynamic and interactive, and what is more, students did not have to do homework, they only had to work in their final project but even though, they had some time in class to do it. The objective was to

motivate them to use the L2 and avoiding homework was an easy way to get this motivation.

As it has been said in the sections above, the methodologies employed in this unit plan were mainly the Project-Based Language Learning (PBL) and the Communicative Language Teaching (CLT) approach. These methodologies are centered on the learner rather than on the teacher as it is the case of traditional ones. Therefore, the role of the student changes from passive to active, giving the student the control over their learning process. For this reason, these methodologies are starting to replace the traditional ones in EFL contexts. The benefits of these learner-centered methodologies are very clear and there can be observed in this dissertation. While with the traditional method students were bored in class and they were really demotivated because they were tired of doing homework at home and checking them in class the next day, this innovative unit plan raises their motivation. With these methodologies, students start to have control over their learning process and the classes are much more dynamic and interactive, therefore, students have to pay attention in class to follow the explanation and be able to do the exercises as it is not the case with the traditional method. What is more, using the PBL methodology, students put into practice all the skills at the same time, while in the school books the units are divided into the different four skills, focusing the attention on just one out of the four. Another aspect of these learner-centered methodologies is that they focus on meaning rather than on form and they try to use authentic materials that show them a real world English. There are also different activities in the unit plan, such as the roleplay or the final project, which consists in creating a blog and represent real situations, thus allowing students to be prepared to face real situations.

Nowadays, another difficulty when doing the classes more dynamic and interactive is the pandemic situation that we are still facing. Due to the social distancing, there are a lot of tasks and activities that we cannot carry out in class. On the other hand, we count with the ICTs that help students to communicate with other people either orally or written, through social media, video-calling, etc. Therefore, in this unit plan, technological resources have been used to raise the interest of the students. They usually use social media during the whole day and, therefore, trying to make profit of this use of technology could also help them to engage them in the subject, or in the project, as it is the case of this unit plan in which they have to create a blog or a social media to post their advices.

Finally, the unit plan was portrayed in the curricular framework. It contributes to nearly all the key competences of the Aragonese Curriculum for the subject English as a second language. On the other hand, all these methodologies mentioned above were portrayed within the Curriculum, whose main objective is to achieve a communicative approach of the language in order to learn a L2. What is more, the contents, learning objectives and evaluation criteria were adapted from this curriculum.

Taking all this into account, the results of this unit plan were the expected ones and the students ended up going to class motivated and using a lot more the L2 in class avoiding the L1. These lessons helped the students to make a profit of this time of the week when they could use the English and obtain a corrective feedback that helped them to keep improving during their learning process. Additionally, students were able to have a critical attitude when analyzing their own learning process during the lesson as well as the learning process of their peers. They did not try to deceive themselves nor the teacher and they were more honest than the expected.

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Appendices

Appendices related to the learning objectives, the contents and the evaluation criteria of the unit plan has been adapted from the Aragonese Curriculum. The lesson plan and materials are of my own authorship.

Appendix 1 Assignments used as evidence of the necessity of improvement

1. <https://drive.google.com/file/d/1PrvWbJcELJPEQAGQCXd3soocTXjSYa6G/view?usp=sharing>

This document talks about the different evidences I found during my teaching practice period to detect the necessity to create a unit plan.

2. https://docs.google.com/presentation/d/1H6U-Et7wxtJvmBop9r9deHzHFstpIIFevtd_CvFwPhE/edit?usp=sharing

This work is a PBL unit plan designed with a classmate. Some of the activities of this unit plan are taken from this document because we mixed up our unit plans in order to do the work.

Appendix 2 Learning Objectives

The objectives of the unit plan have been adapted from the Aragonese Curriculum for the subject of English as a foreign language. At the end of the unit, students will be able to:

Obj.1. Understand the general and specific information of oral texts about dangerous situations when travelling or doing sports.

Obj.2. Give advice and permission using the appropriate modal verbs.

Obj.3. Read and understand short texts and being able to identify the grammar and vocabulary learned in the unit.

Obj.4. Write short texts on a blog using the grammar and the vocabulary of the unit to give advice about a sport or a travel to future people that want to do that activity telling them about the possible risks and some advice to avoid them.

Obj.5. Use learning strategies to improve their learning process being more autonomous. This will be fulfilled through cooperative tasks in class and self-assessment activities as well as using the TICs.

Obj.6. Develop and show a positive attitude as well as interest and self-confidence about their learning process and the use of the English as the vehicular language.

Appendix 3 Curricular contents of the Unit

The contents of the unit plan are from the ones required by the Aragonese Curriculum of English as a foreign language for the 2nd course of Secondary Education.

Block 1: Understanding of oral texts

1. Skills and strategies

Understanding of general information about dangerous situations in short oral texts transmitted by other classmates or communicative sources as YouTube.

Use of comprehensive strategies:

To activate previous knowledge about the vocabulary and the grammar of the unit.

To reformulate the oral message using their own words and structures showing a good understating of the message.

To infer the meaning through the context without using all the elements of the oral text.

2. Sociocultural and sociolinguistics aspects

Non-verbal language.

To value the English as an instrument of information, communication and understanding.

3. Communicative functions:

Use the English to stablish a conversation.

Talk about past and present situations and give advice to other people about them.

Express interest on the conversation and use the different modalities: permission, obligation, ability and prohibition.

Organise the discourse.

4. Syntactic and discursive structures

The verb:

Tense: review of the present and past simple.

Modality: ability, permission and possibility (can / can't); ability in the past (could / couldn't); obligation (must); prohibition (mustn't); and advice (should / shouldn't).

The preposition:

Place relations: position (on, in, at, under, above, between, opposite, next to, behind).

Time relations: time when (at, on, in) and duration (for, from ... to, until, for, since)

Connectors:

Sequence (first, next, then, after that, finally) and additive (also, too).

5. Common lexis

Sports, places, travel and holidays, outdoor activities, animals and dangers.

6. Oral patterns

Contract forms (e.g. don't, doesn't, can't, mustn't, 've got, 'd, haven't, shouldn't).

Recognize the basic accentual, rhythm and intonation patterns.

Block 2: Production of oral texts

1. Skills and production strategies

- Produce short oral texts talking about personal experiences and opinions related to the topic of the unit.

- Participate in debates and dialogues in class.

- To plan the oral text: make clear the differences between main and secondary ideas, use digital resources and use the appropriate register and structure depending on the discourse and the receptor.

- To produce the oral text: use the previous knowledge, be clear and coherent and think about strategies to self-assess your own expression as part of the learning process.

Strategies to avoid lack of fluency:

Linguistic: use synonyms or paraphrase some words or expressions.

Paralinguistic strategies: use non-verbal language as mimic, sounds or pointing to the object.

2. Sociocultural and sociolinguistic aspects

- Being able to adapt the register to the communicative situation.
- See Block 1.

3. Communicative functions: see Block 1.

4. Syntactic and discursive structures: see Block 1.

5. Common lexis: see Block 1.

6. Oral patterns: see Block 1.

Block 3: Comprehension of written texts

1. Skills and strategies for the written comprehension:

- Comprehension of the basic instructions given in class.
- Comprehension of short texts given in class related to the topic of the unit plan (dangerous situation): short stories or news
- Comprehension strategies:

Activate the previous knowledge of grammar and vocabulary.

Identify the main ideas and deduct the meaning because of the context without knowing the meaning of all the words.

Apply strategies to identify key words in order to solve the exercises provided in class.

Use digital resources as dictionaries to solve any problem related to the comprehension of the text.

2. Sociocultural and sociolinguistic aspects: see Block 1.

3. Communicative functions: see Block 1.

4. Syntactic and discursive structures: see Block 1.

5. Common lexis: see Block 1.

6. Graphic patterns and orthographic conventions:

- Recognise the punctuation marks (full stop, comma, question mark, exclamation mark, inverted commas, colon, semicolon or slash among others).

- Identify the most frequent abbreviations (i.e., e.g., a.m., p.m.).
- Comprehension of the basic digital language (e.g. @, http://, https://, www, .com, .org, .pdf, #...).
- Comprehension of special characters (e.g. &, £, \$, €).
- Use digital sources as dictionaries to solve doubts.

Block 4: Production of written texts

1. Skills and production strategies

- Produce short written texts about dangerous sports or travels in order to give advice to future people looking for the same kind of risk.

- Use production strategies:

To plan the text:

Activate the communicative skills and use the appropriate linguistic resources

To create the text:

Use the previous knowledge.

Use the models given by the teacher to guide your text.

Write a clear and coherent text and use the structure according to the type of text.

Show interest on caring a good presentation of the text.

Reflect on your learning process, admitting your errors and trying to correct them for the next time.

2. Sociocultural and sociolinguistic aspects: see Block 2.

3. Communicative functions: see Block 1.

4. Syntactic and discursive structures: see Block 1.

5. Common lexis: see Block 1.

6. Graphic patterns and orthographic conventions: see Block 3.

Appendix 4 Evaluation Criteria of the Unit

The chart below shows the criteria for the evaluation of the students which has been adapted from the Aragonese Curriculum.

Skills	Evaluation criteria	Competences
<p align="center">Understanding of oral texts</p>	<p>Crit.IN.1.1. The student understands the general and specific information of short and simple oral texts in different registers about the unit topic. He/she uses the adequate strategies and identify the main communicative functions and syntactic patterns, recognising the lexis and the basic patterns of pronunciation.</p>	<p align="center">CCL-CMCT-CD-CAA-CSC-CCEC</p>
	<p>Crit.IN.1.2. The student knows and uses the sociocultural and sociolinguistic aspects to comprehend the oral texts.</p>	<p align="center">CCL-CD-CAA-CSC-CCEC</p>
	<p>Crit.IN.1.3. The student recognises the importance of English as a tool to communicate between people showing a receptive attitude as well as interest, effort and self-confidence in his/her learning capacity.</p>	<p align="center">CAA-CSC</p>
	<p>Crit.IN.2.1. The student produces short oral texts in an adequate register and uses a simple language about the topics of the unit plan. He/she uses communicative strategies: discursive patterns, common lexis and basic</p>	<p align="center">CCL-CMCT-CD-CAA-CSC-CIEE-CCEC</p>

Oral production	pronunciation patterns, to organize the text in a coherent and cohesive way.	
	Crit.IN.2.2. The student participates in well-structured simple oral exchanges. He/she uses short sentences, he/she pronounces in a clear and intelligibly way and adds the sociocultural and sociolinguistic knowledge.	CCL-CD-CAA-CSC-CIEE-CCEC
	Crit.IN.2.3. The student shows interest, effort and self-confidence using the English as a way of communication and understanding.	CAA-CSC
Comprehension of written texts	Crit.IN.3.1. The student comprehends the general and specific information of short texts about different dangerous situations, places, sports or animals. She/she is able to recognise the common lexis of the unit and the grammar.	CCL-CMCT-CD-CAA-CSC-CCEC
	Crit.IN.3.2. The student is able to read the texts by his/her own using the dictionaries if he/she has any doubt about the vocabulary and demonstrating the understanding doing the corresponding activities.	CCL-CD-CAA-CSC-CCEC
Production of written texts	Crit.IN.4.1. The student produces short written texts about his/her experience and is able to give advice using the corresponding vocabulary and grammar of the unit. He/she	CCL-CMCT-CD-CAA-CSC-CIEE-CCEC

	employs communicative strategies and the orthographic and punctuation rules.	
	Crit.IN.4.2. The student uses his/her sociocultural and sociolinguistic knowledge to enrich the text.	CCL-CD-CAA-CIEE-CCEC
	Crit.IN.4.3. The student shows a positive attitude towards English as well as effort and self-confidence using written English to express himself and communicate with other people.	CAA-CSC

Evaluation tools and percentages

Activity	Tool	Percentage	Total
Final project	Presentation rubric and peer-assessment checklist (5%)	25%	40%
	Blog template and peer-assessment checklist (5%)	25%	
Grammar and vocabulary exam	Grammar answers	20%	30%
	Vocabulary answers	10%	
Attitude and participation in class and in the project group	Individual assessment	10%	10%
Other activities	Roleplay	5%	20%
	Reading activity	5%	
	Listening activity	5%	
	Kahoot!	5%	

Appendix 5 Lesson Plans

LESSON 1

Objectives	Activity description	Interaction pattern	Time
1. To present the final project.	The teacher tells the students that she has received an e-mail for a challenge in which the students in group have to create an adventure blog. Then, they have to create the groups for the project.	Teacher – whole class	10'
2. To activate the topic of the lesson through a debate.	<p>The teacher introduces the topic of the lesson which is the different dangers students can face in different places.</p> <p>In pairs, they choose one of the photos as the most dangerous one for them. After it, they have to present their decision in front of their classmates and tell them why. Then, they have to debate with the rest of the pairs until they arrive to a conclusion choosing just one of the photos.</p>	Pair work and group work	25'
3. To activate the previous knowledge of vocabulary.	Through the application <i>Mentimeter</i> , students, with their own mobile phone, will create a word cloud with the vocabulary they already know.	Individual student and whole class	5'
4. To activate the previous knowledge of grammar.	Using <i>Padlet</i> , students are going to write what they remember about the modal verbs which is the corresponding grammar of the unit.	Individual student and whole class	15'

LESSON 2

Objectives	Activity description	Interaction pattern	Time
<p>1. To present the vocabulary with a game.</p>	<p>In this activity the class will be divided in 4 groups of 3. They are not able to move around the class because of the Covid restrictions so, their partners will be the nearest ones.</p> <p>First of all, the teacher will give each student a list with all the vocabulary words and they will have 5 minutes to read the words.</p> <p>Then, through the <i>Flippity</i> webpage, different definitions will appear on the whiteboard and they have to guess the word.</p>	<p>Group work and whole class</p>	<p>20'</p>
<p>2. To practice the listening skills alongside the vocabulary and the grammar.</p>	<p>Pre-task: a review of the vocabulary.</p> <p>Task: In the activity students watch a video about different dangerous animals, things, etc. Around the world and then, they have to do a series of activities about it. The amount of activities are three, one is true or false, answer the questions and fill in the gaps. All the activities are related with the vocabulary and the grammar of the unit plan.</p> <p>Post-task: students have to check and share the answers in the groups of their projects giving the reasons why they have chosen those answers.</p>	<p>Pre-task: Individual student</p> <p>Task: Individual student</p> <p>Post-task: group work</p>	<p>35'</p>

LESSON 3

Objectives	Activity description	Interaction pattern	Time
1. To know their strengths and weaknesses with the grammar.	<p>The teacher gives each of the student a compass with four different questions about the grammar:</p> <p><i>North: What do you Need to master the use of modal verbs?</i></p> <p><i>South: What is the most difficult Step for you when using the modal verbs?</i></p> <p><i>East: What is the Easiest part for you when putting the modal verbs into practice?</i></p> <p><i>West: What Worries you when studying the modal verbs?</i></p>	Individual student	10'
2. To put the grammar into practice through the speaking.	<p>The activity consists on doing a roleplay. In pairs, the teacher gives each of the student the role they have to interpret. All the situations are related with the modals, to give advice, permission or prohibition. 15 minutes are given to them in order to prepare a small roleplay of 5 minutes. Then, in front of the class, they will do the small representation.</p>	Pair group	45'

LESSON 4

Objectives	Activity description	Interaction pattern	Time
1. To show the students an example of a blog and to practice the reading comprehension.	<p>Pre-task: They have to do a reading comprehension about a text from a blog. First, they have to read the text and identify the grammar and vocabulary of the unit.</p> <p>Task: they have to do some activities (to answer the questions, true or false and to find synonyms and opposites).</p>	<p>Pre-task: individual student</p> <p>Task: individual student</p>	20'

	Post-task: they share their answers with their teammates.	Post-task: group work.	
2. To plan the project.	In groups, students have to complete a chart about their blog: <i>1. What they have chosen?</i> <i>2. Why that journey, activity, sport, etc.?</i> <i>3. How they are going to present it in the blog?</i>	Group work	5'
3. To start working on their blogs	The rest of the hour, they can start working in groups on their blog project.		30'

LESSON 5

Objectives	Activity description	Interaction pattern	Time
1. To present the blogs.	In groups, students have to present their blog and show it to the rest of the class using the projector. During these presentations, students have to fill in different checklists, they have to do a self-assessment about their own blog and presentation and then, they have to assess the other groups.	Work group (presentation) Individual student (assessment)	40'
2. To revise the grammar and vocabulary for the final exam.	Individually, they have to answer 40 questions about the grammar and vocabulary of the unit. This activity will be done in class using the application <i>Kahoot!</i> . The questions will appear on the whiteboard but they have to answer them using their mobile phones individually.	Work group and individual student.	15'

LESSON 6

Objectives	Activity description	Interaction pattern	Time
<p>1. To evaluate the grammar and vocabulary of the unit.</p>	<p>Students have to do a brief exam about the grammar and vocabulary of the unit. The exam has one exercise of vocabulary in which they have to match the definition with the word. Then. There are two exercises of grammar, one to fill in the gaps with the corresponding modal verb and the other to correct the mistakes.</p> <p>Then, they will do a short listening activity from their book.</p>	<p>Individual student</p>	<p>35'</p>
<p>2. To give feedback about their blogs</p>	<p>The teacher is going to give her feedback to the groups and ask them for their self and peer-assessment. That way, students have a global idea of what their audience think about their presentation. Then, using this feedback, they have to come up with some solutions or strategies to improve their presentation.</p>	<p>Student – whole class, teacher – whole class Teacher – student</p>	<p>20'</p>

Appendix 6 Material

LESSON 1

The photos for the debate:



Link to Mentimeter: <https://www.menti.com/5o5udp3fku>

Link to Padlet: <https://padlet.com/anadiez24/5amj0ozleknxyp2v>

Most dangerous animal

1. Say if sentences are true or false

- Snakes kill 50.000 people a year.
- Mosquitos kill more people than snakes.

2. Answer the question

- How many people die because of mosquitos?

Most dangerous place

1. Say if sentences are true or false

- The most dangerous place in the world is the inside of volcanoes.
- Annapurna is located in the Himalayas of Nepal.

2. Answer the question

- What is the most dangerous place on Earth?

Most dangerous natural disaster

1. Say if sentences are true or false

- The most dangerous natural disasters are floods and droughts.
- The Chinese Flood took place in 1925.

2. Answer the question

- What natural disasters are mentioned in the video?

Most dangerous time of year

1. Say if sentences are true or false

- March is the month when more people die.
- Christmas Day is when less people die.

2. Answer the question

- What is the most common time to die?

Most dangerous drug

1. Say if sentences are true or false

- Scopolamine turns regular people into zombies.
- The scopolamine is an insect.

2. Answer the question

- What is the other name for the Scopolamine?

THE MOST DANGEROUS PARTS OF NATURE

Most dangerous animal. _____ kill more people each year than any other animal. Up to 50,000 fatalities annually from these animals put them above, both, _____ and hippos and the Saw-scale Viper of Africa and the Middle East in particular is the deadliest animal of all. That is, not counting the _____ which kills upwards of 750,000 people a year just by spreading diseases.

Most dangerous place. The inside of _____, open space and the bottom of the Mariana Trench will all kill you in seconds but the most dangerous place on earth is Annapurna. A collection of _____ in the Himalayas of Nepal. Between the violently unpredictable ice storms, avalanches and lack of oxygen Annapurna has the incredible Trek fatality rate 42%. Of the 142 professional climbers that have attempted to scale the mountain only 84 have made it out _____.

Most dangerous natural disaster. Wildfires, _____, tornadoes but the deadliest disaster of all actually comes from above. Floods and droughts kill the most people every year and according to the US Congress's office of Technology Assessment, both natural occurrences are on the rise. The 1931 Chinese _____ alone had over four million fatalities.

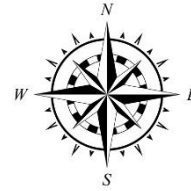
Most dangerous time of year. According to stats _____ consistently has the most deaths out of any month on the calendar. The first week in January has the highest fatality rate. Christmas Day, higher than any other day and 11am is the hour when the most people kicked the bucket.

Most dangerous drug. Especially steer clear of the drug scopolamine also known as Devil's breath. This hallucinogen is said to rob its users of short-term memory turning regular people into mindless _____ but since the effects of scopolamine aren't verified by research it's hard to tell what is true and what is just rumour, either way avoid this upside-down _____ of doom.

Lastly, statistically the most dangerous thing to humans in all of nature is..._____. Between murder, war, accidental murder, accidental war, the disease's we give ourselves, the diseases we give each other and the damage we do to our own _____, it seems like, we humans are the ultimate threat to our own species. Luckily, with the spread of education and advancements in new medical science things are getting better and better but for now, lock your doors, board your windows, hide from your _____ and completely avoid all human contact if you want to survive because nowhere is _____.

LESSON 3

Compass points activity:



North: What do you **Need** to master the use of modal verbs?

South: What is the most difficult **Step** for you when using the modal verbs?

East: What is the **Easiest** part for you when putting the modal verbs into practice?

West: What **Worries** you when studying the modal verbs?

Roleplay activity cards:

Your son wants to go out. You do not give him the **permission** to go and you remind him his **obligation** to do his homework and study for an important exam he has tomorrow.



You want to go out with your friends. So, you ask **permission** to your dad.



You want your parents to buy you a motorbike. So, you **request** your mum politely to buy it.



You **do not accept** his request. You **suggest** him to walk to school and do some exercise.



You go to a clothes shop and the shop assistant offers you help. You say you are looking for a present. Ask her to **advise** you what to buy. Say the present is for your dad and that you do not have much money.



You give **advice** to a customer who wants to buy a present for her father.



Tell your mum that you **need** new jeans but that **it is not necessary** her to accompany you because you are going to buy a book for the school too.



Your friend asks you for **advice**. She does not know what give to her friend as a birthday present.



Your daughter is going to buy new jeans. Ask her if she **needs** you and remember her that she has the **obligation** to be back home early.



You want to live in Spain and you ask a person from Spain who gives you **advice**.



A person from EEUU asks you about **advice** to move to Spain. You can give him **advice** about clothes, weather, people or food.



Your best friend is having a birthday party next week. You do not know what to give your friend as a present so, you ask another of your friends for **advice**

LESSON 4

Reading activity → adapted text from the original blog:
<https://blog.manawa.com/en/outdoor-activities/snow-activities/snowmobile-everything-you-need-to-know/>

Snowmobile: Everything You Need to Know

Snowmobiling is pretty much the same as jet skiing, but as the name suggests, it is used on snow. The snowmobile lets us explore landscapes that are hard to reach by foot or ski. If you want to know everything about snowmobiling, you are in the right place!

A Snowmobile, also called a snow machine, is a little motorized vehicle that moves on crawlers and that has skis in the front, controlled by a steering wheel. Snowmobiles can go anywhere, which gives you a feeling of total freedom. It is easy to drive, most people can drive it without any problem.

Things you must know before going on a snowmobile excursion

Not only should you have a drivers' licence, but you must have no medical contraindications (back problems, sprains, pregnancy, vision problems that could affect your driving...).

It is also very important to say that good physical health is needed for this activity. The snowmobiles are very heavy engines, and you might need to drive while standing up on some of the hard roads you take. We might think that driving a ski-doo is easy, but you shouldn't underestimate the strength you need! Plus, you will be driving for hours in the cold, so you need extra strength to drive correctly.

Speaking of cold, you must absolutely wear clothes that will keep you very warm and most importantly don't forget your gloves! It would be ideal to have winter motorcycle gloves for maximum heat and protection. But don't forget to contact the professional and to ask them about the material you will need.

Finally, don't forget that most rental places will need you to leave a security deposit. Even though the driver is responsible for his engine and for any material accident during the ride. The professional can claim the money for the damages. But most professionals will give you specific insurance.

LESSON 5

Link for the Kahoot!: <https://kahoot.it/>

LESSON 6

Grammar and vocabulary exam exercises:

Name:

Date:

VOCABULARY

1. Write the appropriate word for each definition.


- To protect someone or something from being attacked: _____.
- To fix something that is broken or damaged: _____.
- To stop living: _____.
- To hit or move something or someone with your foot: _____.
- Happy: _____.
- A person who often gives other people money or presents: _____.
- A person who hates waiting for things: _____.
- A person who shows intelligence: _____.
- A person who is not confident, especially about meeting new people: _____.
- A poisonous liquid that some snakes, insects, etc. produce and can put into other animal's body by biting or stinging them: _____.

GRAMMAR

1. Complete with should / shouldn't / must or mustn't.

- I _____ take some exercise if I want to feel fine.
- You _____ bring your passport to travel to another country.
- You _____ touch anything electrical if you are in the bath.
- You _____ come to school on time.
- I _____ worry about the exam. You have worked really hard.
- You _____ have a ticket to go on an airplane.
- You _____ drive the car. You are only thirteen!
- You _____ go to the theatre when you are in Vienna. It's great.
- She is always tired. She _____ go to bed late every night.
- You _____ ask the teacher to help you if you don't understand the lesson.

Checklists for self-assessment and peer-assessment:

	Peer-assessment	
Content	The content included in the blog is the required. There is at least, an informative writing about the city and a voice-over video.	
Pronunciation	During the oral presentation, most words are correctly pronounced.	
Fluency	The group shows fluency in speaking and the speech runs natural and smooth (without excessive full-stops or hesitation).	
Vocabulary	The vocabulary is related to the unit topic and they do not make spelling mistakes.	
Grammar accuracy	Grammar accuracy is kept most of the time, without making important grammatical mistakes in their speech. In the blog, they use the modal verbs.	
Time management	All the members of the group participate more or less the same amount of time and the presentation was not too long.	
Group work	Every member participates cohesively in the presentation and keeps a positive attitude towards the final project.	
Originality	The blog is creative and innovative. It catches the class attention and sustains the interest.	