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Science Fiction as a Teaching Tool for the EFL
Secondary Classroom

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Abstract

The main aim of this dissertation is to propose an instructional design which has the form of a didactic unit and the objective to increase students' participation and motivation in order to improve their interaction and, potentially, their communicative competence. With the intention of accomplishing these aims, I propose the use of the Science Fiction genre as a teaching and learning resource in a 3rd year EFL Classroom of Compulsory Secondary Education. The first part of this paper presents the theoretical framework on which the unit plan proposal is based, namely Communicative Language Teaching, Project-Based Language Learning and Task-Based Language Learning. It also portrays the curricular framework that sustains the Unit plan as well as the methodological design of the dissertation. The second part of the present paper is focused on offering a critical analysis of the Unit plan proposal and portraying its alignment with the Spanish legal framework and, in particular, the Aragonese curriculum.

1. Introduction

The aim of this dissertation is to respond to various deficiencies encountered in the analysis of diverse units from different current textbooks for the English as a Foreign Language (EFL) Secondary classroom. In addition, these deficiencies, such as the lack of participation and motivation among students, were also detected during my placement period. In order to improve those aspects, I propose planning and designing instruction using the science fiction genre as a teaching resource in the EFL (English as a Foreign Language) Secondary Classroom. More specifically, this dissertation includes an innovation unit plan proposal, which was implemented during my internship in C.P.I. Castillo Qadrit, and which revolves around the topic of Digital Identity. It is a relevant issue for teenagers, since they have to deal with it in their daily lives as users of digital media and as a consequence of the increasingly digitized world in which we live. In addition, as the Spanish legal framework dictates in *Orden ECD/65/2015*, it is necessary to help students develop their digital competence in order to encourage them to creatively, responsibly and safely use information and communication technologies. The unit plan proposal, called “The Digital Me”, has the ultimate goal of enhancing the students’ communicative skills and interaction by means of including the science fiction genre. Science Fiction is very diverse and tackles many up-to-date topics which can easily be applied to the different units proposed in a syllabus dealing with cross-curricular contents. One of the most remarkable features of this genre is that, behind its attractive stories, a valuable message is transmitted which can be used as a source of values, as it is established in *Orden ECD/65/2015*. Thus, it can be used to raise students’ awareness of the problems of our society, as well as of the possible risks to be encountered in the present and in a not too distant future.

The proposal of an innovative unit plan arises from the necessity to increase students’ participation and engagement in classroom practices. By making use of the Science Fiction genre as a teaching material, the unit plan promotes the improvement of these essential factors for Second Language Acquisition (SLA). Moreover, this genre has a powerful potential for teaching values. Teaching values is an essential educational aspect, as it is established in Section 11, Chapter II of the general provisions *Orden ECD/489/2016*. Thus, this unit plan also aims to contribute to the students’ personal growth at the same time as they interact and develop their communicative competence, which is in line with the Communicative Language Teaching (CLT) approach. Therefore, my proposal aims to suggest an effective instructional design as well as the methodology used to implement it in order to contribute to the development of the students’ communicative competence in the EFL classroom.

In the following chapter, the objectives and purposes of the present dissertation will be identified and briefly commented on. Secondly, the proposal will be justified. Thirdly, I will focus on the theoretical framework on which the innovation proposal here introduced is based.

I will identify and discuss principles and concepts of Brown (2007), Richards (2006), Ellis (2003 and 2012) and Dörnyei (1994). The next section will focus on the curricular framework with which the proposal is aligned. Next, the methodological design of the present dissertation will be explained. Then, I will critically analyse and discuss my didactic proposal as well as the results obtained during its implementation in my placement period. Finally, the most relevant aspects exposed will be summarised in the concluding chapter of the present dissertation.

2. Purpose and Aims of the Dissertation

The main objectives of the proposed unit plan “The Digital Me” are to increase motivation as well as involvement which are two elements essential for effective learning and they also are some of the most important deficiencies encountered in the classroom of the 3rd year of E.S.O students of C.P.I Castillo Qadrit during my placement period, as it was mentioned in the introduction. By raising motivation and engagement, my proposal aims to increase students’ interaction and their communicative skills and abilities in order to develop their communicative competence during the English lessons to ensure an effective learning process by means of using appealing authentic materials. Although the development of the linguistic-communicative competence is the main objective, this unit plan also promotes the development of the rest of the key Competences and dealing with cross-curricular contents as it is stipulated in the legal normative, *Orden ECD/489/ 2016, de 26 de mayo*.

Regarding secondary aims, this innovative proposal also intends to incorporate the science fiction genre in the EFL Secondary Classroom as a useful teaching resource. This genre offers the possibility to deal with numerous and diverse topics which are aligned with the potential needs and interests of Secondary students. Besides, SF can be used as a source of authentic materials which are engaging for teenagers. This genre provides the opportunity to deal with important ethical principles. Consequently, teaching students values, attitudes and behaviours is another of the objectives of my innovation project since, as it is mentioned in *Orden ECD/65/2015*, the competence knowledge integrates the instruction of not only conceptual and procedural knowledge but also a set of attitudes and values which have a significant social and cultural influence. As it is established in the Aragonese curriculum, more specifically, the specific provisions for English as a Foreign Language, in *Orientaciones Metodológicas*, there is a necessity to create critical and responsible citizens as well as to assist students to grow and mature intellectually and emotionally. This is crucial for the achievement of their integral development: personal, social and professional, this integral development adjusts to the demands of a changing and globalized world (*Orden ECD/65/2015*). Therefore, it is required to provide Secondary learners with skills and tools to enable them to face these

challenges, this can be potentially achieved by making use of the science fiction genre. In addition, while dealing with such crucial issues, students are provided with multiple opportunities to use English in meaningful interactions.

On the other hand, all the activities promote reflection and awareness of the risks and the consequences of the bad use of the Internet and the Digital Media, which contributes to the development of digital competence, as the legal framework states. Thus, by proposing tasks and projects that deal with these concerns, students will be able to acquire conceptual and procedural knowledge about digital technology, as well as develop their critical thinking, which is also dictated in the Aragonese curriculum, at the same time as they acquire the language. This enables students to produce and understand messages of contextualized and authentic language. In addition, the present unit plan also aims to promote cooperative learning and foster autonomy and autonomous learning, which are some of the general methodological principles established in the Aragonese curriculum (*Orden ECD/489/2016, Section 12, Principios metodológicos generales*).

Therefore, according to the legal provisions, the aims of the innovation proposal are to increase motivation, interaction and communicative skills in order to help students develop their communicative competence. Besides, it also focuses on the development of the rest of the key competences as well as cross-curricular elements. The unit plan proposal also promotes the incorporation of the SF genre as a teaching resource which allows the teaching of values, attitudes and behaviours. All these elements will be supported by the theories and concepts identified and described in the following section.

3. Justification, Theoretical and Curricular Framework, Methodology

3.1 Justification

As I have observed during my placement period in the C.P.I Castillo Qadrit (Cadrete), the students' lack of participation may be one of the most important concerns in the EFL Secondary classroom. Besides, this scarcity of participation and motivation in the lessons was corroborated by the analysis of the results obtained from a formal survey conducted to these students as well as in other High Schools of the province: I.E.S Pablo Gargallo (Zaragoza), I.E.S. Pedro Cerrada (Utebo) and I.E.S. Cabañas (La Almunia de Doña Godina). A purposive sampling method was employed to carry out the study, reaching a total of 96 participants. Moreover, by the examination of the students' survey answers (see Appendix 1.3), there is a general agreement in the use of authentic appealing materials as a possible solution to improve this problem.

In addition, throughout this course I have analysed two units in different textbooks: *Burlington International English B2+* (Jeanette Swanson and David Thomas, 2017), published by Burlington Books and the textbook *Energize 3* (Paul Kelly, Helen Halliwell, Sarah Walker and Christina de la Mare, 2020), published by Oxford University Press. These textbooks (see Appendix 1.1 and 1.2) are currently used in Spanish Compulsory Secondary Education and both of them portray insufficient opportunities to interact or motivate students. Moreover, they do not contain enough authentic or attractive materials which meet with the students' needs and interests, as it is also reflected in the survey results.

The unit plan presented in the present dissertation has been designed to be implemented in the 3rd year of E.S.O of the previously mentioned C.P.I Castillo Qadrit. The classroom was composed of 15 students who formed a relatively homogeneous group since, owing to the pandemic situation, there had been a segregation of groups depending on the itinerary: bilingual or non bilingual. Regarding the target class for this unit plan, they belong to the bilingual itinerary and demonstrated to have an intermediate level of English, although they did not have enough self-confidence or willingness to participate during the lessons. This means that they do not believe that they possessed the necessary abilities to achieve objectives, accomplish tasks competently or produce results. This led to unwillingness to communicate and language use anxiety due to the low expectancy for success (Dörnyei, 1994). This situation may have emerged due to the lack of opportunities provided to interact which prevented the development of the communicative competence in this EFL classroom.

3.2 Theoretical Framework

3.2.1 Communicative Language Teaching Principles

The Spanish normative framework, and more specifically the Aragonese curriculum *Orden EDC/489/2016*, establishes that the learning of a Foreign Language should be based on the CLT principles. It dictates that “*Todos los elementos del currículo deben estar al servicio del objetivo último que debe alcanzar un estudiante: ser capaz de comunicarse en inglés en distintos contextos comunicativos y con distintos fines*”¹. Therefore, the legal framework stipulates that it is necessary to use a Communicative approach to teach English as a Foreign

¹ My translation: All the elements of the curriculum must be at the service of the ultimate objective that a student should attain: be able to communicate in English language in different communicative contexts and for different purposes.

Language (EFL), being the communicative competence the main focus. This competence, as it is described in the Aragonese curriculum, is composed of three different elements: the linguistic, pragmatic and sociocultural components. The linguistic component refers to different dimensions such as lexical, semantic, phonological, orthographic and grammatical. On the other hand, the pragmatic element revolves around the textual, sociolinguistic and pragmatic dimensions, and the sociocultural components concern world knowledge and intercultural dimensions.

The CLT approach claims that interaction is an important factor for language learning, since interaction, together with participation, enables students to develop communicative competence (Brandl, 2008). Therefore, to attain linguistic competence, interactive learning should be emphasized. This proposal is sustained by Long's Interaction Hypothesis (in Mitchell, Myles and Marsden, 2013) which claims that in order to enhance the use of language, interactive activities must be promoted. The activities proposed should require negotiation of meaning and a communication gap that students are required to solve. In this way, students need to employ several communicative strategies to comprehend and communicate with the rest of the participants. Thus, eTwinning is a suitable platform to promote this interaction between students from Europe, since students share their ideas, opinions, and projects. This encourages students to practice and develop their communicative skills.

According to Brown (2007), CLT provides learners the opportunity to practice meaningful language, which is promoted by the implementation of real-world contexts, by means of the proposal of realistic and practical processes as well as settings. Consequently, the resources supplied to students must be relevant authentic materials which mirror real life situations and enable the accomplishment of activities that resemble real contexts (Richards, 2006). Therefore, these materials should provide cultural information of the intended language and offer students the chance to be exposed to and use real language. Thus, the use of authentic materials allows students to develop and acquire the essential abilities and skills to successfully manage to deal with and communicate in real contexts. Besides, this type of resources portrays the necessary qualities to introduce and support a more creative teaching approach as they are related to students' concerns (Clarke and Silberstein 1977, in Richards 2006).

Furthermore, regarding CLT, Dörnyei (1994) claims that the tasks and topics proposed must be aligned with learners' interests and needs in order to involve them in challenging and varied materials, which promote their engagement and enthusiasm in the activities. Moreover, he argues that there are two motivational factors which influence the learning process in the EFL classroom. These elements are interest and relevance. Interest is connected with the students' curiosity regarding their background and environment which promotes intrinsic motivation. On the other hand, relevance is depicted as the relation between students' individual needs and the education provided in the Second Language (L2) classroom.

Thus, there is a necessity to promote a learner-centred approach to fulfil these motivational aspects. Brown (2007) states that, in a CLT approach, learning should be cooperative, collaborative and learner-oriented and the role of the teachers must be facilitating and monitoring students' learning. Teachers are no longer expected to be the only source of knowledge, since students are supposed to be responsible and aware of their own learning, therefore, the teacher's function is to guide them in the process (Richards, 2006). In addition, this learner-oriented approach promotes students' independence and autonomy as well as efficiency and self-reliance. On the other hand, to promote motivation and engagement, Richards (2006) argues that the inductive approach is the most effective teaching procedure, as learners are required to discover the grammatical structures by themselves. This results in more efficient learning, since students are more involved in the activity in order to infer the patterns and uses of the target grammar, which leads to a more significant acquisition and a deeper comprehension of the target grammar. Therefore, the inductive approach enables students to apply the grammatical patterns more accurately in the appropriate situations.

All these elements promote the improvement of the students' motivation, which may result in an increased willingness to communicate (WTC) in the EFL classroom as learners are engaged in challenging and interactive activities. Such participation may produce a more substantial interaction and, from this interaction, stems higher students' receptiveness, openness and disposition to encounter language. Therefore, more significant learning is expected to be achieved through CLT, since learners receive a larger input and more opportunities to use and practice their knowledge about the language (Ellis, 2012).

On the other hand, as Lightbown (2000) claims, feedback has a significant impact on SLA in the contexts of CLT. However, in order to be effective, it must be sustained during a period of time and it must address issues that students are able to learn. Besides, feedback must contain "an element of explicitness in the instruction" to have a positive effect on instruction which involves making clear the object of learning and focusing the students' attention on the aspect to be learnt. Therefore, there is a likelihood that learners produce uptake when the teacher clarifies that a change is expected.

3.2.2. Project-Based Language Learning and Task-Based Language Teaching

Another motivational component is the implementation of Project-Based Language Learning and Task-Based learning. As the Aragonese curriculum dictates, in *Orientaciones metodológicas*, we need to make use of methodologies which allow students to acquire a meaningful learning that can be applied to real world contexts. Therefore, students should be

provided with authentic teaching and learning resources which encourage them to use language meaningfully, in order to equip them with the required linguistic tools to deal with real life situations. Besides, in the Spanish legal framework, more specifically in *Anexo II Orientaciones para facilitar el desarrollo de estrategias metodológicas que permitan trabajar por competencias en el aula*, project work is proposed as a relevant teaching method for the competency-based education and to stimulate the students' motivation to learn. This hybrid approach engages learners in an active learning that encourages learners to solve challenging activities that provide them with knowledge which can be transferred to their daily lives. This is also stipulated in the Aragonese curriculum, in the section called *Orientaciones metodológicas*. In addition, the selected approach allows students to develop the four basic skills integratively in order to improve their communicative competence. The integration of the skills, according to (Long and Crookes, 1992, in Ellis 2003), favours the acquisition of the Foreign Language since language is a holistic unit. Therefore, to attain a development of the skills, they cannot be taught in isolation as they are interrelated and considered holistic units of communication (Prabhu 1987, in Ellis 2003).

Furthermore, the approach proposed allows the development of 21st Century skills, as the legal normative states in *Orden ECD/65/2015*, which are abilities considered essential to be successful in the current society. All these skills are integrated in the so-called “4 Cs” which are critical thinking, collaboration, creativity and communication. As Kagan (1994) contends, this approach should be embraced from a collaborative and cooperative perspective, as it promotes students to learn from each other, openness to different perspectives, respect and tolerance towards different opinions. The basic elements of cooperative learning are positive interdependence, individual accountability, equal participation and simultaneous interaction. Furthermore, more positive aspects of this learning methodological procedure can be highlighted such as the students' exposure to other working strategies, ways of thinking and learning styles. Besides, this inclusive approach attends to diversity and it potentially allows us to include all students which guarantees inclusion of all the students. In addition, this collaborative methodology assists learners to successfully perform the tasks proposed as teamwork. It also lowers the affective filter and creates a more efficient learning environment (Krashen, 2003). To this end, the introduction of ICTs and EdTech may be beneficial. These resources have the potential to develop the students' communicative skills. Learners can communicate with other people without the necessity to carry out a face-to-face conversation which, in many cases, reduces language use anxiety and also lowers the affective filter, resulting in a, potentially, more effective interaction.

Moreover, as I previously mentioned, the combination of PBLL and TBL encourages students to reflect and be in charge, to some extent, of their own learning process. This feature allows students to work at their own pace which attends to differentiation and the different learning profiles. Furthermore, diverse activities are proposed with the aim of supplying learners with input in different modes, means and sources. Moreover, students have at their

disposal comprehensible input which is, according to Krashen (2003), slightly beyond the students' English command level. According to Krashen, this is called the Input Hypothesis (I +1) and ensures the students' second language acquisition.

In addition, activities should provide students with multiple opportunities to demonstrate their learning as well as to receive and use the provided feedback in order to improve their performance and achieve a great command of the L2. As we shall see, the proposed tasks focus on fostering students' creativity and motivation to stimulate the acquisition of new learning, as the Aragonese curriculum dictates in the section of *Orientaciones metodológicas*. Besides, students' critical thinking should be developed, encouraging learners to solve different problems as well as evaluate and judge not only their own but also their classmates' performance. Activities should be designed to be scaffolding to successfully realize the following tasks of a unit since, as mentioned above and we shall see in the following sections, in the unit plan proposal, students consider their classmates and teacher's feedback to enhance their products. As sociocultural theory explains, some individuals are able to achieve self-regulation. However, other individuals, who lack the necessary skills, require the guidance of other proficient people through an other-regulation process, commonly by means of language. This implies that learning is produced by a shared comprehension of the accomplishment method or strategy which is acquired through collaborative discourse. This promotes the incorporation of "appropriate new knowledge or skills into their own individual consciousness" (Mitchell, Myles and Marsden, 2013). Therefore, efficient learning must involve a process of supportive conversation that guides the students' attention towards the crucial aspects of the environment as well as encourages them through the problem-solving procedures.

Thus, any proposal which aims to ensure the appropriate accomplishment of a final project should contain tasks which function as scaffolding for its achievement, as they enable the development of the required skills and they raise their difficulty as the unit progresses. This will be exposed in the following sections, in the section of the unit plan proposal analysis. Therefore, students begin to develop their low order thinking skills (LOTs) and, finally, the achievement of the high order thinking skills (HOTs). HOTs are essential to be managed since their achievement endorses the students' effective and significant learning. The objective is to move students from the Zone of achieved Development to the Zone of proximal Development (ZPD) in order to achieve their potential learning by means of peer interaction, which is known as social constructivism (Vygotsky, 1978).

Considering PBLL, and drawing on Gil's model (2021), the unit plans which follow this approach should be sequenced in seven learning stages in order to ensure students' progressive learning. The stages are established in the following order: activation, discovery, deepening, planning, creation, publishing and assessment and reflection. In the activation stage, students

are provided with familiar input in order to activate their previous schemata. In the second stage, learners are supplied with new comprehensible input and they are given the opportunity to interiorize that new information. During the deepening stage, students are encouraged to make connections between the new input provided and their experiences as well as their environment. In the planning stage, learners are promoted to organize their ideas regarding the elaboration of the final product. In the fifth stage, creation, students are required to apply the knowledge acquired during the previous stages with the aim of creating the final project. During the publishing stage, learners are encouraged to share their acquired learning by means of their final products. Finally, in the assessment and reflection stage, learners are promoted to reflect on their learning process and progress.

Moreover, regarding TBLT, the lessons should also be structured in three different phases which constitute this approach: pre-task, while-task and post-task. According to Ellis (2003), a task involves real-world processes of language use and it promotes students to carry out a communicative process, which implies a negotiation of meaning, fostering the students' interaction. In addition, a task requires students to activate cognitive processes, it also advocates the integration of skills and involves a communicative purpose.

Therefore, both approaches perfectly adjust to CLT, since they offer the students multiple chances to enhance their communicative competence by means of using the English language as an instrument for communication to accomplish a particular purpose (Richards, 2006).

3.3 Curricular Framework

In this section I will explain the reasons for making use of the science fiction genre as a useful teaching and learning resource. I will expose the benefits that it can offer, such as the ethical lessons that it portrays, and how it can be perfectly aligned with the current legal framework.

3.3.1 Science Fiction and its Ethical Lessons

Concerning Science Fiction (SF), it is considered an interesting and entertaining genre for its attractive stories, exotic contexts and futuristic worlds which are appealing for teenagers. The reason is that this genre deals with many current topics which are very significant and worthy of attention and, these themes, allow the teacher to encompass cross-curricular contents, as the Aragonese curriculum dictates, *Orden ECD/489/2016 de 26 mayo, Artículo 11. Elementos transversales*. According to Csicsery-Ronay (2011), SF embeds “concepts in the broad sphere

of human interests and actions, explaining them, mythologizing them, and explicitly attributing social value to them". Besides, these topics tackle real life situations and contexts which can be perfectly aligned with the CLT approach. And, as it is established in the Aragonese curriculum, students must produce oral or written texts about topics of their interest or every-day issues. Moreover, SF can be used by the teacher as a supply source of authentic materials for students which provide relevant cultural information. Therefore, as aforementioned, these aspects may lead to an increase of students' participation and motivation in the EFL classroom, since learners regard SF as a stimulating and engaging genre which meets their interests and needs. Participation and motivation are essential elements for effective learning since they promote interaction as well as the development of communicative competence.

On the other hand, another remarkable feature of the Science Fiction genre is that it embodies an educational purpose since "by engaging us in the act of imagining the unknown SF prepares us for the future" (Huntington, 1975). This genre aims to foresee the impact of the new developments on our society as well as to prepare us for the future. Moreover, according to Huntington (1975), the main value of this genre is its potential to engage a series of problems which concern the present and the future. Moreover, SF encourages students to reflect about their possible ethical, social and spiritual consequences. In addition, SF is considered the most relevant artistic means for presenting events related to technology and science as well as value-bearing stories and social life metaphors. It also "transforms popular cultural materials by reorienting their concerns toward its characteristic horizon: the transformation of human societies as a result of innovations attending technoscientific projects" (Csicsery-Ronay, 2011). I consider this fact very relevant, since nowadays technology and science play an important role in our lives and, regarding the age of the students, I conceive Digital Identity as an outstanding issue necessary to be expounded.

In addition, the issue of Digital Identity, introduced by means of the SF genre, contributes to the learning through Competencies, as the legal framework states in *Orden ECD/65/2015 de 21 de enero*. The European Union establishes the necessity of the Key competencies acquisition as an indispensable condition in order to enable individuals to achieve full personal, social and professional development. The development of the Communicative Competence (CCL) is the main objective of the unit plan which is accomplished through discussions and interactive activities related to the Digital media since the unit plan follows a CLT approach. However, the Unit plan proposal also contributes to the development of the rest of the key competences. Mathematical Competence and Basic Competences in Science and Technology (CMCT) is also tackled by the topic itself, since it offers students the opportunity to learn important concepts and aspects of technology. The Competence of Cultural Awareness and Expression (CCEC) assists students to be conscious of the risks and the impact of Digital technology on their lives. In addition, the genre of science fiction offers much cultural information about different topics. Social and Civic Competences promote the learners' correct behaviours and attitudes when they employ this type of technology as well as the necessary

information to promulgate its responsible use, the guidelines for social media etiquette and Digital citizenship. These elements are vital to educate learners in respect and tolerance towards the rest of the people. Besides, Digital Competence (CD) is also developed by means of the creative, critical and safe use of ICTs and EdTech in the tasks proposed. Moreover, the topic of Digital Identity supplies the target learners with crucial knowledge to be aware of the possible risks associated with the use of digital technologies as well as the resources to prevent them. This will be explained in detail in the following sections.

Teenagers spend most of their time on smartphones, on social media and surfing the Internet. Although it is a frequent and ordinary activity for them, they are not really conscious of the risks or the consequences of their actions on the Web. However, SF portrays this subject from a very critical perspective, presenting to the students the problems that may arise from the misuse of these digital platforms as well as making them aware of the misleading appearances and the lack of reliability of the Internet. Besides, through its stories about Digital Identity, SF can also be used to teach students the recommended attitudes and behaviours when they act as internet users. Therefore, the science fiction genre can be used as a source of values to be applied and taught in the EFL Secondary Classroom. All these characteristics of science fiction constitute it as a valuable and useful teaching resource.

The legal framework establishes that teaching values is another aspect to be considered in the EFL classroom as it is established in the legal framework, *Orden ECD/65/2015, de 21 de enero*, “*el conocimiento competencial integra un conocimiento de base conceptual: conceptos, principios, teorías, datos y hechos (conocimiento declarativo-saber decir); un conocimiento relativo a las destrezas... (conocimiento procedural-saber hacer); y un tercer componente que tiene una gran influencia social y cultural, y que implica un conjunto de actitudes y valores (saber ser)*²”. As the legal normative states, the acquisition of values is necessary to equip students with the necessary tools to confront the real world and create a better society. Therefore, any proposal for the Secondary classroom should incorporate the teaching of values for the benefit of the students, not only personal but also academical. Thus, as in the next sections it will be exposed, my unit plan proposal perfectly integrates this crucial feature for the students’ ethical growth and, hence, education.

3.4. Methodology

² My translation: competence knowledge integrates a conceptual-based knowledge: concepts, principles, theories, data and facts (declarative knowledge - knowing how to say); knowledge related to skills.. (procedural knowledge - knowing how); and a third component that has a great social and cultural influence, and that implies a set of attitudes and values (knowing how to be).

The proposal of the unit plan stems from a necessity observed, and afterwards analysed, during my placement period regarding the lack of students' participation and motivation in the EFL classroom. Besides, after examining two units of different current textbooks from various high schools (see Appendix 1.1 and 1.2), I reached the conclusion that they do not portray enough interactive activities which foster these mentioned aspects. This noticeable scarcity, not only in these textbooks but also in the C.P.I Castillo Qadrit students' attitudes, leads to a low interaction and reduced development of the communicative competence which, in turn, has a negative impact on their SLA.

To verify my observation, a questionnaire was conducted. This questionnaire was presented in the Master's through a scientific poster (see Appendix 1.3) and the conclusions and results obtained revolve around the idea that these students do not consider their textbooks suitable for an adequate learning development since they do not include knowledge which can be transferred to real contexts. Moreover, there is a general agreement as to the use of authentic materials, since they provide us with real life situations, vocabulary as well as up-to-date and engaging topics. This is a relevant issue for students, since they claim that their interests and needs are not covered by the teaching materials which result in a demotivation and unwillingness to participate or be involved in the EFL classroom. Students were asked to contribute suggestions to enhance their textbooks and the most repeated and significant answers were focused on the introduction of more interactive activities and authentic materials such as films, series, videos or social media. Students acknowledged that the use of authentic materials would increase their motivation, interest and participation in the English lesson, as well as their exposure to the English language outside the school. This may lead to increased learning and the progressive development of their communicative competence.

Considering the justification, theoretical and curricular framework above explained as well as the results obtained from the analysis of the survey results and the two units from different current textbooks, in the following section I will briefly describe and critically analyse my didactic proposal called "The Digital Me".

4. Critical Analysis and Discussion of the Didactic Proposal

In this section of the dissertation I will briefly describe and critically comment on the innovation proposal which has been elaborated to provide students with more opportunities to participate and to motivate them in order to increase their interaction and the development of their communicative competence. This will be achieved by means of drawing on Science Fiction, an appealing genre for teenagers, and dealing with a relevant issue, Digital Identity. Different

fragments of well-known SF films have been included, such as *Minority Report* (Steven Spielberg, 2002), *Ready Player One* (Steven Spielberg, 2018), *Anon* (Andrew Niccol, 2018), *Oblivion* (Joseph Kosinski, 2013) and *Matrix* (the Wachowskis, 1999). They have been selected to expose different themes related to the main topic of this unit plan. A hybrid approach of PBLL and TBL has been implemented to guide students' learning process.

I will divide this section in two different parts, firstly I will explain the curricular design of the unit plan proposal which contains several issues: the first one is the explanation of how this unit plan contributes to the development of the Key competences. Then, I will comment on its objectives and specific contents. Next, the evaluation tools and assessment criteria will be described. The second part of this section is focused on the critical analysis of the unit plan instructional design in which there are diverse subdivisions. Firstly, the relevance of the topic will be explained in more detail. Secondly, I will analyse the sequencing. Finally, the activities and the methodology will be critically commented on.

4.1 Curricular Design

The proposed unit plan called "The Digital Me", which is presented in the pages 47-69 (see Appendix 5), consists of seven lessons which correspond to the seven stages of the PBLL previously mentioned. It includes the accomplishment of a final project which consists of the elaboration of a video in which students are required to demonstrate their learning during the unit. In addition, the unit plan has been designed following the learner-centered and competence-based curriculum models which are determined in the Aragonese Curriculum for Compulsory Secondary Education. Therefore, it contributes to the improvement of students' autonomy, the seven key competences as well as diverse cross-curricular contents. Considering the required students' previous knowledge, this unit plan has been designed to be implemented at the end of the second term of the academic year, which means that students are familiar with self-assessment rubrics, working in cooperative groups and using simple grammatical structures such as verb tenses.

4.1.1 Contribution to Key Competences

As it was aforementioned, The European Union claims the importance of the Key competence acquisition for the students' personal, social and professional development. Moreover, the Spanish legal framework in *ECD/65/2015 de 21 de enero* states that students' learning progress must encompass not only the specific learning outcomes of the subject but also the Key

competences since they are part of lifelong learning. It also specifies that Key competences must be aligned and closely linked to these learning outcomes defined for Compulsory Secondary Education. Moreover, the Aragonese curriculum, more specifically in *ECD/2016 de 26 de mayo* in chapter II, section 7, dictates that teaching activities should contribute to the development of the Key competences.

Communicative Competence (CCL) is the principal focus of concern of this unit. It is expected students' functional practice of the English language in meaningful contexts and conversations in order to enhance their communicative skills. Therefore, the tasks proposed foster interaction, negotiation of meaning and the overcoming of a communication gap, for example in the experts group activity (see Appendix 5, Lesson 2, while-task) and in Rally Robin activity (see Appendix 5, Lesson 4, while-task). However, oral and written language skills are encouraged to be produced and understood such as in the freeze frame activity (see Appendix 5, Lesson 2, pre-task) and in the short blog entry writing activity (see Appendix 5, Lesson 2, post-task). Furthermore, tasks are introduced as challenges that need to be accomplished collaboratively which promotes students' interaction and communication in order to help each other and reach agreements to perform the activities, for example the final project video (see Appendix 5, Lesson 5, while-task). Moreover, sharing opinions and oral debates are the basis of many exercises, since students are supplied with film fragments from which they need to infer an ethical lesson and discuss their conclusions as well as comment on real life situations that these lessons could be applied to, for instance in the *Anon* fragment video discussion (see Appendix 5, Lesson 1, pre-task). Publishing their products (see Appendix 5, Lesson 6, while task) and providing feedback to other classmates' performances, such as in the feedback carousel activity (see Appendix 5, Lesson 4, post-task), are relevant activities which also assist in the achievement of communicative competence and critical thinking. In all the lessons the linguistic competence is boosted in many and diverse activities so that students are able to gain self-reliance when using the L2 and this will be reflected in a highly willingness to engage in exchanging ideas in English language. Besides, the publishing of their final projects on eTwinning is a significant feature to foster the importance of the English language in order to communicate with people from all over the world. This also provides learners' works a sense of meaningfulness and a communicative purpose which raises their involvement and commitment in the project as well as in the unit tasks which enable them to perform the final one.

The Mathematical Competence and Basic Competences in Science and Technology (CMCT) is also dealt with in the entire unit since the topic revolves around digital technology. Therefore, students are offered the opportunity to learn about technology that is essential for their daily lives and for their future. Technological concepts and issues are presented throughout the lessons with the intention of equipping students with the necessary tools to be able to properly use technology and safely navigate online.

The Competence of Cultural Awareness and Expression (CCEC) is acquired through the students' exposure to several film fragments which portray cultural manifestations of English-speaking countries, for example in the experts group activity (see Appendix 5, Lesson 2, while.task). The use of the science fiction genre in the EFL classroom allows students to discover cultural information about different topics as well as to be aware of the impact of digital technology on our current lives and society. Moreover, the unit plan aims to arouse interest for the cinema as an expression of culture and a cultural phenomenon that involves creative and critical expressions relevant social issues. That is to say, the cinema is considered a means of communication and, through its stories, it narrates cultural aspects which are representations of current issues and thoughts. What is more, SF offers a different perspective of popular culture which is substantial to examine in order to comprehend society and the different customs in other countries.

Social and Civic Competences (SC) are developed by the students' encouragement to adopt suitable and adequate behaviours when they use the Internet such as in the short blog entry writing activity (see Appendix 5, Lesson 2, post-task). The unit plan also enacts the embracing of ethical rules related to social media etiquette and digital citizenship which are crucial for the learners' education in vital values such as tolerance and respect, in this case, of other internet users. These are fundamental aspects to be taught to avoid students committing any type of violence or abuse. Teaching such values to students is an effective measure to cope with a serious problem that many teenagers are facing nowadays, cyberbullying. Besides, the unit plan provides students with the required information to promote the responsible use of digital technology, which has become a serious problem in the last decades.

Besides, the Digital Competence (CD) is developed in the proposed unit plan since it includes the use of ICTs and EdTech in many of the tasks proposed as well as in the final project. Some of the digital resources that students employ in this unit are: Kahoot, eTwinning, Flipgrid, Flippity, Blendspace etc. Therefore, the autonomous and competent use of technology as well as responsible employment of it is enacted. In addition, a Flipped classroom methodology is implemented and students are required to finish some tasks after school by means of the use of digital technologies. They will also be harnessed to digitally interact with their classmates, analyse their performances and provide them with feedback by means of using digital technologies, for example in the comic strip dialogue recording on Flipgrid (see Appendix 5, Lesson 3, homework). Moreover, it tackles the topic of the Digital Identity which provides them with essential knowledge about the functioning of digital technology. This theme also supplies them with crucial notions to safely navigate and operate on the Internet. Moreover, the unit plan aims to concern students of the risks and problems that can be encountered on digital media as well as to equip them with the necessary tools to safely navigate online. In addition, the unit plan highlights the importance and the students' awareness of the correct behaviours and attitudes that should be adopted when they use the Internet to communicate with other

people. Therefore, learners are presented with multiple arguments to support the skills acquisition for digital citizenship and social media etiquette. The correct register, conventions and patterns required to use the Internet are also emphasized to enable them to have a good domain of its basic knowledge.

The Learning to Learn competence (LL) is also developed through the PBLL and TBL methodologies implemented in the unit plan as well as the inductive approach. This competence is essential for lifelong learning, thus, students are encouraged to be responsible for their own learning and discover knowledge by themselves, such as in the focus on form activity (see Appendix 5, Lesson 3, pre-task). It also promotes students to acquire new working methods and strategies by means of collaborative and cooperative tasks, as in the Rally Table activity (see Appendix 5, Lesson 4, while-task). This type of activity allows students to learn from their classmates not only concepts or ideas but also different abilities which can be very useful for their learning progress. Besides, through the realization of thinking routines and graphic organizers (see Appendix 5, Lessons 7 and 4, while-tasks), students work the development of strategies to organize their ideas for the successful performance of diverse activities, such as the creation of the dialogue for the final project. Moreover, the self-evaluation carried out by the students is a helpful tool to increase students' consciousness of their strengths and weaknesses which may lead them to reinforce those aspects they consider that have not been properly acquired (see Appendix 5, Lesson 7, while-task). Furthermore, they are encouraged to think critically, since they assess their own performances and their classmates' works (see Appendix 5, Lesson 7, pre-task).

Sense of initiative and entrepreneurship (SIE) is promoted, as I previously mentioned, by the methodology and the approach used in the unit plan since they encourage students to be in charge of their own learning process and to actively participate in the lessons. This is one of the principal aims of the proposed unit: to increase the students' participation and motivation in the tasks. It is intended to foster an active role of the students and their willingness and initiative to contribute in the lessons, leaving behind the passive attitudes adopted during the EFL classroom. On the other hand, critical thinking is boosted through various activities in which they are asked to self-assess as well as peer-assess in order to provide their peers' products with suggestions for improvement and highlight the aspects which are properly achieved (see Appendix 5, Lesson 3, homework and Lesson 4, post-task). In addition, the tasks are proposed as engaging challenges in which they are required to transform their ideas into actions. This involves their consciousness of the problem proposed, the critical selection of the actions to take, the organization of knowledge and to put into practice the required abilities in order to accomplish the requested purpose.

4.1.2 Objectives and specific contents

Concerning the general objectives, the unit plan aims to support the accomplishment of the 8 stage objectives for the EFL area which are stipulated in the Aragonese curriculum (*Orden ECD/2016 de 26 de mayo*) in the specific provisions. However, there will be a greater emphasis on the development of the second objective which refers to the students' oral expression as well as of the eighth objective which focuses on the students' receptive, motivating and confident attitude towards their own abilities and use of the L2.

The specific learning objectives are several and diverse in order to improve and develop the four basic skills. Besides, they are aligned with and built upon the evaluation criteria as well as the evaluation standards dictated in the legal provisions for 3rd of E.S.O. (see Appendix 2). Therefore, it is necessary to carry out a backward design process, since to specify these objectives, it is necessary to unpack these criteria and formulate the detailed objectives in function of behaviours which are observable, measurable and evaluable. In addition, these objectives are functional as well as linguistic and they are defined in terms of skill and function.

The didactic unit follows a variable focus syllable, also called proportional syllabus since it combines three components: the structural, functional and experiential. The structural component refers to structures and functions as well as learning strategies and techniques. The second component is a linguistic one based on language functions. The third element refers to the topics, which are aligned with the students' needs, and the learning strategies and processes to promote a creative use of language. Regarding the specific contents, the proposed unit plan is built on and contains a wide range and diversity of contents of the four Blocks of the Aragonese curriculum specified for the 3rd year of Compulsory Secondary Education (see Appendix 3). However, the contents proposed have been selected and specified according to the topic, the procedures and the attitudes that are necessary to accomplish during the unit proposal. Besides, they are also aligned with the general and specific objectives of the unit. Thus, the contents tackled revolve around abilities and strategies of production and comprehension, sociocultural and sociolinguistic aspects, communicative functions, syntactic-discursive patterns such as conditional structures, use of common-use lexis and fixed formulae, accentual, rhythmical and intonational patterns as well as spelling patterns and conventions, for example the use of basic digital language.

4.1.3 Evaluation tools and assessment criteria

The unit plan proposal is based on the evaluation criteria established in the Aragonese curriculum, *Orden ECD/489/2016* in *Artículo 14, Evaluación de los aprendizajes y del proceso de enseñanza*, which states that the curricular evaluation for Compulsory Secondary Education must include the key competencies and standards. In order to create the evaluation criteria for this unit plan, a backward design was carried out, specifying and unpacking the criteria dictated in the legal framework, previously mentioned. They have been detailed regarding the topic, the procedures and the attitudes proposed to achieve in the unit plan. Therefore, these criteria are in accordance with the educational objectives since they measure the level of achievement of the didactic objectives and basic competences.

Concerning assessment, global, formative and summative assessment is executed as it is established in the Aragonese curriculum (*Orden ECD/2016 de 26 de mayo*). Global assessment is executed as the evaluation involves the consideration of all learning aspects. On the other hand, summative evaluation is implemented in this unit plan since all the tasks as well as the final project have been designed to achieve the previously mentioned objectives. Besides, all the activities promote the integration of basic skills. Thus, they will be considered to contribute for the final mark although different percentages of the final mark have been assigned to the activities, giving more importance and higher grading criteria to the tasks which primarily promote communicative competence. It is intended to assess the students' learning progress as well as to adjust the teaching methods and strategies to the students' demands. However, the evaluation of the students' learning is not only focused on the acquisition of language but also on the achievement of the key competences and cross-curricular elements, as it is established in the legal framework, for example some criteria used to evaluate students' final project are their Digital competence as well as Social and Civic competence knowledge.

In addition, the Aragonese curriculum states that the learning process must be assessed following a formative assessment, which is essential for the students' learning progress since they need to be provided with feedback as well as to be offered multiple opportunities to use that feedback in order to improve their productions and their abilities. Therefore, it is continuously provided throughout the entire unit by using digital platforms which allow the supply of instant feedback such as Google Slides, Padlet etc. Students are required to implement the suggestions supplied with the aim of enhancing their performances. This ensures SLA and the development of different skills and strategies. In addition, in order to encourage students to be aware of their own learning process and progress, the unit plan proposes the implementation of some activities called thinking routines such as compass point and KWHL charts (see Appendix 6.20 and 6.29) which tracks what the students know, what the students want to know, how the students will discover that information and what the students have learnt about the topic tackled. Thinking routines consist of different questions that scaffold and guide students' thoughts. Moreover, the unit plan includes activities, such as feedback carousel (see Appendix 6.24), which offer the opportunity to provide and implement peer-feedback as well as peer-assessment. This stimulates students to reflect about their own accomplishment of the activities.

and include enhancements which results in a more successful performance of their products. This assists students to succeed in the final project which is the realization of a video that must include a demonstration of learning and all the knowledge acquired during the unit plan.

The teaching instruments to assess students' learning differ depending on the activity to be evaluated. Rubrics will be used by the teacher for the assessment of written (see Appendix 6.32) and final project performances (see Appendix 6.31). As the Aragonese curriculum proposes, these rubrics have been created including four levels of achievement: exceeds expectations, meet expectations, overage and needs improvement. Moreover, a simple version of the same rubric to evaluate the final video will be provided to students before they accomplish the activity to assist them to know what is expected from them and to evaluate their classmates' work (see Appendix 6.27). In addition, to encourage students to reflect and be aware of their learning process and progress, this simple version of the teacher's rubric is used for self- assessment. Peer-assessment and self-assessment rubric has been elaborated considering the English level of the students in order to ensure its understanding. Besides, peer-assessment and self-assessment rubric include value ranges so that it is observable, measurable and quantifiable. The rubric for the final project evaluation includes the assessment of different skills integratively. It is used to measure the level of achievement of six different aspects such as content, originality, elements of the video, organization and structure, language accuracy and pronunciation. In addition, this rubric portrays objective data such as the number of ideas, video elements and items of vocabulary that the project must contain to be excellent, good, average and needs improvement. Besides, the rubric explains the parts that the video should be composed of to be well-structured such as introduction, development and conclusion. The rubric that the teacher uses to evaluate the students writing skills is focused on diverse elements such as ideas and contents, organization, vocabulary and grammar, conventions and sentence fluency.

In addition to carrying out the integrative assessment of the skills in the rubrics which evaluate tasks, the oral and reading skills will also be tested by asking questions related to the video or the transcript previously exposed. In addition, a teacher's diary will be used to gather students' information about their participation, involvement, cooperation, attitudes and behaviours during the lessons. The achievement of tasks proposed in the unit plan also provide information about these features as well as about the students' learning process and progress. The final project video will be used to assess the students' learning progress at the end of the unit which includes the use of the four basic skills.

Edpuzzle	5%
Kahoot	5%

Comic strip dialogue	10%
Video presentation	10%
Blog entry writing	10%
Attitude and Engagement*	10%
Final project	50%

Fig. 1 Table to evaluate students' learning throughout the unit plan

*"Attitude and Engagement" refer to the students' participation, contribution, realization of homework and attitude during the lessons.

4.2 Instructional Design

This chapter is divided into different sections. Firstly, I will explain systematically and synthetically the reasons for the topic choice as well as its benefits for the students' learning. Secondly, I will expose the sequencing of lessons and the entire unit plan proposal regarding the hybrid approach between PBLL and the TBL that it follows. Then, the activities and the methodology will be described and commented on. Finally, I will expose the results after the unit plan implementation during my placement period.

4.2.1 Topic

The unit plan tackles different subtopics, such as the attitudes and behaviours that should be adopted when making use of the Internet and the possible risks and problems encountered on the Web and social media. Through these themes, this unit plan aims to provide students with conceptual as well as practical knowledge about the digital identity and encourage them to act adequately on the digital world. In addition, as has been discussed above, the Aragonese curriculum states that students must be taught the competence in technology, therefore, the content and concepts dealt with in the entire unit are highly significant. Besides, it also aims to foster the four basic skills integratively, being the communicative skills the principal focus of attention, which is more efficiently promoted as students are engaged in topics aligned with their interests and needs.

On the other hand, students are required to create a video which contains a story with an educational message related to the topic of the unit as a kind of a message. As there are many

possibilities, the objective is that every student learns different lessons from their classmates' videos and be conscious of their implications in real life. Moreover, these videos can be published on eTwinning platform to raise other students' awareness and make their works more meaningful, although it was not possible to be carried out during its implementation in my placement period since the centre does not belong to the eTwinning community and my tutor preferred to investigate about it before using it. However, she thought that it may be relevant for future courses. Publishing their videos on eTwinning also aims to make the final project more attractive and motivating for students. Besides, the elaboration of the video implies the development of many and diverse skills as well as useful abilities for the students' futures.

4.2.2 Sequencing

The present unit plan has been sequenced according to two different approaches: the Project Based Language Learning (PBLL) and the Task Based Learning (TBL). The reason for this combination is to create a hybrid approach by which students can benefit from the main advantages of both methods. Students are more engaged, since PBLL allows them to select the way in which they prefer to approach the final project and to develop their critical thinking as well as self-learning and autonomy. Furthermore, PBLL encourages students to work collaboratively and cooperatively to achieve the same goal and to promote meaningful work. Moreover, TBL assists students to guide their thinking towards the final project and also facilitates the focusing on the main ideas, strategies and learning outcomes to successfully accomplish it. TBL encourages students to learn the language through the fulfilment of practical tasks in which authentic language is used. Besides, the tasks and the final project proposed promote the use of ICTs and EdTech as well as the integration of the four basic skills. Accordingly, the final project consists of the creation of a video in which students are required to demonstrate their learning, develop the basic skills integratively and be responsible for their own learning. Besides, its publication promotes the sense of meaningfulness and it fosters students' creativity as well as engagement and interaction which are essential for their learning progress.

As the unit plan follows the PBLL approach the 7 lessons are focused on the accomplishment of its seven stages: activation, discovery, deepening, planning, creation, publishing as well as assessment and reflection.

In the activation stage, in order to activate the students' previous knowledge and schemas, a word cloud and activities which revolve around it are presented. These activities also provide the teacher with the opportunity to collect baseline data and correct any misconceptions since the beginning of the unit. Besides, one of the main objectives of this stage is to engage and involve learners in the digital identity topic. In addition, they are introduced

with the final challenge in order to motivate, be conscious of what is expected from them at the end of the unit as well as to shape their behaviours and attention during the lessons.

In the discovery stage, students are provided with comprehensible input and are encouraged to explore different issues which the digital identity concerns as well as to infer grammatical rules of the conditional structure. In order to achieve these aims, fragments of videos are played. With the intention of enhancing the communicative skills and interaction of the students, they are required to exchange their opinions and ideas about the previous fragment analysed.

Concerning the deepening stage, students are promoted to make connections between the input provided and their previous schemata in order to ensure a meaningful learning which can easily be applied to their daily lives. Therefore, exchanging of ideas and debates are promoted as well as the creation of a comic strip in which they can put into practice and apply their learning to a possible real situation.

During the planning stage, collaboratively, learners are encouraged to reach agreements, organize and structure their ideas for the next step. Students are required to use and provide feedback to their classmates' works as well as use that feedback to include the suggestions supplied and, therefore, to improve their performances. To this end, models and WAGOLLS are presented to the students to guide them in the process as well as organizers to assist their thinking.

In the creation stage, learners are encouraged to demonstrate their learning by implementing the new knowledge acquired and assemble a video which contains not only the vocabulary and grammatical structure focused on in the unit but also the values, strategies and competencies achieved in the previous lessons.

Regarding the publishing stage, students are asked to share their works with other students who belong to the eTwinning community, therefore they can help as well as inspire other students in the topic. Besides, the publishing of their works is a relevant issue that makes their works significant and meaningful. The publishing stage can also be considered a stage for communicating with people from different countries and with all their peers, since they are required to watch and, in the next stage, evaluate them.

Finally, in the reflection and assessment stage, students also need to demonstrate their learning by assessing other peers' performances as well as by self-assessing their own work. In

order to accomplish these objectives, students are provided with a rubric, which is a simple version of the teacher's rubric. Besides, they are supplied with a compass points activity to reflect on their learning.

In addition, all the lessons are organized following the TBL approach. Therefore, apart from belonging to a different stage as it is above explained, the lessons are organized in three different sections, the pre-task, while-task and post-task. The pre-task is aimed to increase students' interest and motivation. They are also presented with the issues to be tackled during that lesson and prepares them for the accomplishment of the task. For example in Lesson 3 (see Appendix 5), students need to infer the grammatical rules of the conditional structures during the pre-task in order to be able to complete the while-task activity in which students are required to apply those rules and structures. In the while-task, students are presented with a challenge in order to be accomplished collaboratively in groups so that the communicative competence is promoted such as in Lesson 5 (see Appendix 5), students are asked to elaborate collaboratively the dialogues and the story of the final project. The post-task students are presented with activities that consolidate their acquired knowledge, to reflect about their performances or to provide and receive feedback. For instance in Lesson 1 (see Appendix 5), students are encouraged to accomplish a quiz in which they need to answer questions about the vocabulary previously exposed.

4.2.3 Activities and methodology

My proposed unit plan contains activities which aim to deal with diverse deficiencies encountered as well as to cover the students' suggestions in order to promote SLA and improve their communicative competence. Thus, apart from including tasks which contain authentic materials such as science fiction films and their transcripts as well as dealing with interesting and engaging topics, they promote several aspects which concern the previously presented issues. On the one hand, cooperative learning is promoted throughout the entire unit by which students are able to learn from each other such as in feedback carousel activity (see Appendix 5, Lesson 4, post-task), Rally Robin and Rally Table activities (see Appendix 5, Lesson 4, while-tasks). Moreover, this methodology includes several aspects which are very significant for the students personal and learning progress such as the positive interdependence, individual accountability, equal participation and simultaneous interaction. Hence, the activities designed involve cooperative and collaborative groups to encourage students to participate and interact between their group's members as well as with the rest of their classmates. These activities promote students to depend on each other to attain a final goal, therefore, learners need to reach agreements by means of discussion of different points of views and ideas. Furthermore, the cooperative activities proposed promote reciprocity of effort in order to encourage students' personal commitment to improve other group members' learning. For example, in the elaboration of the final project (see Appendix 5, Lesson 5, while-task).

To carry out these activities, many digital tools are offered to ensure all students' participation and involvement such as Google Slides, Padlet, Flipgrid etc. In addition, collaborative and cooperative work ensures an inclusive approach which is necessary for the learning progress of all the students. Moreover, realizing and exposing group activities lowers the affective filter of those shier students who do not have much self-reliance. For instance, in the group presentation of the video (see Appendix 5, Lesson 6, pre-task). This is also promoted by the implementation of the ICTs in the fulfilment of the activities. Nowadays, it is possible to interact with other people by means of these new technologies which, for many students, lowers the affective filter since the interaction is carried out through digital platforms such as in the activity in which students have to vote and comment on other classmates videos (see Appendix 5, Lesson 7, pre-task).

The groups are organized depending on the target activity although, in most of the cases, heterogeneous groups are promoted. However, when dealing with grammatical structures or any other complicated instruction, groups are homogeneously formed, so that the teacher can directly address those students who find more difficulties in understanding these patterns. Besides, this type of cooperative activities is a sort of scaffolding for those learners who need more assistance and guidance to successfully complete the tasks as this support is provided by their group members. Cheat sheets (see Appendix 6.17) and models (see Appendix 6.22) are supplied to students in order to help students accomplish the required activities. These materials provide students with examples of the activities that they are required to accomplish. For example, the cheat sheets supply students with sentences which contain the grammatical structures and learners are required to infer the grammatical rules and patterns. Models provide students with good examples of what is expected from them and WAGOLLS to encourage them to pick some ideas. In addition, all the tasks proposed throughout the unit enable students to perform the final project, therefore they can also be considered a type of scaffolding.

Furthermore, in accordance with differentiation and the different learning profiles, students are given the opportunity to process the new input at their own pace and as many times as necessary. Regarding input, it is provided through different sources and modes in order to attend multiple intelligences and differentiation. Learners receive comprehensible input in multiple ways such as texts (which are the transcripts of the videos, see Appendix 6.13), videos (which are film fragments, see Appendix 6.10, 6.12, 6.1, animated videos, see Appendix 6.5, 6.8, 6.21, and models, see Appendix 6.22) and audios (which are their classmates recordings, see Appendix 5, Lesson 3, homework). By presenting input by means of diverse modalities, the entire class' comprehension is supported and the different learning profiles are respected. This fact, together with the supply of a wide variety and diversity of activities, promotes students' engagement and involvement in the lesson. This may result in a more participant attitude of the students leading to an increase in their interaction as well as in their development of their communicative skills.

On the other hand, the four basic skills are integratively presented since the design of the activities encourage learners to practice several skills to accomplish the tasks, focusing on the speaking skill. Therefore, the combination of different abilities has been considered when making decisions for the task planning.

Other features taken into consideration are the development of creativity and critical thinking in order to promote the achievement of the four C's of 21st century skills: communication, collaboration critical, thinking and creativity. Creativity is fostered by the innovative and original tasks proposed such as the final project or the comic strip creation, since students are required to create a story and its dialogues for the final project and the dialogues of a story provided by the vignettes of a comic strip. Besides, by sharing their creation with the rest of their classmates, they inspire and encourage their peers to try different methods and strategies.

Furthermore, critical thinking is another fundamental pillar of the 21st century skills which are crucial for the students' success at schools and in their future which is also promoted in many occasions through the realization of problem-solving activities, visible thinking routines and self-evaluation which make students reflect about their learning progress and process. This self-evaluation is a very useful tool to learn to learn since it raises students' awareness of their achievements and the elements that should be reinforced to attain success in the next units, as learning is a developmental process. Moreover, in order to promote critical thinking, students are required to examine other classmates' work and critically comment on, assess as well as provide them with feedback in which they highlight the strengths and weaknesses, including suggestions for improvement.

Concerning feedback, as it is stipulated in *Orden ECD/2016*, the teacher includes feedback and metacognition as elements of the continuous evaluation which assist students to redirect and progress in their learning. Moreover, according to Lightbown (2000), this feedback involves a specification for a change to ensure students produce uptake and progress in their learning. Therefore, students are offered many opportunities to use the feedback provided, not only by the teacher but also by their classmates. They are encouraged to improve their products once they are finished, such as in the short blog entry writing activity (see Appendix 5, Lesson 2, post-task), before their complete completion as in the feedback carousel activity (see Appendix 5, Lesson 4, post-task), or take into consideration that feedback for the final project. For example, in the comic strip dialogues recording (see Appendix 5, Lesson 3, homework). The reason for encouraging students to implement that feedback is to guarantee the acquisition of new learning and the refinement of diverse skills. This ensures improvement of their

outcomes and the putting into practice of the suggestions made which results in a more accurate learning and the enhancement of their English command.

Furthermore, the present unit plan supplies students with multiple chances to demonstrate their learning and practice new knowledge such as in the Kahoot activity that students are required to answer questions related to the topic and the grammatical structures previously inferred (see Appendix 6.19), video presentation in which students have to argue the reasons for their choices and explain the plot and the messages conveyed in their final project (see Appendix 5, Lesson 6, pre-task), vocabulary quiz that offers students the chance to demonstrate their acquired knowledge about the new vocabulary by answering questions (see Appendix 5, Lesson 1, post-task) etc. As aforementioned, learning is developmental, therefore, it requires repetition in order to help students to store that new information in the long-term memory. The tasks designed provide students with multiple ways of storing and retrieving the new input through interaction which gives them the opportunity to process that input at the same time that the communicative competence is developed.

In addition, as the Aragonese curriculum and the communicative approach suggest, an inductive approach is implemented due to the fact that it implies more meaningful and memorable learning, since students connect the new learning with their previous existing mental structures. The inference of the patterns and rules requires a mental effort which involves a great degree of cognitive depth that ensures a higher memorability. The Inductive approach also encourages students to be more involved in their learning process which leads them to be more motivated and attentive since discovery learning implies language reflection and analysis. The pattern-recognition activities (see Appendix 5, Lesson 3, pre-task) make learners more autonomous since working by themselves enables them to gain self-reliance and self-determination. Students are provided with examples from the previous video fragments (see Appendix 6.16) and with cheat sheets (see Appendix 6.17), in which they are supplied with more examples, in order to infer the grammatical rules and patterns. Furthermore, these activities are also designed to be collaborative tasks, therefore, students are provided with more opportunities to practice language and to interact as well as to work in teams and find support from their group members. Thus, a learner-centred approach is adopted in which students are responsible for their own learning and the role of the teacher is to guide students to achieve that objective. This feature is fundamental for their personal development and essential to be successful in their future.

Finally, to ensure the students' involvement in the lessons many activities promote emotional response and the chance to connect the knowledge acquired in the EFL classroom to their daily lives which implies a more significant and meaningful learning. For example, in the final project students are required to transmit a message related to the digital identity that is valuable and significant for their classmates' and other teenagers' daily lives. Besides, in the

short blog entry writing activity, students are asked to give some pieces of advice to their classmates when they use the Internet. To contribute with the motivation in the classroom, competitive activities, such as games or quizzes, have been implemented in this unit plan, for example when dealing with grammatical structures or new vocabulary a Kahoot and a quiz are proposed. The competition format generates a competitive spirit among the students that encourages them to do their best and endeavours in the accomplishment of the proposed tasks. Moreover, rewards are offered to promote the students' commitment to the teachers' commands and instructions by means of a point system reflected on a leaderboard (see Appendix 6.33). When students reach a certain number of points the teacher will offer a reward with the intention of motivating them to continue working and behaving in that way.

4.2.4 Films fragments selection

To use Science Fiction in the Secondary classroom, the films chosen for this Plan are: *Minority Report* (Steven Spielberg, 2002), *Ready Player One* (Steven Spielberg, 2018), *Anon* (Andrew Niccol, 2018), *Oblivion* (Joseph Kosinski, 2013) and *Matrix* (the Wachowskis, 1999). The criteria for the selection of the films are the following:

- I. The main criterion is based on the topic. These films deal with issues related to digital identity and digital technologies.
- II. Another criterion considered is focused on the fact that the fragment selected conveys an ethical lesson. Besides, this message should be adequate in content and in level to be inferred by the students. Therefore, I have taken into account the students' maturity and abilities to understand the message that the video intends to transmit.
- III. The films' visual appeal and engagement is another relevant criterion, since the unit plan aims to motivate and involve students in the activities.
- IV. Another criterion contemplated is based on the level of difficulty of the video dialogues, so that students are able to identify the general information portrayed in the fragments.
- V. Another criterion is the duration of these fragments in order to display a reasonable length of the fragment. The fragments should be long enough to transmit a message and catch the attention of the students, and short enough to dispose of sufficient time to accomplish other activities.

After considering the relevance of the topic of the digital identity, the sequencing of the unit plan, which is divided into seven stages following a PBLL approach, and the structure of

the lessons that contain a pre-task, while-task and post-task as well as the critical analysis of the activities and methodology, in the following chapter, I will discuss the results obtained after the implementation of the unit plan proposal.

4.2.5 Discussion of the results after the unit plan implementation

As it was observed during my placement period, before implementing the unit plan in the 3rd year of Secondary Compulsory Education in C.P.I Castillo Qadrit there was a general passive attitude among the students. They were unwilling to spontaneously participate and a collective demotivation was noticeable in the English lessons. The interactions that occurred in the EFL Classroom, mainly teacher-student, were originated by the continuous insistence of the teacher to encourage students to practice their communicative skills. However, the responses obtained were short and superficial. These aspects stem from the scarcity of students' self-reliance and the lack of interest in the topics tackled during the lessons which derived from the type of lessons and teaching methodology, associated with traditional methods, that had been steadily implemented.

Nevertheless, there was an observable and radical change during the implementation of the unit plan proposal. Since the first lesson, students showed a great curiosity about the topic which resulted in a noteworthy increase of their participation in the EFL Classroom. Furthermore, they portrayed an active behaviour during the debates and discussions proposed, sharing their opinions and expressing their ideas voluntarily. Moreover, by the implementation of dynamic and cooperative activities, students began to interact with their classmates which created a positive learning environment as well as their gradual achievement of self-reliance to communicate using the L2. The SF materials used during the lesson produced a high involvement of the students in the tasks. These materials motivated students and engaged them to be willing to explore new ideas and concepts as well as to be receptive towards the new input provided. Besides, the implementation of Science Fiction certainly encouraged students to draw their conclusions, raise awareness and reflect about the problems that digital technology can cause if it is not well used (see Appendix 6.34). The SF genre allowed me to promulgate and support essential values for their personal growth as well as attitudes and behaviours that are fundamental for the responsible use of the Internet. Moreover, they provided students with possible real-life situations and contexts that allowed students to practice meaningful language which improved their participation in exchanging different points of view.

On the other hand, the implementation of an inductive approach was highly successful, since learners actively tried to discover the rules and the patterns proposed. In addition, the gamification of several tedious activities, such as grammar or vocabulary practice that were suggested in order to make students retrieve the information and properly acquire it, have

proven to be an efficient alternative. In the game-like activities, students presented a constructive competitive spirit that motivated students in these activities in order to strive to win. They also encouraged students to use the English language functionally. This was also achieved by the proposal of challenging tasks and the final project which promoted the students to practice the L2 not only in a functional way to reach agreements and solve the problems proposed but also in a purposeful one. What is more, students were given multiple opportunities to improve their products by including suggestions provided by their classmates, which were also supervised by myself. This produced the enhancement of their communicative abilities and the acquisition of new and different working strategies.

Considering all these aspects, we can conclude that after the implementation of my innovative unit plan proposal, students had the chance to improve their communicative competence, interaction, motivation and attitudes in the EFL Classroom. It provided me with the opportunity to realise the beneficial aspects that motivation can offer among the students. Their communicative skills enhanced considerably since they were given chances to practice them in a safe learning environment as well as topics which met their interests and needs. These features made them feel more confident to use the English language and to interact during the lessons. Therefore, the unit plan has proved to be effective for SLA and to motivate students as well as to instil desire to continue learning the L2.

In addition, according to my tutor's observation during the placement period, the didactic unit is original and the activities included mirror real life situations. The activities proposed are varied, staged, well-structured and with a clear aim, presented in contexts and in connection. Activities are balanced and show continuity where students see the final aim of the whole lesson. All the activities focus on the topic chosen and they support varied and appropriate interaction patterns. Besides, all skills were covered as well as oral communication and interaction opportunities which were offered at different stages and in context. Students were encouraged to reflect on their own learning. Moreover, materials, visuals and digital aids were carefully selected in order to motivate students and used in the lessons so that students have a tool to understand complex content (see Appendix 1.2).

5. Conclusion

The present dissertation aims to propose an innovative unit plan which improves the communicative competence and interaction of the students in the EFL Secondary Classroom. To achieve these objectives, it is necessary to promote their participation and motivation in the L2 lessons. This proposal stems from a necessity observed during my placement period in the

C.P.I Castillo Qadrit which was afterward verified by the analysis of the data collected from a questionnaire conducted to the students. The results obtained, not only from the C.P.I Castillo Qadrit students but also from three other different high schools of the province of Zaragoza, portrayed that learners' participation and motivation in the EFL classroom was very reduced which, consequently, results in the fossilization of their communicative abilities. In addition, the results of this survey illustrated that students do not consider textbooks suitable for their learning progress since they do not contain attractive materials, enough interactive activities or real-life situations. These deficiencies were also encountered during this course in the examination of two different learning units from diverse books currently used in the Compulsory Secondary Education. Moreover, the interpretation of the questionnaire results determined a general agreement in the use of authentic materials to palliate this lack of participation and engagement.

In addition, the theoretical framework provided in the first sections of this dissertation supports the idea of the use of authentic materials to motivate students and, thereupon, to enhance their interaction and communicative competence. Thus, the proposed unit plan has been designed considering the principles expounded in the literature as well as a hybrid approach which combines the PBLL and TBL methodology. The aim of implementing this approach is to exploit the advantages of both methods since students can benefit from the engagement and self-determination that the PBLL offers as well as the guidance and assistance towards the final project that the TBL provides. Besides both approaches have many strong points in common which are also applied to the unit plan proposal.

One of these elements is to encourage learners to be responsible and aware of their own learning process. In addition, PBLL and TBL allow the promotion of cooperative and collaborative work that enacts CLT principles as students are required to interact with each other which results in lowering the affective filter and in more significant learning. This learning involves not only the improvement of their communicative skills but also mutual learning by which students can learn new concepts, strategies, different ideas as well as diverse working methods. Collaborative work also promotes education in respect and tolerance towards different opinions and points of view. Moreover, the implementation of challenging activities which resemble possible real-life situations assists the authentic and meaningful use of language. These contexts are provided by including film fragments or transcripts which deal with up-to-date and appealing topics related to the digital identity. Furthermore, they offer students the chance to draw their own conclusions, develop their critical thinking and infer important ethical lessons. By means of analysing the videos proposed and discussing their implications, students acquire essential moral values for their personal development. Moreover, they also raise their awareness of possible risks that can be encountered on the Internet.

On the other hand, the publishing of their projects on eTwinning raises students' consciousness of the importance of the English language in order to communicate with people from all over the world. Furthermore, the tasks and the final project designed encourage students to develop their creativity and curiosity in the topic which leads to an improvement of motivation among the students. Moreover, the use of ICTs and EdTech in allows the teacher to adapt to the students' needs as well as offers students the chance to accomplish the exercises at their own pace. Many of the activities proposed, through the implementation of ICTs promote the achievement of the digital competence as well as an increase of the students' interest and engagement. This is also accomplished by the gamification of many of the activities by including these digital platforms. Besides, communicative competence is achieved since it is the main aim and it follows the CLT approach. However, the unit plan proposal also promotes the development of the rest of the competences as the legal framework states.

Regarding all these features, it can be considered that the innovative unit plan proposal has the potential to be suitable and adequate for the students' learning progress. Therefore, the science fiction genre can be regarded as an efficient teaching theme in the EFL Secondary Classroom. SF is a powerful tool that offers lots of teaching and learning possibilities which, together with a dynamic methodology, provides the increase of the students' motivation and participation. This results in an improvement of the interaction and communicative competence which ensures the SLA.

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

1.1 Analysis of unit 5 “See the World” of *Burlington International English B2+* (Jeanette Swanson and David Thomas, 2017), published by Burlington Books.

Link to the document:

https://drive.google.com/file/d/1OJ9ZII-ZmC_UaKBAmL3UVhrT2x4iuKLb/view?usp=sharing

This essay was carried out for the Instructional and Curricular Design subject by my group: Ana Cuartero, Guillermo Cubillo and Sandra Langarita. This analysis of a unit from a current textbook of Secondary Education reflects that there is a necessity of improving the teaching and learning materials used in some specific contexts since in many cases it does not follow the CLT principles stated by the legal framework.

1.2 Analysis of unit 7 “Making Changes” *Energize 3* (Paul Kelly, Helen Halliwell, Sarah Walker and Christina de la Mare), published by Oxford University Press.

And the tutor's observation during my placement period.

Link to the document:

https://docs.google.com/document/d/1Ugu4AvgxQwK_GHDwP_3xE0KygBjsMOSC/edit

This analysis is located in the portfolio carried out for Practicum II subject during my placement period in the C.P.I Castillo Qadrit. This analysis of a unit from a current textbook of Secondary Education reflects that there is a necessity of improving the teaching and learning materials used in this educational centre since in many cases it does not follow the CLT principles stated by the legal framework.

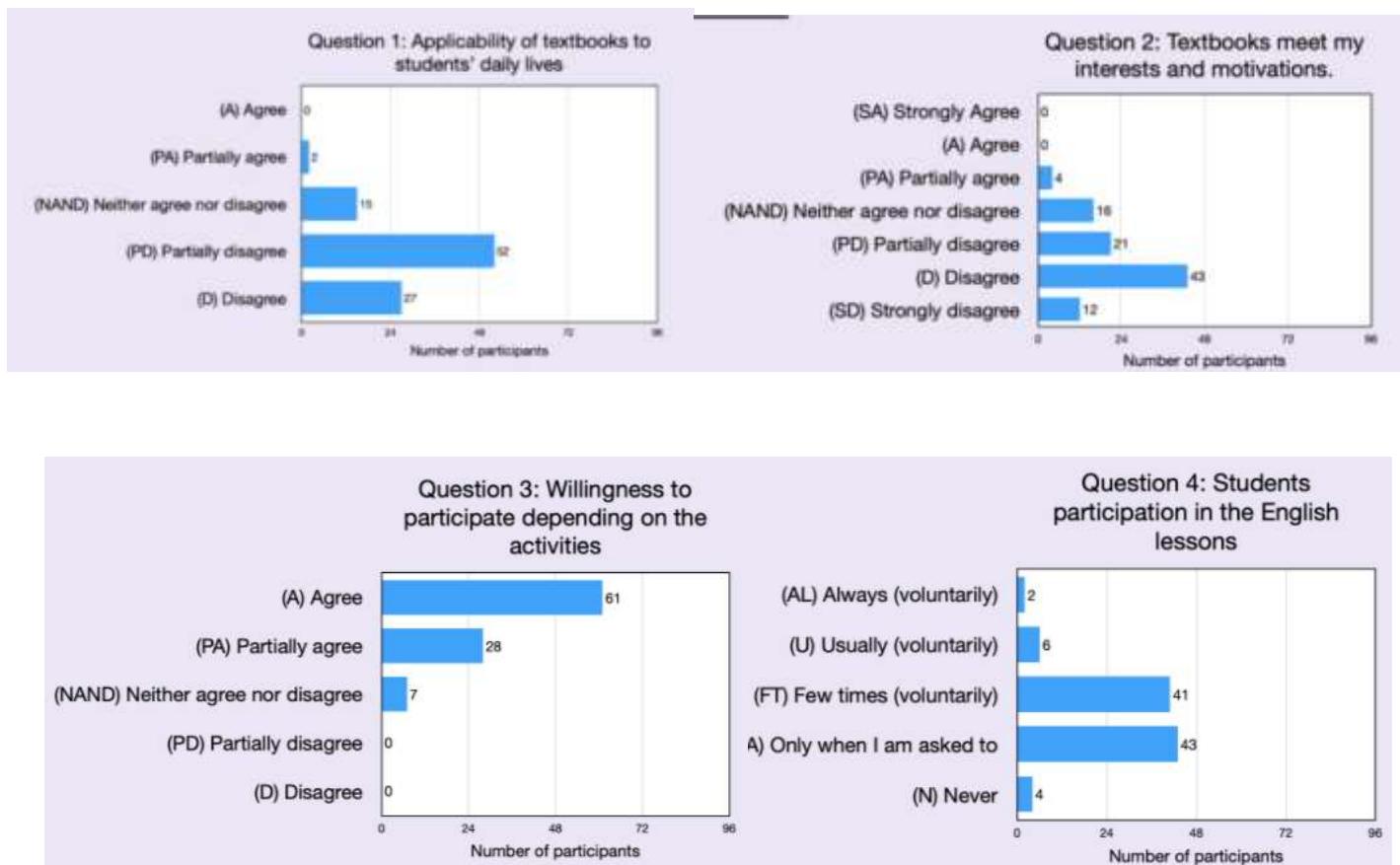
1.3 Academic Poster which presents the results of the questionnaire conducted to 96 students of Compulsory Secondary Education from the province of Zaragoza.

Link to the document:

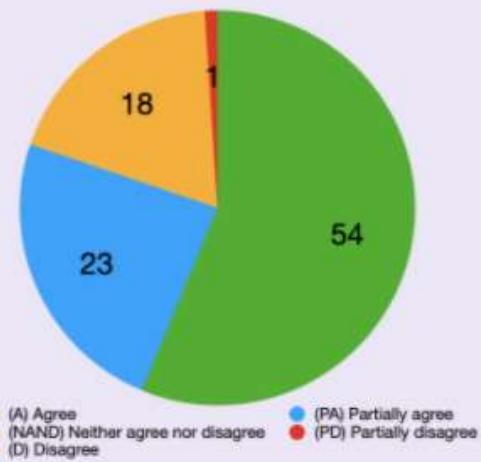
<https://docs.google.com/drawings/d/1B1-0NZP1Dsmq-SpGsAF-wnM7fJJfU1H6xmkx14U4N64/edit>

This academic poster was accomplished for the subject Innovation and Research in the EFL by my group: Raúl Castel, Ana Cuartero, Guillermo Cubillo and Sandra Langarita. The aim of this research study is to confirm to what extent the use of authentic materials increases the students' participation and involvement in class.

Figures of the analysis of results



Question 5: Improvement of English command through the use of authentic material



Question 6: Interest increment through the use of authentic materials.



Appendix 2: Specific Learning Objectives of the Unit “The Digital Me”

At the end of this unit, students will be able to:

- Express their opinions and ask questions regarding digital identity.
- Identify general and specific information in film fragments.
- Orally discuss the problems of specific attitudes and behaviours online.
- Write descriptions and orally describe online situations which can be considered risky or immoral.
- Write a short comic strip about the risks and benefits of digital technology.
- Identify general and specific information from a film transcript.
- Create a video which contains an ethical lesson about digital identity.
- Evaluate their classmates' performances and suggest improvements.
- Evaluate their own performances and identify their strengths and weaknesses.
- Plan and produce oral presentations about the responsible use of technology.
- Express and ask about hypothetical situations that can arise when using the Internet.

The unit plan proposal also aims to support the accomplishment of the 8 General Stage Objectives for the EFL area (Compulsory Secondary Education), stipulated in the Aragonese curriculum (*Orden ECD/2016 de 26 de mayo*) in the specific provisions.

Appendix 3: Specific Contents of the Unit “The Digital Me”

The specific contents have been specified regarding the contents stated in the Aragonese curriculum and they cover contents of all types for each skill.

Comprehension and production abilities and strategies:
<ul style="list-style-type: none">- Comprehension of general and specific information in oral texts (videos, oral presentations, film fragments, teacher explanations) and a written text of film transcripts.
<ul style="list-style-type: none">- Interpretation of messages (Identification of the principal and secondary ideas, speakers' intention).
<ul style="list-style-type: none">- Use of comprehension strategies:<ul style="list-style-type: none">Activation of their previous knowledge.Anticipation of the general content.Inference of meaning by the context.Strategies to solve specific tasks: note taking, participants identification.Predisposition to comprehend the general idea of a text without understanding all its elements.
<ul style="list-style-type: none">- Oral production of narrations, descriptions and explanations (addictions to social media, digital citizenship, correct attitudes and behaviours online and the risks of the internet).
<ul style="list-style-type: none">- Spontaneous participation in class about the topics proposed.
<ul style="list-style-type: none">- Use of communicative strategies:<ul style="list-style-type: none">Planification

- Design a message with clarity.
- Use digital resources to do group presentations.

Execution

- Support and make the most of the previous knowledge.
- Express the message with clarity, coherence, well-structured and adjusting to the models of the type of text.

- Comprehension of the general and specific information from authentic texts obtained from film fragments.

- Use of comprehension strategies:

- Activation of their previous knowledge.
- Inference of meaning by the context.
- Distinction among the types of comprehension.
- Inference of meaning by the context.
- Strategies to solve specific tasks: translation, inferring meanings, identifying relevant information.
- Use of digital resources to find and acquire new vocabulary meanings.

- Production of original written texts such as a short blog entry, comic strip dialogue and transcript for a video.

- Use of production strategies:

Planification

- Activate and coordinate one's general and communicative competences to accomplish the tasks.
- Locate and properly use the linguistic and thematic resources.

Execution

- Support and make the most of the previous knowledge.
- Write texts from models and templates.
- Write the message with clarity.
- Reflect and apply self-correction and self-evaluation strategies.
- Promotion to take care of the written texts' appearance.

Sociocultural and sociolinguistic aspects:

- Use of different social conventions, courtesy norms and linguistic registers.
- Customs, traditions, everyday life.
- Values, beliefs and attitudes; critical attitude towards pre-concepts and stereotypes, respect towards other thinking ways.
- Non-verbal language.
- Appreciation of the English language as an instrument for information, communication and understanding between different cultures.
- Interest in establishing contacts with speakers of other languages.

Communicative functions:

- Establishment of personal and social relationships.
- Description of qualities of people, places, hobbies and activities.

- Narration of real and fictional events in the present and in the past, description of present situations and predictions for the future.
- Exchange personal information such as opinions, points of view and advice.
- Express diverse types of modalities such as certainty, probability and possibility; suggestions, advice, conditions and hypothesis.
- Express interest and suggestions in class.

Syntactic discursive structures:

- Simple sentence: Questions: Yes/No questions; Wh- questions.
- Compound sentence: Coordination: and, or, but.
- Complex sentence: Adverbial clauses: condition (if/unless; conditional structures, use of *were*)/ reason or cause: (because, since).
- Complex sentence: Yes/No interrogative clauses.

Use of common-use lexis and fixed formulae:

- Personal identification; home and environment, hobbies, leisure and culture, technology, social media, internet, digital citizenship and electronic devices.
- Synonyms and expressions.

Accentual, rhythmical and intonational patterns:

- Contracted forms ('ll, won't, 'd, wouldn't).

Spelling patterns and orthographic conventions:

- Comprehension of basic digital language (www, https//, .com, .org, #hashtag).
- Use of basic digital language (www, https//, .com, .org, #hashtag).

Appendix 4: Specific Evaluation Criteria of the Unit “The Digital Me”

- Students can understand the general and specific information which appear in different film fragments that tackle the topic of digital identity (Crit.IN.1.1.) (Est.IN.1.1.1.). Key competences CCL-CMCT-CD-CAA-CSC-CCEC.
- Students can make use of their knowledge about sociocultural and sociolinguistic aspects to understand film fragments related to digital identity (Crit.IN.1.2.) (Est.IN.1.2.1.). Key competences CCL-CD-CAA-CSC-CCEC.
- Students can produce oral texts about the risk of digital technologies and the attitudes and behaviours that should be adopted online. (Crit.IN.2.1.) (Est.IN.2.1.1.). Key competences: CCL-CAA-CD-CSC-CIEE.
- Students can put into practice their knowledge of sociocultural and sociological aspects, social conventions and behavioural patterns to orally interact with their classmates in order to discuss topics related to digital citizenship as well as the risks encountered on the Internet. (Crit.IN.2.2) (Est.IN.2.2.1.). Key competences: CCL-CAA-CD-CSC-CIEE-CCEC.
- Students can comprehend and identify general and detailed information from film transcripts which deal with the topic of digital identity. (Crit.IN.3.1) (Est.IN.3.1.1.). Key Competences: CCL-CD-CAA-CSC-CIEE-CCEC.
- Students can understand and use the sociocultural and sociolinguistic aspects for the comprehension of film transcripts related to digital technologies and classmates' works. (Crit.IN.3.2) (Est.IN.3.2.1.). Key Competences: CCL-CMCT-CD-CAA-CSC-CCEC.
- Students can produce a short blog entry, comic strip as well as a video dialogues applying planification and execution strategies. (Crit.IN.4.1.) (Est.IN.4.1.2.). Key Competences: CCL-CMCT-CD-CAA-CSC-CIEE.
- Students can produce different written texts related to digital technology and identity applying their sociocultural and sociolinguistic knowledge. (Crit.IN.4.2.) (Est.IN.4.2.1.). Key Competences: CCL-CD-CAA-CSC-CIEE-CCEC.

Appendix 5: Lesson Plans

LESSON 1 : Activation

Stage: Activation	<p>List of activities:</p> <ul style="list-style-type: none">- Film Anon fragment and discussion (engagement and ice-breaker)- Word cloud and grouping words (activating schemas and inferring meaning)- Chalk talk group discussion (sharing opinions with their classmates)- Introduction of the final project (informative video of the final challenge)- Writing definitions (description of the word cloud's concepts with their own words)- Vocabulary Quiz (practicing vocabulary) and Voki to explain the instructions
Learning Outcomes	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none">- Define some concepts related to digital identity with their own words- Identify the risks and problems that can be encountered on the Internet- Discuss and identify the meaning conveyed in the fragment of the film Anon- Apply vocabulary related to digital identity

Objectives	<p><u>Skills:</u></p> <p>Reading: students are required to read other classmates' ideas and the definitions of different words.</p> <p>Listening: students are required to listen to their classmates' opinions, Voki and teacher's explanations as well as the dialogues of the film fragment.</p> <p>Speaking: students are required to share their opinions as well as communicate with their group members to collaboratively accomplish the activities.</p> <p>Writing: students write definitions of different concepts, they also write their opinions and comment on other classmates' ideas.</p> <p><u>Teaching aims:</u></p> <ul style="list-style-type: none"> - Encourage students to discuss about digital issues - Promote students to infer the unit plan topic from the word cloud - Encourage students to work cooperatively and collaboratively - Activate students' previous schemata - Collect baseline data - Correct previous misconceptions - Engage students in the unit and in the final project - Promote students' vocabulary acquisition - Encourage students to define some relevant concepts related to digital identity - Raise students' awareness of the importance of making a responsible use of the Internet - Raise students' consciousness of the risks and problems of that can be encountered on the Internet - Promote students to practice the vocabulary taught - Promote students' emotional responses
Materials and Resources	<ul style="list-style-type: none"> • Digital board • Teacher's computer • Individual electronic devices • Small individual whiteboards • Voki • Flippity Word cloud • Flippity Flashcards • Flippity Quiz • Padlet • Fragment of the film Anon • Google Slides • Vyond

Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	<p>1) A fragment from the film <i>Anon</i> is played on the digital board (see Appendix 6.1) in order to catch the attention of the SS and engage them in a class discussion by proposing different questions (see Appendix 6.2) related to the video.</p> <p>2) A word cloud is presented to the SS to activate their previous schemas (see Appendix 6.3). In order to involve SS in the unit as well as in the following activities, collaboratively in groups, they are required to guess the meaning of the words that they do not know as well as the topic of the unit plan arguing their presumptions.</p> <p>3) Chalk Talk activity is proposed, SS answer some questions (see Appendix 6.4) on Padlet and they are asked to highlight or comment on other groups' ideas. This allows the T to gather baseline data as well as correct previous misconceptions since the beginning of the unit.</p> <p>4) An introductory video of the final project is played on the digital board to inform the SS about the general requirements for its accomplishment (see Appendix 6.5) .</p>	8' 5' 5' 1'	Student-student Student-Student Student-Student Teacher-Student
While-task	<p>1) Collaboratively in groups on Google Slides, SS are required to give a definition with their own words of some of the concepts previously portrayed in the word cloud (see Appendix 6.6).</p> <p>2) By using flippity cards, SS correct or improve their definitions. Besides, this tool helps SS learn how to pronounce difficult words (see Appendix 6.7).</p>	15' 5'	Student-student Student-Student

Post-task	<p>1) To raise engagement, Voki is played on the digital board in order to explain the instructions of the following activity (see Appendix 6.8).</p> <p>2) In groups, SS play a Flippity Quiz game in which questions of the previously tackled vocabulary appear (see Appendix 6.9). This encourages SS to retrieve their knowledge and ensures a more effective learning. In order to encourage every S participation, all of them are required to write the correct word on a small whiteboard. Then, they decide which option is the final choice and the group spokesperson will say aloud the answer.</p>	1'	Teacher-Student Student-Student
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Ongoing assessment

The teacher monitors students' answers and orally provides them with feedback with the aim of correcting mistakes and suggesting enhancements in order to improve the students' skills. In addition, Flippity Cards allows students to correct their definitions and be aware of their mistakes. It also suggests to the students a different and more accurate definition of the concepts.

The teacher can check students' understanding and learning by means of the activity's performance. Flippity Quiz is an effective tool to check their learning progress as well as to correct misconceptions.

Scaffolding/differentiation

To attend the diversity of needs it is proposed:

- The word cloud helps students to remember vocabulary and activate their previous knowledge; it, together with the film fragment, also guides students to infer the topic of the unit.
- The film fragment is played in order to motivate, encourage and guide students to exchange ideas about digital identity issues and to spark their interest in the topic. Besides, as it is a multimodal mode it attends differentiation.
- Working in cooperative groups also helps students to perform the activities, therefore the groups are heterogeneous.
- Working with Google Slides and Padlet allows the teacher to easily identify students' needs to accomplish the activities and assist them.
- Providing students with sentence starters as suggestions to help them accomplish the activities.
- The Voki tool informs students of the rules and the functioning of the Quiz game. To ensure the comprehension of the Voki explanation, the teacher asks questions to check if they know the procedures to accomplish the activity.

Key Competences

CCL- CMCT- CD- CAA- CSC- CCEC- CIEE

LESSON 2: Discovery

<p>Stage: Discovery</p>	<p>List of activities:</p> <ul style="list-style-type: none"> - Freeze frame (listening scaffolding and interaction) and Edpuzzle (listening activity) - Display of short videos fragment (experts group scaffolding and discussion about the videos presented) - Experts group activity (discussion about the ethical lesson conveyed in the video fragments) and placemat (scaffolding to collect ideas) - Add +1 (scaffolding to collect ideas) and writing of a short blog entry giving advice (applying the ethical lessons learnt)
<p>Learning Outcomes</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Infer ethical lessons related to digital identity from film fragments • Explain ethical lessons to their classmates • Apply ethical lessons related to digital identity to pieces of advice • Connect the ethical lessons to their real life • Write a short blog entry giving advice of the attitudes and behaviour when making use of digital technology • Apply vocabulary of digital identity
<p>Objectives</p>	<p>Skills:</p> <p>Reading: Students are required to read the transcript of the fragment film assigned as well as other groups' writings.</p> <p>Listening: Students are required to listen to the fragments of the films, the Edpuzzle video and their group members' explanations.</p> <p>Speaking: Students discuss with other experts of their group to draw conclusions and reach agreements. Then, they are asked to explain the conclusions and the ethical lessons to their group members. Besides, students are required to discuss with their members of their groups in order to make decisions to write a blog entry.</p> <p>Writing: Students are required to write a short blog entry to give advice to other teenagers and they write comments to other classmates' writings. Moreover, in the expert groups activity each student writes on the placemat sheet their own ideas.</p> <p>Teaching aims:</p> <ul style="list-style-type: none"> - Spark interest in the topic. - Encourage students to infer ethical lessons from the fragment films - Encourage students to work cooperatively and collaboratively

	<ul style="list-style-type: none"> - Promote students to make connections between ethical lessons and their daily lives. - Encourage students to share their ideas and opinions - Provide students the opportunity to reflect about the risks of the digital technologies - Promote students' emotional responses - Provide students the opportunity to reflect about the importance of making a good use of the digital technologies
Materials and Resources	<ul style="list-style-type: none"> • Fragments of the films: • Edpuzzle • Teacher's computers • Digital board • Individual electronic devices • Headphones • Placemat sheet • Cheat sheets • Google Slides • Pieces of paper for Add +1 activity • Pens

Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	<p>1) A fragment of the film Matrix is played. The T freezes the frame on several parts of the fragment in order to encourage SS to reflect about the information that it is going to appear next (see Appendix 6.10).</p> <p>2) Then, SS are asked to watch the same fragment again and, by means of the Edpuzzle, they answer some questions about the video (see Appendix 6.11).</p>	5'	Teacher-Student Individually

While-task	1) The T plays four short clips of video and SS discuss them (Oblivion, Matrix, Minority Report, Ready Player One). (see Appendix 6.12)	5'	Teacher-Student
	2) In the Experts group activity, each member of the group is assigned a number which corresponds to one of the short fragments previously watched. Then, they will gather with other classmates who have the same number and discuss the ethical lesson that can be inferred from the video designated. They are provided with the transcript and they can watch the complete fragment as many times as necessary (see Appendix 6.13). A placemat activity is proposed in order to encourage SS to write their individual ideas, then put their ideas together and draw their conclusions (see Appendix 6.14).	15'	Student-Student
	3) SS return to their original groups and explain to rest of the group members the meaning conveyed in their assigned videos	10'	Student-Student
Post-task	1) Maintaining the same groups, on Google Slides, SS write a short blog entry in which they have to give pieces of advice to other teenagers, they can use the ethical lessons inferred from the films and make new connections to write the blog entry. An Add +1 activity is proposed to include the maximum of ideas possible (see Appendix 6.15).	15'	Student-Student

Ongoing assessment

The teacher monitors the students' video understanding by checking their results obtained from their answers on Edpuzzle. The speed of accomplishing the activity also reveals the degree of comprehension since students who do not understand the video properly will have to rewatch certain parts several times until they answer the questions correctly. Besides, during the experts group activity, the teacher moves around the different groups and monitors the students' comprehension of the film fragments and their transcripts by listening to the students exchanging opinions and the ideas written on the placemat sheet. The teacher also suggests some enhancements or missing information. The teacher also checks the students' blog entry writings and provides them with feedback to improve their products.

Scaffolding/ differentiation

To attend the diversity of needs it is proposed:

- Freezing the frame of the video assists students to comprehend the information that is portrayed and answer the questions more accurately. This is a way to break the listening in small pieces and encourage them to reflect on the next information provided. It is a useful method to guide students in the listening activity and to promote their concentration on the different aspects.
- Edpuzzle is a suitable tool to give students the chance to work at their own pace and listen to the video as many times as they need. As the videos are multimodal resources, they offer visual support for their comprehension and attend to different learning profiles and differentiation.
- The teacher plays shorter fragments of the videos and asks questions to encourage them to reflect on what the story is going to be about before the experts group activity.
- Placemat activity is proposed to guide and assist students in gathering the main ideas.
- Cheat sheets are provided to keep them on track when they are required to explain the video information to their group members.
- Add+1 activity is scaffolding for the writing activity since it assists them to gather the information that they want to include in their blog entry.
- Providing and including feedback from their classmates also helps students to produce better outcomes and improve their skills.

Key Competences

CCL- CMCT- CD- CAA- CSC- CCEC- CIEE

Homework

Students read other groups' works and they provide them with feedback. Then, each group implements the suggestions made in order to improve their work. (Student- Student Interaction)

LESSON 3: Deepening

<p>Stage: Deepening</p>	<p>List of activities:</p> <ul style="list-style-type: none"> - Focus on form (Inferring grammatical rules and patterns) - Completion of comic strip dialogue bubbles (applying grammatical structures and vocabulary) - Record the comic strip dialogues on Flipgrid (practicing communicative skills) - Kahoot (practicing grammatical structures and vocabulary)
<p>Learning Outcomes</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Identify grammatical rules and patterns of the conditional structures • Apply the grammatical rules and patterns of the conditional structures • Write the dialogues of a comic strip applying vocabulary learnt and the conditional structures • Distinguish the patterns of the different conditional structures
<p>Objectives</p>	<p><u>Skills:</u></p> <p>Reading: Students are required to read the transcripts in order to infer the grammatical rules.</p> <p>Writing: Students are required to write the comic strip dialogues bubbles. Besides, students are asked to complete a think chart and to comment on their classmates' performances on Flipgrid.</p> <p>Speaking: Students need to discuss with their group members in order to reach conclusions when inferring the grammatical rules. Moreover, students need to communicate with their group members to make decisions in order to create the dialogues for their comic strip. They are also asked to record themselves on Flipgrid performing the dialogues of their comic strips.</p> <p>Listening: Students are required to listen to their classmates' comic strips dialogues as well as their opinions and ideas to create the dialogues and infer the grammatical rules. Moreover, they are asked to listen to different short fragments.</p> <p><u>Teaching aims:</u></p> <ul style="list-style-type: none"> - Promote understanding of the grammatical rules. - Encourage students to work collaboratively and cooperatively. - Encourage students to apply the knowledge previously taught in the comic strip dialogue. - Provide students the opportunity to retrieve the information. - Provide students with opportunities to practice the grammatical structures. - Encourage students to reflect on their learning progress and process - Raise students' awareness of the risks of the digital technology - Raise students' consciousness of the importance of making a responsible use of the digital identity - Promote students' emotional responses

Materials	<ul style="list-style-type: none"> • Digital board • Teacher's computer • Individual electronic devices • Cheat sheet to infer the grammatical rules • Transcripts of the fragment films • Fragment of the films: • Comic strips • Kahoot • Flipgrid • Coloured cards • Google Forms • Think chart
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Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	<p>1) The T plays shorter fragments of the previously seen videos and provides SS with the transcript. The T encourages SS to pay attention to the grammatical patterns that appear.</p> <p>2) Collaboratively, SS are required to infer the grammatical rules and patterns of the conditional structures (see Appendix 6.16). They are also supplied with a cheat sheet in order to assist them (see Appendix 6.17)</p>	5'	Teacher-Student
While-task	1) SS, in groups, are asked to choose one comic strip from the several provided and create a dialogue for their characters (see Appendix 6.18)	10'	Student-Student
Post-task	<p>1) SS in groups accomplish a Kahoot activity in order to continue practicing the conditional structures and to retrieve the information (see Appendix 6.19). Every S is provided with coloured cards so that all of them can participate in the game, then, when all the SS have shown their choices, there is a vote counting for each group and the most voted answer will be the final answer. They can interact between their group members to help each other to answer the questions correctly.</p> <p>2) SS individually complete a think chart on Google Forms (see Appendix 6.20)</p>	20'	Student-Student Teacher-Student

Ongoing assessment

The teacher formulates questions about the grammatical structures to check the students' understanding and correct misconceptions. Moreover, during the comic strip dialogue creation, the teacher monitors students' performance and supports them during the activity. Besides, during the Kahoot activity, students can demonstrate their learning about the grammatical structures as well as the vocabulary previously taught. Kahoot also allows the teacher to check the students' learning progress and correct any misunderstandings. On the other hand, the completion of a think chart makes students reflect and assess their learning process.

Scaffolding/differentiation

To attend the diversity of needs it is proposed:

- Supplying students with the transcript of the videos is scaffolding for the inference of the grammatical rules and patterns.
- Cheat sheets are provided in order to help them accomplish the activity.
- Using multimodal resources and providing students with the transcripts is a way to ensure the attention to differentiation and different learning profiles since students can watch, listen and read the information.
- Giving students the chance to choose the comic strip that they prefer most also contributes to these issues.
- Performing Kahoot activity collaboratively in groups is a scaffolding for students since they can discuss and help each other to accomplish the game.
- Providing each other with feedback and comments about their works on Flipgrid is scaffolding for the final project since they will need to consider those suggestions for its performance.
- Think chart encourages students to reflect about their learning progress and realize about the aspects that should be reinforced for the next lessons.

Key Competences

CCL- CMCT- CD- CAA- CSC- CCEC- CIEE

Homework

By means of Flipgrid, students are required to record themselves performing the dialogues and then upload them to this platform. Students are also required to listen to their classmates' recordings and comment on them, highlighting their strengths and suggesting improvements for their weaknesses.

LESSON 4: Planning

<p>Stage: Planning</p>	<p>List of activities:</p> <ul style="list-style-type: none"> - Explicative video about the final project (presenting its requirements in detail). - Video samples (presenting to students models and WAGOLLS). - Rally robin (group brainstorming, in turns students explain the best ideas and strategies to accomplish the final project) - Rally table (each individual writes the best options previously exposed and reach agreements) and graphic organizer completion (to organize their ideas for the elaboration of the final project) - Feedback carousel (providing feedback to their classmates) and implementation of the suggestions (improving their products)
<p>Learning Outcomes</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Express their ideas and opinions about the different strategies • Identify diverse strategies to accomplish the final project • Apply the vocabulary and the grammatical structures • Sketch the principal ideas for their videos
<p>Objectives</p>	<p><u>Skills:</u></p> <p>Reading: Students read other groups' works.</p> <p>Listening: Students are required to listen to the explicative video and the video samples. Besides, they are required to listen to their group members' ideas and arguments to reach agreements and make decisions.</p> <p>Speaking: Students have to communicate with their group members to complete the graphic organizer and plan the necessary strategies for the final project completion. Rally Robin promotes this skill.</p> <p>Writing: Students need to complete the graphic organizer and by proposing Rally Table activity, students need to write on a piece of paper the best ideas for the final video accomplishment. Students are also asked to provide feedback to their classmates' works and write their strengths and weaknesses.</p> <p><u>Teaching aims:</u></p> <ul style="list-style-type: none"> - Promote students' reflection about the different strategies necessary to accomplish the final project - Encourage students to exchange ideas - Make students conscious of the criteria necessary to accomplish in order to succeed in the final project - Encourage students to reach agreements - Promote students to work collaboratively and cooperatively - Develop students critical thinking

Materials and Resources	<ul style="list-style-type: none"> • Digital board • Teacher's computer • Video explanation for the final project • Video samples • Graphic organizers • Pens of different colours • Pieces of paper for feedback carousel
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Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	<p>1) SS are presented with a video which explains in detail the characteristics and the requirements for the final project (see Appendix 6.21).</p> <p>2) SS watch video samples of their final projects and take notes (see Appendix 6.22).</p>	1' 4'	Teacher- Students Teacher- Students
While-task	<p>1) SS are encouraged to do a rally robin activity; they are provided with some questions related to the strategies and requirements for the creation of the final project that they must discuss. They can use the information gathered from the model sample previously watched to get inspired or pick some ideas. One member of the group explains the way he/she considers more appropriate to accomplish with one of the issues. Then, the same procedure is carried out until all the SS have exposed their ideas about all the questions.</p> <p>2) SS are supplied with graphic organizers to assist them to plan the strategies to be implemented in the final video (see Appendix 6.23). Before they complete them, they are promoted to carry out a rally table activity. Each member of the group has to write the way in which they will complete the organizer, they can include their own ideas or other group members' ideas previously exposed that they consider interesting. This activity assists them to reach agreements and complete the graphic organizer.</p>	15'	Student- Student 15' Student- Student

Post-task	<p>1) Feedback carousel activity is presented to the SS (see Appendix 6.24). They need to move around the classroom and give feedback to other groups' work. They can highlight the aspects that they like most, the parts that can be improved and the strategies or tools necessary to carry out these improvements. Each group will use a different colour pen to distinguish the different groups' comments. The T supervises the feedback provided by the students.</p> <p>2) SS include some of the most relevant improvements suggested by their classmates.</p>	15'	Student-Student Student-Student
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Ongoing assessment

The teacher checks students' ideas and notes about the strategies to carry out and the teacher corrects any misunderstandings. Besides, the teacher provides students with suggestions for the accomplishment of the final project as well as monitors the completion of the graphic organizer. Moreover, by the performance of the feedback carousel, students give feedback to other classmates' works in order to enhance their strategies and ideas as well as suggest tools to better accomplish their final projects. As students use different coloured pens, the teacher can check the deepening of the students' reflection and analysis of other groups' works.

Scaffolding/ differentiation

To attend the diversity of needs it is proposed:

- The explicative video offers students the criteria that they need to accomplish in order to successfully perform the final project. It helps them to keep in track on the activity and guides them to complete the graphic organizer.
- Supplying students with sample models to pick and imitate some ideas and strategies to be carried out.
- Graphic organizer to assist students to follow the necessary steps to execute the activity, organize their ideas and take the necessary decisions.
- In the feedback carousel, the teacher explains the type of comments that students can offer to their classmates and gives examples to ensure their understanding. The feedback provided by their classmates is scaffolding for the correct accomplishment of the final project since they need to incorporate those comments to their videos.

Key Competences

CCL- CMCT- CD- CAA- CSC- CCEC- CIEE

LESSON 5: Creation

Stage: Creation	<p>List of activities:</p> <ul style="list-style-type: none"> - Blendspace (presenting students the platform and tools exploration). - Creation of dialogues and characters (reaching agreements, writing dialogues and designing characters). - Elaboration of the video (recording the dialogues and assembling all the elements)
Learning Outcomes	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Write a story conveying a ethical lesson • Apply the vocabulary and grammatical structures • Create a dialogue between the characters of a story • Design and create a video which contains advice for other teenagers
Objectives	<p><u>Skills:</u></p> <p>Writing: Students are required to write the dialogues and the story for the accomplishment of the video.</p> <p>Speaking: Students need to communicate to make decisions and accomplish the video. Besides, they are required to record over the voice of the characters or perform the story of the video.</p> <p>Listening: Students need to listen to their classmates to reach agreements and make decisions.</p> <p><u>Teaching aims:</u></p> <ul style="list-style-type: none"> - Provide students with the digital tools to accomplish the project - Promote collaborative and cooperative work - Encourage students' creativity - Encourage students to explore diverse digital tools - Provide students with feedback and corrections - Encourage students' engagement

Materials and Resources	<ul style="list-style-type: none"> • Blendspace • Imovie • Chroma Key • Aurasma • Vyond • Powtoons • TC Studio • Video Maker • Pieces of paper • Pens • KWL • Google forms
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Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	1) SS are presented with a Blendspace link where they have access to some of the possible programs to accomplish the final project. They explore them and decide which is the most suitable for them. Besides, in Blendspace they also have the models and WAGOLLs to watch them as many times as necessary for the elaboration of their projects (see Appendix 6.25).	5'	Teacher-Student Student-Student
While-task	1) SS make decisions and reach agreements about the different issues to accomplish such as story, characters, ethical lesson conveyed etc. 2) SS create the story and the characters as well as write their dialogues according to the requirements. 2) The T checks students' work and provides them with feedback and corrections that must be included.	10' 25'	Student-Student Student-Student Teacher-Student
Post-task	1) SS assemble all the elements of the video.	5' 10'	Student-Student

Ongoing assessment

The teacher supervises students' discussions and decisions about the tools to be used for the video accomplishment as well as the information and ideas that are going to be included in the video and help them to choose the most suitable ones for them. Besides, the teacher checks students' work and provides them with feedback and corrections that must be incorporated in their final projects. It also allows the teacher to examine the learning progress of the students.

Scaffolding/ differentiation

To attend the diversity of needs it is proposed:

- Blendspace platform provides students with the necessary programs to accomplish the final project. It also contains the sample models and the assessment criteria in order to guide them in the activity completion.
- The comic strip dialogue bubble completion was also scaffolding for this activity since this is a part of the whole video design.
- The teacher provides them with feedback and suggestions which guide the students to successfully perform the activity.
- The creation of the video attends to differentiation since students can adopt different roles depending on their strengths, the creation of the story, writing the dialogues, design the characters, voice over the dialogues etc.

Key Competences

CCL- CMCT- CD- CAA- CSC- CCEC- CIEE

LESSON 6 : Publishing

Stage: Publishing	<p>List of activities:</p> <ul style="list-style-type: none">- Presentation of their videos (explanation of the plot and the image cover)- Upload their videos (publishing their videos on eTwinning platform)- Watch every group's final project (displaying all videos)- Questions and Answers Time (asking questions about their classmates' videos)
Learning Outcomes	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none">• Explain the key ideas of their videos• Formulate questions to their classmates• Answer questions related to their videos• Identify the ethical lessons conveyed in their classmates' videos

Objectives	<p><u>Skills:</u></p> <p>Speaking: students are required to introduce and explain the plot of their videos. They are also asked to ask and answer questions about their classmates' videos.</p> <p>Listening: Students are required to listen to their classmates' explanations and videos</p> <p>Writing: students write a short draft to guide their speech.</p> <p><u>Teaching aims:</u></p> <ul style="list-style-type: none"> - Promote students to ask questions - Promote students' endeavour - Engage students in the activities - Promote collaborative and cooperative work - Promote emotional responses - Encourage students to infer the meaning conveyed in their classmates' videos
Materials	<ul style="list-style-type: none"> • Digital board • Teacher's computer • Individual electronic devices • Talking chips • Pieces of paper • Pens

Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	1) SS introduce their videos to the rest of their classmates. They explain the plot and the key ideas of their final project. Besides, they are required to select a representative image of their video for its cover and explain the reasons for their choice.	15'	Student-Student
While-task	1) SS upload their videos to the eTwinning platform. 2) The T plays on the digital board the all-groups' videos.	5' 20'	Student-Student
Post-task	1) SS ask and answer questions to their classmates about their videos. In order to promote students to ask their wonderings, talking chips are provided to each of the group. All talking chips must be consumed during the questions and answers time (see Appendix 6.26).	15'	Student-Student

Ongoing assessment

Students' presentation of their projects enables them to demonstrate their learning as well as the teacher to assess their learning progress. The teacher provides them with feedback in order to make use of it in future presentations. Besides, after the display of the videos the teacher provides students with oral feedback to help them reflect on their performances. In addition, the formulation of questions and the answers provided by the students allow the teacher to evaluate their understanding and the knowledge acquired on the topic.

Scaffolding/ differentiation

To attend the diversity of needs it is proposed:

- The teacher explains the objectives of the video presentation in order to guide students' performance.
- The teacher describes the criteria to be considered when selecting a representative image for the video cover.
- The teacher also explains the process to upload their videos to eTwinning platform and supports them in the process.
- The video presentation is a kind of scaffolding to assist their classmates in the comprehension of their projects.
- To scaffold the question formulation, the teacher writes on the board the question words to guide students' thinking: what, where, when, why, how...?
- The presentation of the videos is supported by a visual aid which attends to differentiation and the different learning profiles.
- The multimodality of their final projects also contributes to differentiation and different learning profiles.

Key Competences

CCL- CMCT- CD- CAA- CSC- CCEC- CIEE

LESSON 7 : Reflection and Assessment

<p>Stage: Reflection Assessment</p>	<p>Activities:</p> <ul style="list-style-type: none"> - Peer-assessment (evaluating their classmates' videos) - Video voting on Menti (voting their favourite videos) - Video comments on Padlet (arguing their votes choices and commenting on the videos) - Self-assessment (evaluating their own performance) - Teacher-assessment (evaluating the teaching performance during the unit)
<p>Learning Outcomes</p>	<p>At the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • Work cooperatively and collaboratively • Monitor their learning progress • Reflect on and evaluate their learning process • Reflect on and evaluate their own performance • Reflect on and positively critique their classmates' performance • Evaluate the teaching activity
<p>Objectives</p>	<p><u>Skills:</u></p> <p>Reading: Students are required to read and comprehend the rubric to assess their classmates and their own final project.</p> <p>Speaking: Students need to communicate with their group members to make decisions for their classmates' evaluation, vote for the final projects and comment on them.</p> <p>Writing: Students are required to write comments of their classmates' works, complete a think chart and answer some questions about the teaching activity.</p> <p>Listening: Students need to listen to their group members to make decisions for their classmates' evaluation, vote for the final projects and comment on them.</p> <p><u>Teaching aims:</u></p> <ul style="list-style-type: none"> - Promote students' reflection on their own performance - Promote students' reflection on their classmates' performance - Encourage students to be rigorous when voting and commenting on other performances - Encourage students to be rigorous when evaluating the teaching activity - Promote students' critical thinking - Encourage students to work cooperatively and collaboratively

Materials and Resources	<ul style="list-style-type: none"> Simple version of the assessment rubric for peer-assessment and self-assessment Menti Padlet Digital board Teacher's compute Individual electronic devices Compass point Google Forms Pens
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Teacher's Guide	Description of the Activities and Procedures	T	Interaction patterns
Pre-task	<p>1) In groups, SS are provided with a simple version of the T's assessing rubric (see Appendix 6.27). They are required to evaluate their classmates' final project.</p> <p>2) In groups, SS are asked to vote on Menti the videos that are more appealing and they consider more aligned with the criteria exposed in the rubric (see Appendix 6.28).</p> <p>3) In groups, SS anonymously comment on the videos of their classmates and argue their votes on Padlet. Some relevant comments are discussed.</p>	15' 5' 10'	Student-Student Student-Student Student-Student
While-task	<p>1) SS are asked to assess their own work by means of using the same rubric that was considered to assess their classmates (see Appendix 6.27).</p> <p>2) SS complete a Compass point to reflect about their learning progress (see Appendix 6.29).</p>	5' 10'	Individual Individual
Post-task	1) SS assess on Google Forms the teaching activity and the T's performance during the unit (see Appendix 6.30). This allows the T to continue adapting to the SS' needs.	10'	Individual

Ongoing assessment

The peer-assessment, the self-assessment and the teacher assessment are themselves types of evaluations. Students must reflect on the projects, assess them, vote for their favourite videos and argue their choices. For self-assessment students need to consider the feedback provided by the teacher and their classmates to evaluate themselves. All of these activities allow the teacher to check the students' learning progress and the acquisition of new knowledge. In addition, the think chart completion offers students the opportunity to think about their learning progress and future implications.

Scaffolding

To attend the diversity of needs it is proposed:

- Providing students with a simple version of the teacher assessing rubric in order to guide and help them assess not only their classmates but also themselves.
- Reflecting on their classmates' videos (strengths, weaknesses, criteria accomplished...) assists them to reflect more deeply about their performances.
- The comments supplied by their classmates also help them guide their thinking and consider aspects that they may not be aware of.
- Employing the same rubric for self-assessment and peer-assessment eases the activity since students have also considered those criteria to evaluate other works.
- The think chart is divided in different sections in order to promote students to focus on one aspect of their learning.
- The teacher explains what is expected to do in each of the four points of the activity.
- Students are supplied with a questionnaire to guide them in the reflection on the principal features of the teaching activity.

Key Competences

CCL- CD- CAA- CSC- CIEE

Appendix 6: Materials and Resources

Lesson 1

Pre-task

Appendix 6.1: Video: Film Anon fragment to engage students and ice-breaker



https://www.youtube.com/watch?v=zB5z_bOkjAw

Appendix 6.2: Questions to guide discussion on the topic (related to the Film Anon fragment)

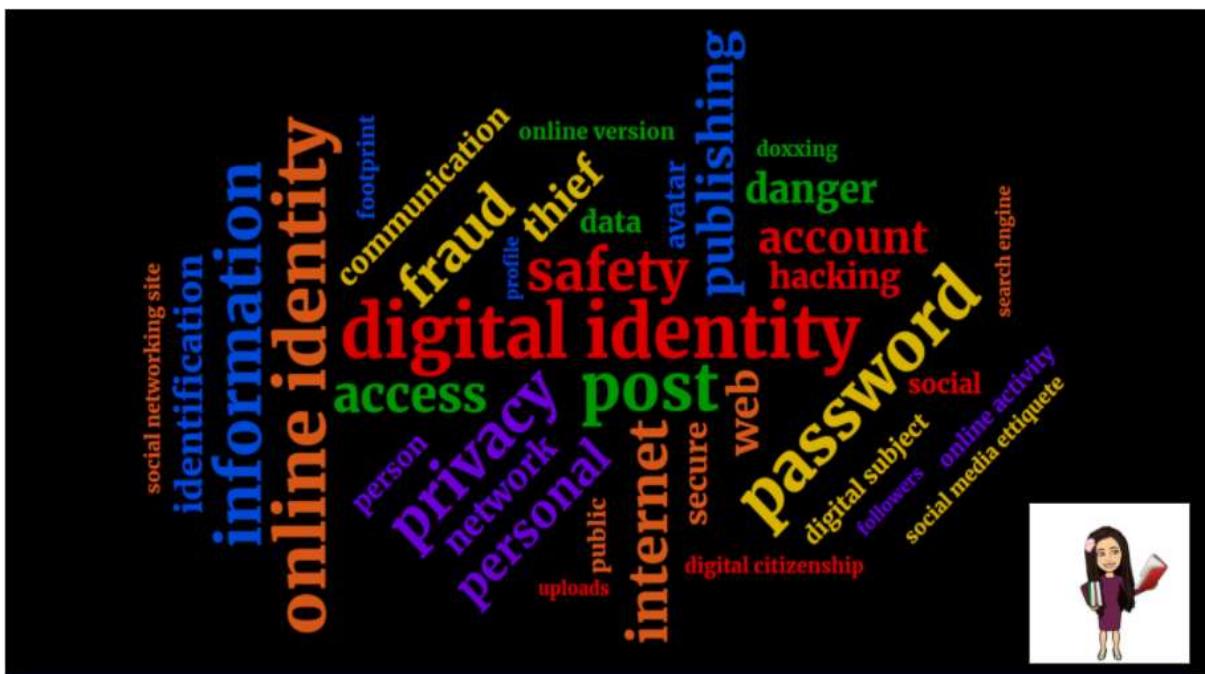
Discussion:



- 1) What do you think of being exposed to everyone?
- 2) You can see all the information of every person in a second, how do you do it?
- 3) Do you use social networking sites?
- 4) Why do you think that a lot of people use social networking sites?
- 5) Which social networking sites do you usually use?
- 6) Which type of things do you usually publish??
- 7) Why do you think that people publish their lives on social networks?

My own elaboration

Appendix 6.3: Word cloud to activate students' previous schemas on the topic and infer meaning



My own elaboration

Appendix 6.4: Peer-discussion about the word cloud to activate their schemas

Talk with your partner



- 1) In pairs you are required to guess their meaning of the words that you don't know
- 2) Which words do you consider more important for digital identity? Why?
- 3) Which words do you consider less important? Why?

My own elaboration

Chalk Talk class discussion activity on Padlet to share opinions. It allows the teacher to collect baseline data

Chalk Talk activity:



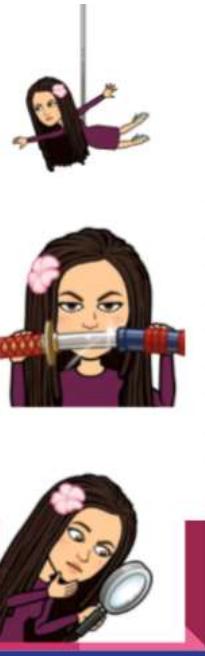
Now share your mates opinions on padlet and comment on your classmates ideas

<https://padlet.com/5742391/z0g8quyl34q8l3vu>

My own elaboration

Appendix 6.5: Final Project introduction: Vyond Studio. To present students the final challenge.

Final Project Challenge



My own elaboration

While-task

Appendix 6.6: Writing definitions with their own words of the concepts portrayed in the word cloud

Define these words with your own words on Google Slides

1. Password	10. Search Engine
2. Post	11. Footprint
3. Privacy	12. Avatar
4. Safety	13. Digital citizenship
5. Social Media Etiquette	14. Cyberbullying
6. Fraud	15. Doxxing
7. Social Networking Site	16. Followers
8. Profile	17. Hacking
9. Account	



My own elaboration

Appendix 6.7: Words definition checking and correction: Flippity Cards to encourage self-learning and promote students to be autonomous

     	     
<p>1 / 27</p> <p>>Password</p> <p>1 / 27</p> <p>The name of a secret word or phrase you use to gain admission to a place</p>	<p>1 / 27</p> <p>Post</p> <p>2 / 27</p> <p>A piece of writing, image, or other item of content published online, typically on a blog or social media website or application.</p>
     	     
<p>2 / 27</p> <p>Privacy</p> <p>3 / 27</p> <p>A state in which one is not observed or disturbed by other people</p>	<p>2 / 27</p> <p>3 / 27</p> <p>3 / 27</p> <p>3 / 27</p>



Safety

The condition of being protected from or unlikely to cause danger or risk

4 / 27



4 / 27



Social media etiquette

It refers to the guidelines that companies and individuals use to preserve their reputation online

5 / 27



5 / 27



Fraud

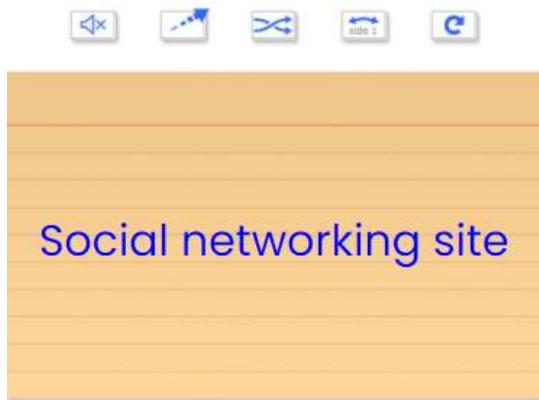
A person or thing intended to deceive others, typically by unjustifiably claiming or being credited with accomplishments or qualities.

6 / 27



6 / 27





7 / 27



Virtual communities where users can create individual public profiles, interact with real-life friends, and meet other people based on shared interests.

7 / 27

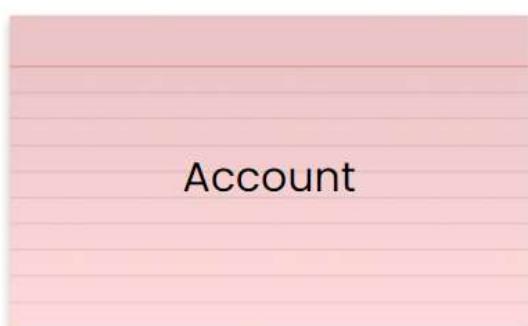


8 / 27



The sum content about a person on the Internet and it can be composed of personal or professional information shared on public

8 / 27



9 / 27



It is where a user stores access information in an electronic device in order to view, create, use or edit the user's information, profile, display, communications or stored data.

9 / 27





Search engine

A program that searches for and identifies items in a database that correspond to keywords or characters specified by the user, used especially for finding particular sites on the World Wide Web.

10 / 27



10 / 27



Footprint

The information about a particular person that exists on the internet as a result of their online activity.

11 / 27



11 / 27



Avatar

It is a graphical representation of a user or the user's character or persona

12 / 27



12 / 27





Digital citizenship

It refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level

13 / 27



13 / 27



Cyberbullying

The use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

14 / 27



14 / 27



Search for and publish private or identifying information about (a particular individual) on the internet, typically with malicious intent.

15 / 27



15 / 27



     Followers	     A person who supports and admires a particular person or set of ideas
16 / 27	   
     Hacking	     The gaining of unauthorized access to data in a system or computer.
17 / 27	   

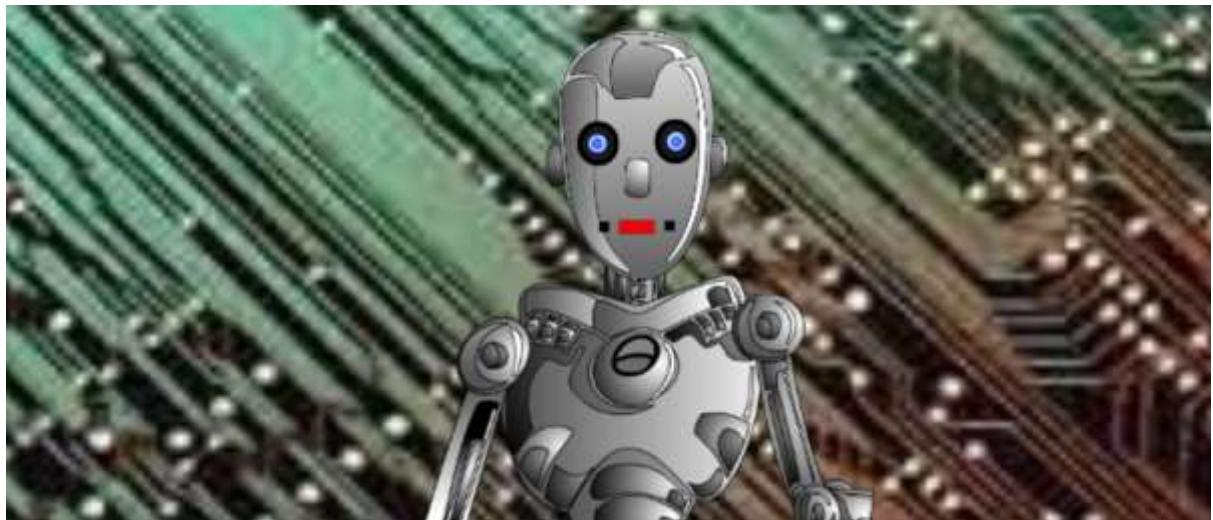
My own elaboration

Link to webpage:

https://www.flippity.net/fc.php?k=1voGlqfqa3NMwYuSBnczOheBNEFmf2LkBdu_5SZAk7XM

Post-task

Appendix 6.8: Video to explain the rules of the Flippity Quiz activity: Voki



My own elaboration

Link to watch the video: <https://tinyurl.com/yhtjpq31>

Appendix 6.9: Flippity Quiz to practice vocabulary of the unit.

Let's play a quiz

https://www.google.com/url?q=https://www.flippity.net/qs.php?k%3D119-r1Zd0b_w3b8RbGhC_2sr5tm5CWV3u_o8xgadH5I&sa=D&source=editors&ust=1617783881788000&usg=AFQjCNFS4RKkb5v5nmHWgP3on7JqBXYOpQ

	STAR	HORSE SHOE	HEART	CIRCLE	TRIANGLE
Team 1 0	100	100	100	100	100
Team 2 0	200	200	200	200	200
Team 3 0	300	300	300	300	300
Team 4 0	400	400	400	400	400

A cartoon illustration of a girl with long dark hair and a pink flower in her hair, wearing a purple dress, riding a purple hippo. The hippo is standing on its hind legs, with its front legs raised. The background is white.

My own elaboration

Link to the Quiz:

https://www.google.com/url?q=https://www.flippity.net/qs.php?k%3D119-rI1Zd0b_w3b8RbGhC_2sr5tm5CWV3u_o8xgadH5I&sa=D&source=editors&ust=1617783881788000&usg=AFQjCNFS4RKkb5y5nmHWgP3on7JqBXYOpQ

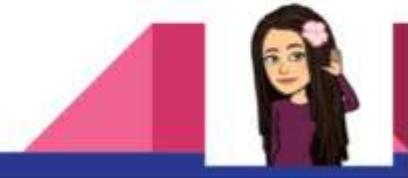
Lesson 2

Pre-task

Appendix 6.10: Freezing Frame and guessing the next information of the video to scaffold the next activity, the Edpuzzle which contains the same video.

Listen to this extract from the film Matrix

<https://youtu.be/AGZiLMGdCE0>



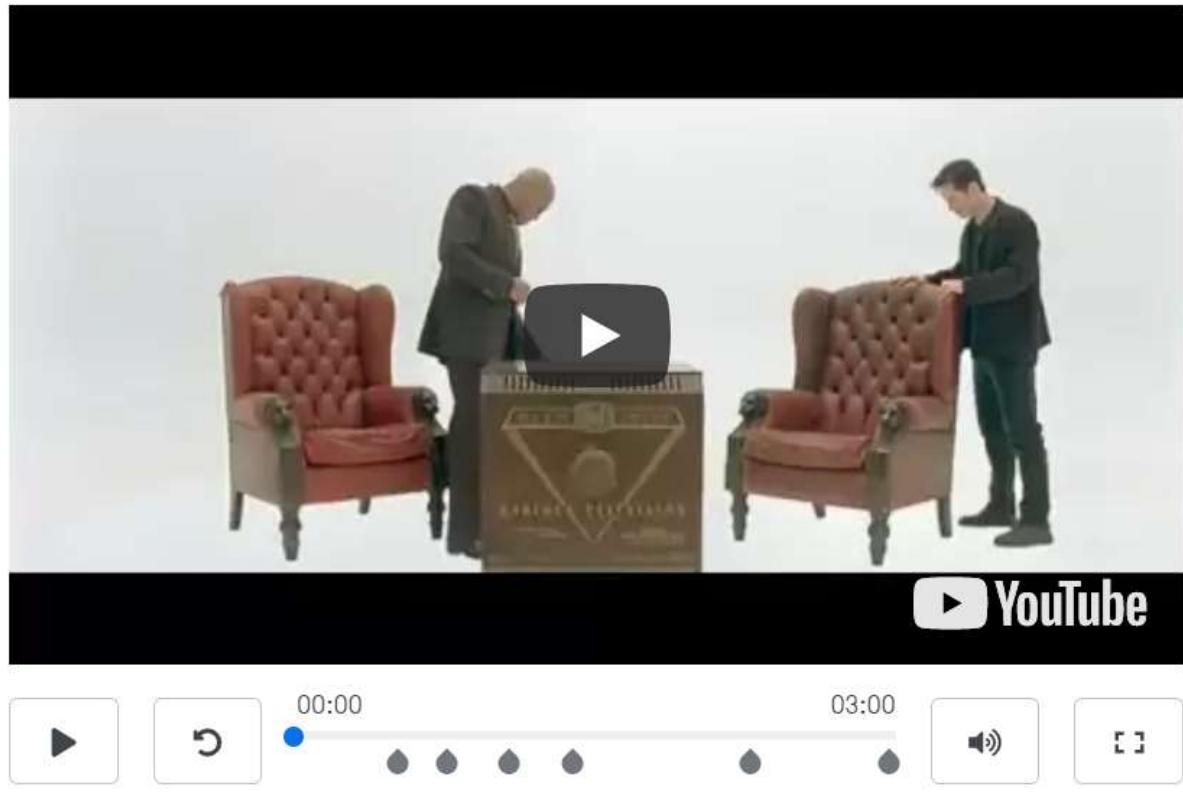
My own elaboration



"The Matrix" (1999) – 'Construct' Scenes

Retrieved from: <https://www.youtube.com/watch?v=AGZiLMGdCE0>

Appendix 6.11: Edpuzzle: listening activity.



My own elaboration

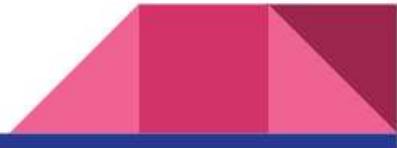
Link to watch the video: <https://edpuzzle.com/media/60cf521ab676c5415b5fe8c2>

While-task

Appendix 6.12 :Experts group video fragments to discuss, analyse and infer an ethical lesson

Experts group 1: Ready Player One

<https://www.youtube.com/watch?v=7S3PobfnaY8>



<https://www.youtube.com/watch?v=7S3PobfnaY8>

Experts group 2: Minority Report

https://www.youtube.com/watch?v=7bXJ_obaiYQ



https://www.youtube.com/watch?v=7bXJ_obaiYQ

Experts group 3: Matrix <https://www.youtube.com/watch?v=YgJ5ZEn67tk&t=2s>



<https://www.youtube.com/watch?v=YgJ5ZEn67tk&t=2s>

Experts group 4: Oblivion



My own elaboration

Appendix 6.13: Transcript of the film fragments to assist in their understanding

Transcript Ready Player One

This is the Oasis, it's a place where the limits of reality are your own imagination. You can do anything, go anywhere like the vacation planet surf a 50-foot monster wave in Hawaii, you can ski down the pyramids, you can climb Mount Everest with Batman. Check out this place, it's a casino the size of a planet where you can lose your money, there you can get married, you can get divorced, you can go in there people come to the Oasis for all the things they can do but they stay because of all the things they can be, tall, beautiful, scary, a different sex, a different species, live-action cartoon, it's all your call. That's me well, that's my avatar at least until I feel like changing. Except for eating, sleeping and bathroom breaks, whatever people want to do they do it in the Oasis and, since everyone is here, this is where we meet each other, it's where we make friends. Sector 12 planet dude, the most dangerous place in the Oasis and a pretty great place to pick up corn figures. H will be there, H is my best friend in the Oasis, he's my best friend period, even though I've never actually met him in the real world. Artifacts, those were key. Halliday made sure the Oasis was littered with enough randomly powerful stuff that anyone could win if they had the skills. Deathmatches, an artifact hunts are a good way to coin snatch but depending on your level of armour they're risky. You see everyone starts the same but the more coin you make the more you level up. If you get killed, your avatar can come back to life but you lose all your stuff, everything you've ever worked for, all your money, your clothes, your weapons. People spend most of their time in the Oasis.



My own elaboration

Transcript Minority Report

ANNOUNCER : A road diverges in the desert. Lexus. The road you're on, John Anderton, is the one less-traveled. Make sure you....

ANNOUNCER : Diamonds...

ANNOUNCER :Good evening, John Anderton.

ANNOUNCER : You could use a Guinness right about now.

ANNOUNCER : John Anderton....

ANNOUNCER : Escape from it all.

ANNOUNCER : Get away, John Anderton. Forget your troubles

GAP ANNOUNCER: Hello, Mr Yakamoto, welcome back to the Gap. How'd those assorted tank tops worked out for you?

JOHN ANDERTON:Mr Yakamoto?

GAP ANNOUNCER: Mis Belfor, did you come back for another pair of lace-ups?



My own elaboration

Transcript Oblivion

PART 1: Victoria and I were signed together in two weeks our mission here will be finish and we'll join the others but the questions I ask, she doesn't, the things I wonder about, she won't. It's been half a century since the scavengers destroyed our moon forced to leave their own dying planet they came to take ours without the moon the earth was thrown into chaos earthquakes toppled cities within hours tsunamis wiped out what remained then came the impatient. We did what we had to do we use the nukes we won the war but lost the planet after contaminated most of it uninhabitable. What remained of humanity had to leave the Earth's. We built the tete our mission control a temporary space station before the migration to Titan Saturn's largest moon. Everyone's their name well the bomb looks differently until our tour is complete they can I do our job we protect the hydro Greeks which convert earth seawater and diffusion energy for the new colony. The survival of humanity depends on it. Remnants of the scavenger army continue to disrupt the operation they attack our drones at night and try to kill me during the day I still fight in them but I don't know why mission says we have done well that we are an effective team. Vick is my communications officer she keeps an eye on me I handled drone maintenance the drones watch everything.



PART 2: You can't blame yourself for this guns are unreliable, sometimes things go wrong go wrong. You killed her I know it's tragic, she was a wonderful person jack. We want to bring you in I've been authorized to tell you we're going to assign you a new version you and the survivor. There's a lot of interest up here bring her up. We can debrief and anything's possible. it's time to calm and jack, jack.

My own elaboration

Transcript Matrix

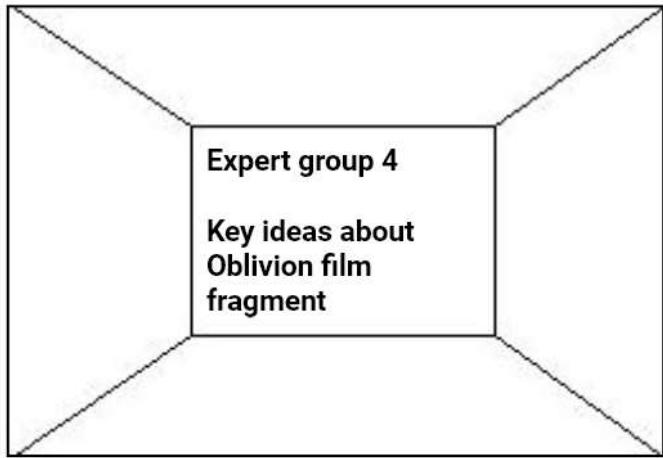
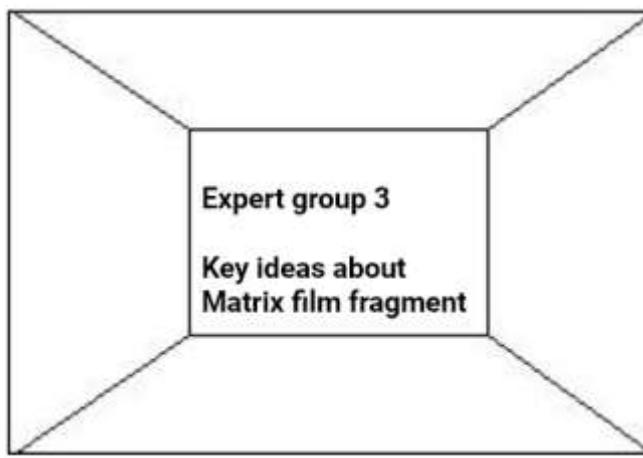
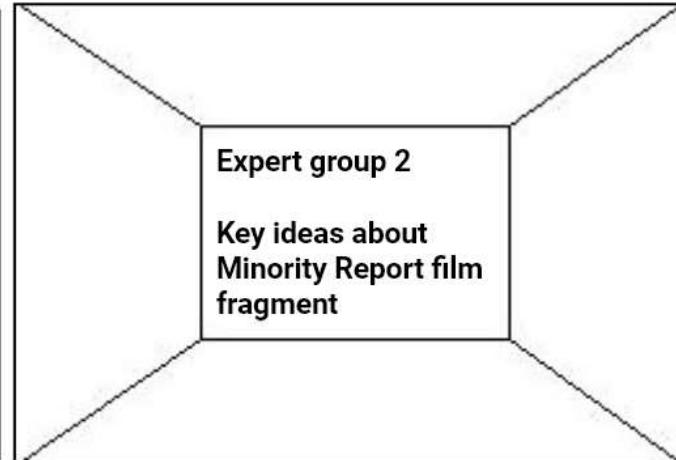
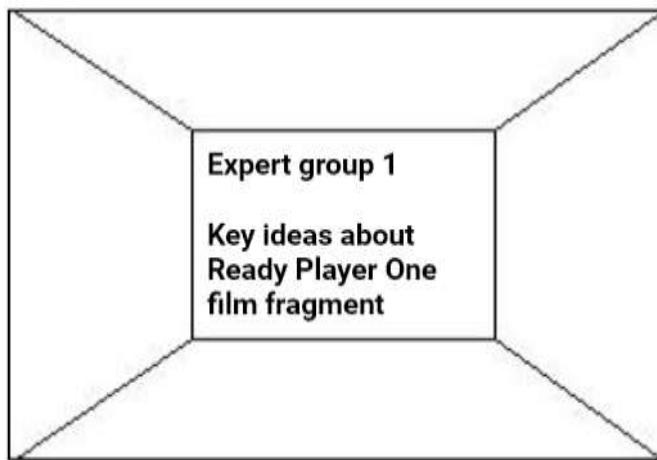
The Matrix is a system, Neo. That system is our enemy. But when you're inside, what do you see? Businessmen, teachers, lawyers, carpenters. The very minds of the people we are trying to save. But until we do, these people are a part of that system...and that makes them our enemy. You have to understand...most of these people are not ready to be unplugged. And many of them are so inert... so hopelessly dependent on the system...that they will fight to protect it. Were you listening to me or looking at the woman in the red dress?

- I was..
- Look again. Freeze it.
- This isn't the Matrix?
- No. It's another training program designed to teach you one thing: If you are not one of us, you are one of them.
- What are they?
- Sentient programs. They can move in and out of any software still hardwired to their system. That means that anyone we haven't unplugged is potentially an agent. Inside the Matrix they are everyone and they are no one. We have survived by hiding and running from them, but they are the gatekeepers. They're guarding all the doors and holding all the keys. Sooner or later, someone will have to fight them.
- Someone?
- I won't lie to you, Neo. Every single man or woman who has fought an agent, has died. But where they have failed, you will succeed.



My own elaboration

Appendix 6.14: Expert groups placemats to gather information and collect ideas from the film fragments.



My own elaboration

Post-task

Appendix 6.15: Add+1 activity to gather the maximum of ideas and write a complete and detailed short blog entry

<p>Add +1</p> <p>Ideas of student 1</p>	<p>Add +1</p> <p>Ideas of student 2</p>
<p>Add +1</p> <p>Ideas of student 3</p>	<p>Add +1</p> <p>Ideas of student 4</p>

My own elaboration

Lesson 3

Pre-task

Appendix 6.16: Focus on form to infer grammatical rules and patterns

Focus on the verb structures from the previous film fragments

Ready Player One:

Halliday made sure the Oasis was littered with enough randomly powerful stuff that anyone could win if they had the skills. Deathmatches, an artifact hunts are a good way to coin snatch but depending on your level of armour they're risky. You see everyone starts the same but the more coin you make the more you level up. If you get killed, your avatar can come back to life but you lose all your stuff, everything you've ever worked for, all your money, your clothes, your weapons. People spend most of their time in the Oasis.

Matrix:

It's another training program designed to teach you one thing: If you are not one of us, you are one of them.

If you're talking about what you can feel what you can smell, taste and see then "real" is simply electrical signals interpreted by your brain.



My own elaboration

Appendix 6.17: Cheat sheets to infer the grammatical rules

Cheat Sheet

Match the examples with the correct conditional (one conditional has two examples):

Zero Conditional	- If you post inadequate content, you will be in trouble.
First Conditional	- If yesterday's message had been disrespectful I would not have responded.
Second Conditional	- If I use your mobile phone responsibly, it is a very useful communication and information tool.
Third Conditional	- If I uploaded a picture of my friend without her permission, she would be angry . - If I were you, I would not publish my exact location.



My own elaboration

Cheat Sheet

Match the rules with the correct conditional (one conditional has two examples):

Zero Conditional	Talk about past events
First Conditional	Hypothetical situations
Second Conditional	Advice
Third Conditional	Probable events
	General truths



My own elaboration

Cheat Sheet

Write the grammatical patterns for each conditional



Zero Conditional

If +
.....

First Conditional

If +
.....

Second Conditional

If +
.....

Third Conditional

If +
.....



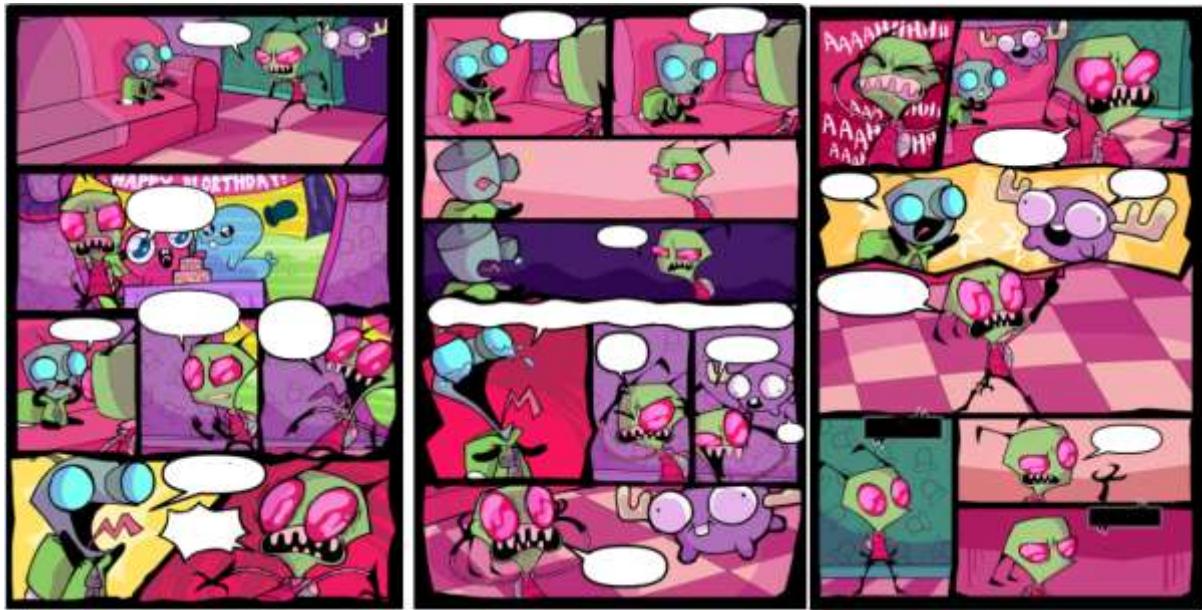
My own elaboration

While-task

Appendix 6.18: Comic strips to create the dialogues bubbles

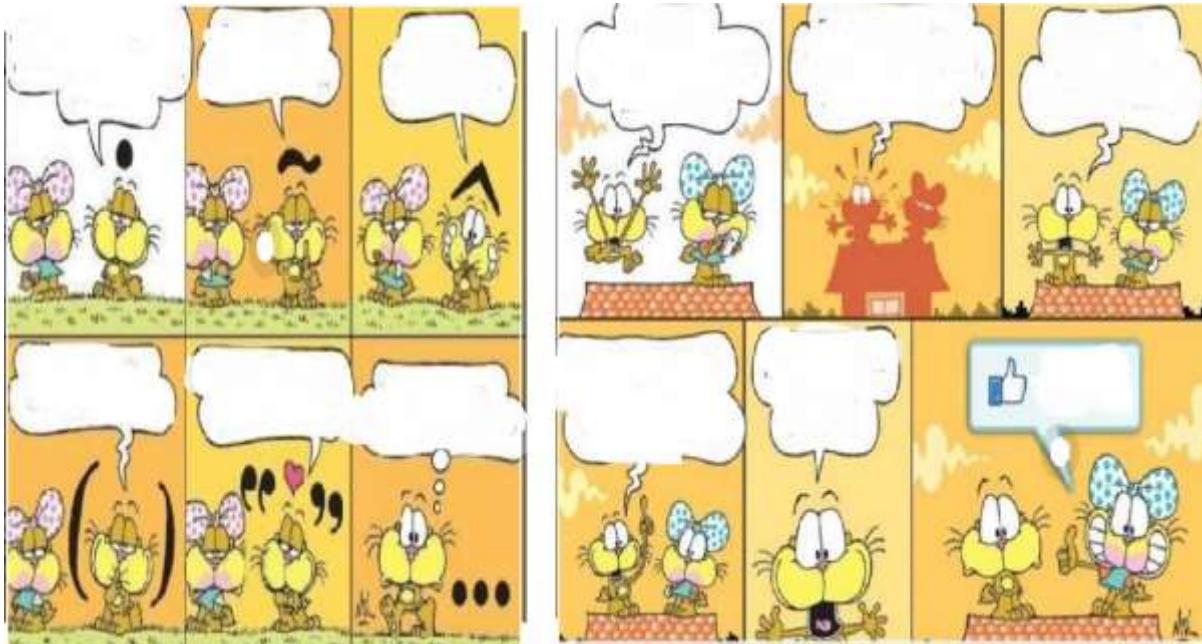


Retrieved and modified from: <http://www.fancueva.com/comic/ian-integral-una-obra-maestra-de-la-ciencia-ficcion/>



Retrieved and modified from:

<https://starheavenly.tumblr.com/post/626633706836197376/happy-1-year-anniversary-of-enter-the-florpus>



Retrieved and modified from:

<https://www.pinterest.com.mx/pin/149674387590433499/visual-search/?x=16&y=11&w=530&h=357>

Post-task

Appendix 6.19: Kahoot activity to practice grammatical structures and review vocabulary

Question 1

If I joked about other person on social media....

20



◆ He/ she will feel embarrassed

◆ He / she would feel embarrassed

● He / she feel embarrassed

■ He / she felt embarrassed

Question 2

If I upload my friend's personal information, I _____ putting them at risk



16



▲ will be

◆ am

● would be

■ would have been

Activar Windows

Ve a Configuración para activar Windows.

Question 3

You should treat your mates kindly when you chat online. Which conditional would you use to rephrase this phrase?



28



▲ First Conditional

◆ Second Conditional

● Third Conditional

■ None of them

Activar Windows

Ve a Configuración para activar Windows.

Question 4

Rephrase the previous sentence with the second conditional



iEntendido!



You should treat your classmates kindly when you chat online

Activar Windows
Ve a Configuración para activar Windows.

Question 5

If I had seen any disrespectful activity, to any adult



19



I would report it

I will report it

I would have reported it

I would reported it

Activar Windows
Ve a Configuración para activar Windows.

Question 6

I will think first the consequences if I



20



post other person's images

posted other person's images

had posted other person's images

would post other person's images

Windows
Vai a Computerworld para activar Windows

Question 7

I wouldn't chat with anyone if I



19



don't know his/her real identity

didn't knew his/her real identity

didn't know his/her real identity

hadn't known his/her real identity

Windows
Vai a Computerworld para activar Windows

Question 8

If you change your privacy settings on social media, you _____ decide who sees your posts.



20



▲ will can decide

◆ will be able to decide

● would can decide

■ would be able to decide

Activar Windows
Vaya a Configuración para activar Windows.

Question 9

If I had posted some information, it every device in the world



19



▲ could reached

◆ reached

● could have reached

■ will reach

Activar Windows
Vaya a Configuración para activar Windows.

Question 10

I won't answer any message kind and respectful



19



▲ if they were

◆ if they are

● unless they are

■ unless they were

Activar Windows
Ver la Configuración para activar Windows

Question 11

Unless you your privacy, all your personal data will be public



19



▲ don't protect

◆ didn't protect

● protected

■ protect

Activar Windows
Ver la Configuración para activar Windows

Question 12

If I too many hashtags I your account



17



▲ had posted/ would have devalued

◆ posted/ would have devalued

● had posted/ devalued

■ posted/ would have devalued

Question 13

If people social media etiquette we better digital world



19



▲ consider / will have

◆ considers / will have

● considered/ would have

■ considered / had

My own elaboration

Link to the Kahoot activity: https://kahoot.it/challenge/03139574?challenge-id=15f20e4a-9ee9-4923-9991-d536dd65114a_1617888255975

Appendix 6.20: Think chart on Google Forms to encourage students to reflect on their learning progress and process

Think Chart: KWHL

NAME:

What I know

Texto de respuesta larga

What I want to know

Texto de respuesta larga

How will I find it out

Texto de respuesta larga

What I have learnt

Texto de respuesta larga

My own elaboration

Link to the activity:

<https://docs.google.com/forms/d/1FG86frDn63IdD3Fotf3KMtYc9nOsmWB6ZImf5ErpaSq/edit>

LESSON 4

Pre-task

Appendix 6.21: Explicative video created with Vyond studio to inform in detail about the final project:



My own elaboration

Appendix 6.22: Model samples and WAGOLLS to pick ideas for the elaboration of the final project

Responsible digital citizens...



Retrieved from: https://www.youtube.com/watch?v=5V56hPW_mwU



Retrieved from: <https://www.youtube.com/watch?v=kmrc0z3COPc>



Retrieved from: <https://www.youtube.com/watch?v=2VnAU2lbf2c>

While-task

Appendix 6.23: Graphic organizer to plan and organize students' ideas for the elaboration of the final project

Retrieved from: <https://www.teacherspayteachers.com/Product/VIDEO-VIEWING-GRAFICO-ORGANIZER-FREE-4889970>

Q. Q. I. C. K. Viewing Guide

Name: _____ Date: _____ Pg. _____ Title: _____



<u>Questioning:</u>	What questions do you have prior to viewing the material?
<u>Understanding:</u>	What is the purpose of the video?
<u>Images:</u>	What do you see? What do these images make you think?
<u>Connections:</u>	What information relates to other texts, videos, lessons, & experiences?
<u>Knowledge:</u>	What have you learned?

student sheet

thinkit thru planner
a planner that meets my thinkit thru criteria

 I outlined the decision that needed to be made

 I outlined the judging rules that had to be met

#1	#2	#3
judging rules		

 I awarded a star value (1, 2 or 3) to show the importance of each judging rule

judging rule #1	judging rule #2	judging rule #3
Importance (1, 2 or 3) 1 2 3	1 2 3	1 2 3

student sheet

thinkit thru planner
a planner that meets my thinkit thru criteria

 I outlined three alternative choices I could make

alternative #1	alternative #2	alternative #3

 I used my decision making matrix to judge each of my alternatives against my criteria
(see attached matrix)

 I made my decision, acted on it, monitored my decision, made changes if needed

my decision	strengths	concerns	changes needed

1

student sheet

thinkit thru planner
a planner that meets my thinkit thru criteria

 I outlined the decision that needed to be made

 I outlined three alternative choices I could make

alternative #1	alternative #2	alternative #3

 I used my decision making matrix to judge each of my alternatives against my criteria
(see attached matrix)

 I made my decision, acted on it, monitored my decision, made changes if needed

my decision	strengths	concerns	changes needed

2

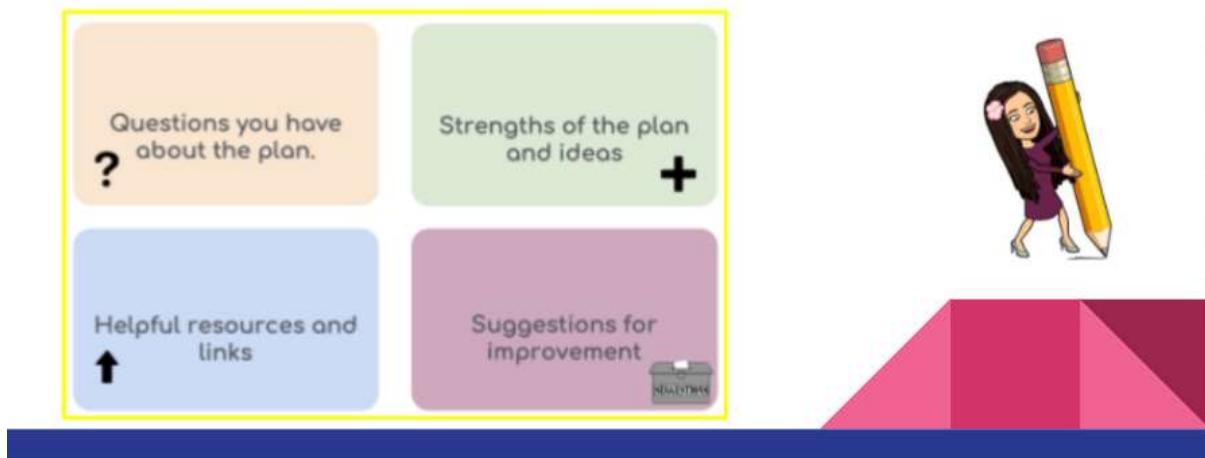
Post-task

Appendix 6.24: Feedback carousel activity to encourage students to give feedback to other classmates and develop their critical thinking

Feedback carousel

You will have to move around other groups' tables and complete this worksheet.

Remember to use the coloured pen assigned



My own elaboration

LESSON 5

Pre-task

Appendix 6.25: Blendspace link to provide students with the necessary tools for the elaboration of the final project. It also contains the models and WAGOLLS previously displayed in class so that they have the opportunity to watch them as many times as necessary

Final Project

1	Web Site	Video Maker - Apps on Google Play
PDF Aurasma-step-by-step-guide Enter description/notes	Web Site iMovie on the App Store Enter description/notes	Video Maker - Apps on Google Play Enter description/notes
Web Site Aurasma Auganix.org Enter description/notes	Chroma Key (Beta) - Apps on Google Play Enter description/notes	Vyond: Animation Software Tool for Businesses Enter description/notes
Powtoon The World's #1 Visual Communication Platform Enter description/notes	Studio	Digital Citizenship and You! Enter description/notes
The Nine elements of Digital Citizenship Enter description/notes	Characteristics of a Responsible Digital Citizen Enter description/notes	Give where you can

My own elaboration

Link to Blendspace:

<https://www.blendspace.com/lessons/JT-b7uf6vtp4QA/edit>

LESSON 6

Post-task

Appendix 6.26: Questions and Answers time: Taking Chips to encourage students to ask question to their classmates about their videos



Retrieved from Moodle: subject of Design of Learning activities (Viky Gil)

LESSON 7

Pre-task

Appendix 6.27: Peer-assessment and self-assessment rubric for classmates' final project evaluation

	Exceed Expectations	Meet Expectations	Average	Needs improvement
Content	The video has 8 pieces of information or more and they make a lot of connections with real life situations	The video has between 5 and 7 pieces information and they make connections with real life situations	The video has 3 or 4 pieces of information and they make few connections with real life situations	The video has less than 3 pieces of information and they do not make connections with real life situations
Originality	The video is creative and it has original ideas as well as stories	The video is creative and it has original ideas as well as stories most of the time	The video is not very creative and it has simple ideas as well as stories	The video is not creative and it has poor ideas as well as stories
Elements of the video	The video has 7 or more elements: music, diversity of characters, amazing backgrounds, pictures, clips...	The video has 6 elements: music, diversity of characters, amazing backgrounds, pictures, clips...	The video has 4 or 5 elements: music, a lot of characters, amazing backgrounds, pictures, clips...	The video has less than 4 elements: music, a lot of characters, amazing backgrounds, pictures, clips...

Organization	<p>The video is well-structured: it has an introduction, development and conclusion.</p> <p>It has a logical order.</p>	<p>The video is well-structured: it has an introduction, development and conclusion but one of the parts is not well developed.</p> <p>It has a logical order most of the time.</p>	<p>The video is not very well-structured: one of the parts is missing (introduction, development or conclusion).</p> <p>Occasionally, it does not follow a logical order.</p>	<p>The video is not well-structured: it does not have introduction, development or conclusion.</p> <p>It does not follow a logical order.</p>
Language accuracy	<p>The video includes more than 12 items of a lot of vocabulary as well as expressions of the unit and correct use of conditional structures.</p>	<p>The video includes between 8 and 12 items of vocabulary as well as expressions of the unit and it has few mistakes in the use of conditional structures.</p>	<p>The video includes between 5 and 8 items of vocabulary and expressions of the unit and it has some mistakes in use of conditional structures.</p>	<p>The video includes less than 5 items of vocabulary and expressions of the unit and it has a lot of mistakes in use of conditional structures.</p>
Pronunciation	<p>The pronunciation is very good and you can easily understand the speakers</p>	<p>The pronunciation is good and you can understand the speakers</p>	<p>The pronunciation is not very good and you sometimes have difficulties to understand the speakers</p>	<p>The pronunciation is bad and you cannot understand the speakers</p>

My own elaboration

Appendix 6.28: Video voting, students vote their favourite classmates' videos on Menti

Vote your favourite videos on Mentimeter

<https://www.menti.com/nfavhr4nyr>

The voting code 1955 0769



 **Mentimeter**



My own elaboration

Post-task

Appendix 6.29: Compass-points to encourage students to reflect on their learning progress

Compass Points

Adapted by Alice Vigors 2017

What do you find **Worrisome** about this idea? What's the downside?

What else do you **Need** to know or find out about this idea?



What is your **Stance** or opinion on the idea? What should your next **Step** be? What **Suggestions** could you make?

What **Excites** you about this idea? What's the **Upside**?

Retrieved from: <https://thinkingpathwayz.weebly.com/compasspoints.html>

Post-task

Appendix 6.30: Teaching-assessment on Google Forms

Teaching Assessment

Be rigorous with your answers

the topic was engaging and appealing

1 2 3 4 5

The amount of homework was correct

1 2 3 4 5

The English level of the lesson was correct

1 2 3 4 5

The teacher checks understanding

1 2 3 4 5

The teacher monitors my work

1	2	3	4	5
<input type="radio"/>				

The teacher explains clearly

1	2	3	4	5
<input type="radio"/>				

The teacher pays attention to my individual needs

1	2	3	4	5
<input type="radio"/>				

The teacher grades fairly

1	2	3	4	5
<input type="radio"/>				

The teacher encourages me and my classmates to interact

1	2	3	4	5
<input type="radio"/>				

The activities were appealing and dynamic

1	2	3	4	5
<input type="radio"/>				

The teacher responds to questions

1	2	3	4	5
<input type="radio"/>				

The teacher is receptive to new ideas

1	2	3	4	5
<input type="radio"/>				

My own elaboration

Link to the questionnaire: <https://forms.gle/4dbMfG66sb4Sgjov9>

Appendix 6.31: Teacher's rubric for students final project assessment

	Exceed Expectations	Meet Expectations	Average	Needs improvement
Content	The video contains much relevant information and covers all the topics tackled during the unit. It portrays a great demonstration of knowledge of the topic. Students make a lot of connections with real life situations	The video contains relevant information and covers many topics tackled during the unit. It portrays a demonstration of knowledge of the topic. Students make some connections with real life situations	The video does not contain much relevant information and covers some topics tackled during the unit. It portrays a little demonstration of knowledge of the topic. Students make few connections with real life situations	The video does not contain relevant information and covers a few topics tackled during the unit. It does not portray demonstration of knowledge of the topic. Students do not make connections with real life situations
Originality	The video is very creative and it portrays original ideas as well as stories.	The video is creative and it portrays original ideas as well as stories most of the time	The video is not very creative and it portrays simple ideas as well as stories	The video is not creative and it portrays simple ideas as well as stories
Elements of the video	The video contains all the required elements: music, wide variety of characters, amazing backgrounds, pictures, clips	The video contains many of the required elements: music, diversity of characters, amazing backgrounds, pictures, clips	The video contains some of the required elements: music, different characters, background, pictures, clips	The video contains few of the required elements: music, characters, backgrounds, pictures, clips
Organization	The video is well-structured and the events are presented in a logical order. The different events are perfectly connected and organized.	The video is usually well-structured and the events are usually presented in a logical order. The different events are connected and organized.	The video is not very well-structured and the events are occasionally presented in a logical order. The different events are not very well connected or organized.	The video is not well-structured and the events are not presented in a logical order. The different events are not connected or organized.

Language accuracy	The video includes a wide variety of vocabulary as well as expressions of the unit. The vocabulary is properly used. They include many and correctly conditional structures. No mistakes in grammar or vocabulary	The video includes a variety of vocabulary as well as expressions of the unit. The vocabulary is properly used. They include some conditional structures. Few mistakes in grammar or vocabulary	The video includes some vocabulary as well as expressions of the unit. They include some conditional structures. Some mistakes in grammar or vocabulary	The video includes a few vocabulary as well as expressions of the unit. The vocabulary is not properly used. They include few conditional structures. Many mistakes in grammar or vocabulary
Pronunciation	<p>The pronunciation is very good and you can easily understand the speakers. They demonstrate fluency.</p> <p>Excellent voice clarity, pitch, word speed</p>	<p>The pronunciation is good and you can understand the speakers. They demonstrate some fluency.</p> <p>Good voice clarity, pitch, word speed</p>	<p>The pronunciation is not very good and you sometimes have difficulties understanding the speakers. They do not demonstrate much fluency.</p> <p>Normal voice clarity, pitch, word speed</p>	<p>The pronunciation is bad and you cannot understand the speakers on many occasions. Lack of fluency.</p> <p>Voice unclarity, bad pitch, bad word speed: too fast or too slow</p>

My own elaboration

Appendix 6.32: Teacher's rubric to assess writing (short blog entry)

	Exceed Expectations	Meet expectations	Average	Needs Improvement
Ideas and Content	All major ideas are portrayed and they give 5 or more pieces of advice	All major ideas are portrayed and they give 4 pieces of advice	Most of the major ideas (between 3 and 5) are portrayed and they give 3 pieces of advice	Less than 3 major ideas are portrayed and they give less than 3 pieces of advice
Organization	<p>The blog entry has an introduction, development and conclusion perfectly distinguishable.</p> <p>The order of the sentences makes sense.</p>	<p>The blog entry has an introduction, development and conclusion.</p> <p>In most of the cases, the order of the sentences makes sense.</p>	<p>The blog entry misses one of the parts: introduction, development or conclusion.</p> <p>Occasionally, the order of the sentences makes sense.</p>	<p>The blog entry does not have introduction, development or conclusion.</p> <p>The order of the sentences does not make sense.</p>
Vocabulary and Grammar	The blog entry includes more than 12 items vocabulary as well as expressions of the unit and correct use of	The blog entry includes between 8 and 12 items of vocabulary as well as expressions of the unit and few mistakes of	The blog entry includes between 5 and 7 items of vocabulary as well as expressions of the unit and some mistakes of	The blog entry includes less than 5 items of vocabulary as well as expressions of the unit and a lot of mistakes of

	grammatical structures.	grammatical structures.	grammatical structures.	grammatical structures.
Conventions	Spelling, punctuation and capitalization are correct.	Spelling, punctuation and capitalization are usually correct.	Some mistakes in spelling, punctuation and capitalization.	A lot of mistakes in spelling, punctuation and capitalization
Sentence fluency	Complete and clear sentences.	Usually the sentences are complete and clear.	There are some incomplete and confusing sentences.	There are many incomplete and confusing sentences.

My own elaboration

Appendix 6.33: Leaderboard

Retrieved from: <https://company.overdrive.com/2019/07/02/using-the-sora-activity-tab-to-gain-insight-into-your-students-reading-habits/>

Appendix 6.34: Actual samples of target students' work that demonstrate learning outcomes.

Tween 8-10

1. Privacy and password - because you are safe and you protect your digital identity
2. avatar and uploads - because they are not risks. Your ~~digital identity~~ But you have to be careful with things upload, they can be dangerous for other people, friends...

Team Iron Man - Tukiland-Latam - Alto que mi rey -
Tocue de quede - Slytherin - Me gusta el nombre.

- Password, footprint, Privacy, profile, and ~~theater~~, Hacking, and ~~theater~~
- Password: Because it is the code to enter in your profiles.
- Footprint: Because it is to know what you did on the internet.
- Privacy: To safe your data on internet.
- Profile: It's for the people, to know who you are.
- ~~I think~~ We think that everything it's important on internet.

Las primeras tareas

1. safety, profile, privacy
for be protected from any risk and my profile and
privacy is safe
2. post and avatar
don't risk your digital identity

